

dren or have the ability to direct or encourage them in their reading.

4. There are as yet but few section libraries in the country; but the testimony of those teachers who have them, is that they are of vast utility, and invaluable auxiliaries in the education of the young. A section library selected, as it necessarily would be, with reference to the ages, the attainments and tastes of the pupils in attendance on such schools, would meet, more than any other could, his actual wants.

"Remembering the weakness of his thought, and that wisdom for him must be diluted, let him taste the strong wine of 'ruth, in the bonied water of infant tales.'" Books for the young should be adapted to their capacities. Knowledge encumbered with abstruse thought, becomes repulsive. The selection of books for section libraries, with so much necessity be entrusted to those sometimes acquainted with the capacities and wants of the pupils, as well as with the books to be purchased. Kept in the school building and if necessary during vacation, at the residence of their teacher, such a library would be not only accessible, but a place of daily resort. It would be a source of attraction, drawing many into the school who would not otherwise attend. It would render important service to the teacher, as an auxiliary in the imparting instruction, in inciting an interest in study, and in securing obedience to the rules and requirements of the school.

A section library should, to a certain extent, supply the wants of the teacher. The successful teacher must be a diligent student. The present standard demanded of the teacher, is such that constant application to books will be necessary in order to meet that demand. The teachers' profession is the worst profession in the world for personal improvement or literary attainments. Required to teach such a diversity of subjects, with a moment's thought bestowed upon this, and a moment upon that, here a little, and there a little, his mind must be, to a certain extent, broken up, and his powers of concentrated thought dissipated, if not fatally impaired. By continually bending or lowering his own capacities to meet those of the child they become weak. This is sometimes termed the levelling process. Now, to counteract all this tendency to lower his own standard of attainment, he should have con-

stant resort to books of the most elevating character; and so marked should be his daily progress, that the influence should not only be seen, but *felt* by his pupil. No teacher can safely trust to past attainment. Not a section is under obligation to furnish a teacher's library as a part of the section library. The salaries of most teachers will not allow of their having very extended libraries for personal use.

Again, a section library would be a source of interest and improvement to parents. Books drawn by children would be taken home and read at the fireside to the profit of the whole household. They would also have a reflex influence, leading parents to take a deeper interest in the school and their children's progress in their studies. The economy of this system is another argument in its favor. In a community of fifty families, an annual contribution of one dollar each would furnish them with sufficient reading matter. This, to all practical purposes, would amount to so many distinct family libraries for each family has the benefit of the whole fifty volumes, and that too at a place nearly as accessible as if at their own dwelling.

Two points only remain to be considered: What books should be read, and how they should be read. For a small library, fifty dollars would be a fair beginning; and for this we might name a few familiar histories, and other books. But for a complete library, each district should be furnished with—

1st. Books for circulation among the pupils.

2nd. Books for parents and patrons.

3rd. Books for reference, such as Encyclopedias, Dictionaries.

4th. Books on Schools and School systems, for officers of schools and for parents.

5th. Books on the theory and practice of teaching, and on Education generally.

How should books be read? They should be kept at the school building in a suitable case, and always under lock and key. Pupils should be allowed to draw but one book at a time and to keep the cover on till returned. Books should be delivered to those only who by diligence and good deportment have proved themselves deserving. The drawing of the books should always take place in the presence of the whole school, who