

tricts, and as far as possible in the School Sections. To the attainment of this object, local and voluntary co-operation is indispensable. Government may perhaps contribute ; it may assist by suggesting regulations, and recommending lists of books from which suitable selections can be made ; but the rest remains for individual and local efforts to accomplish. And the advantages of the School can be but very partially enjoyed, unless they are continued and extended by means of books. As the School is the pupil's first teacher, so books are his second ; in the former he acquires the elements of knowledge, in the latter he acquires knowledge itself ; in the former he converses with the School-master,—in the latter he holds intercourse with the greatest and wisest men of all ages, and countries and professions, on all subjects, and in every variety of style. The School creates the taste and the want, which books alone can satisfy. In conversing with the wise, the learned, and the good, the mind cannot be unhappy, nor will it become vitiated ; its views will be expanded ; its standard of manners and men and things will be elevated ; its feelings will be refined ; its exertions will be prompted ; its practical knowledge will be matured, and its intellectual wealth and power will be indefinitely multiplied. But in any community, few persons can be expected to possess the means necessary to procure anything like a general assortment of books ; in a new and rural community, perhaps none. One Library for the whole of such community is the best substitute. Each one thus acquires the fruits of the united contributions of all ; and the Teacher and the poor man with his family participate in the common advantage.

Their
great im-
portance
and utility.