

him in life, and nailed at him crucified. Meditate upon these characters, and learn the lessons taught by them, and you shall indeed be as "trees planted by the rivers of water." Live so that

you may gain the immortality of the good, and you shall learn forever; shall eternally bathe in the infinite ocean of Truth.

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THE USE OF SCHOOL LIBRARIES.

"Read thou first and well approve the books thou givest thy child."

THERE is a certain transition state, a period in which, most of all, children need a parent's fostering care and guiding hand, when their minds are a chaotic state, and are suffered too often to run wild—to vegetate where they will—and to wander without company or guide. These are the neglected ones—and neglected, at the most critical period of their lives. Now take such a child, interest him in reading, or in listening to the readings of useful and instructive books, and his education is begun, and not only begun, but so well begun, that it may be said to be half done. Now if parents will not take upon themselves the responsibility of this part of a child's education, an education which begins with the first development of thought, but will force it prematurely upon the teacher, then let the proper course be pursued at school. Instead of driving him to his A B C, teach him first of all, to love books—to love the knowledge they contain—teach him to think, to reason, to philosophize, to analyze. Then, after he has arrived at an age in which he can read for himself, furnish him with books, direct and encourage him in reading, and you have laid a foundation for his education, broad, sure, and deep, upon which he will not fail to build a fitting superstructure. To accomplish all this, we need books at the school room to which pupils can have daily and easy access.

With these prefatory remarks, we are led to the consideration of the subject before us: The use of libraries in schools. Were our wishes to take the form of a resolution, they would be embodied in the following words:

Resolved, that we recommend to each and every school section, the purchase and introduction into the schools of said section, of suitable libraries for the exclusive use of persons connected therewith.

We would urge the adoption of this resolution for the following reasons:

1st. The insufficiency of other public libraries to meet the wants of the young. These libraries are confined to the cities and large towns, so that but a small proportion of the population of the country have access to them. Many of those public libraries belong to mechanics' institutes and young men's associations; and of course, are intended for their exclusive use. Even if these libraries were designed for general circulation, the selection of books would be ill adapted to the capacities of children.

2nd. The same fault may be found with township libraries, with the additional objection, that they do not contain books sufficient to supply any considerable portion of the community.—Libraries without books present a strange anomaly. From these township libraries, the trustees have the privilege of drawing a certain number of volumes for the use of the schools in their district. But the proportion of books to the number of pupils, must be extremely small. In instances which have come under our observation, the proportion has been about 1 to 10, and more than one half of these books were very unsuitable for young persons.

3rd. Were family libraries general there would be no necessity for school libraries. A family library is the best of all libraries.—Besides being always accessible, always available, always select, children form an attachment for the books they daily and hourly see and use, they become to them old familiar friends, and they learn to cherish and revere them in after life. But such libraries are not general, either for want of means, or lack of interest on the part of parents. A few odd volumes, of doubtful interest, are the most that many, and perhaps a vast majority of families, can boast.—How few parents take sufficient interest in the improvement of their chil-