

thing in their power to make the visit of the members of the Association a pleasant one, and in this they are receiving the hearty support of the citizens of Toronto and the teachers of Canada. Every arrangement that can be devised is being made for the proper accommodation of visitors, and the providing of excursions by rail and steamboat during the Convention and after. Teachers who can afford a longer stay in the Queen City than the four days of the Convention, should make preparations to do so, as every facility will be given to them to study in a practical way the efficiency of the Ontario school system. The fare to Toronto from all parts is the lowest that can be secured, and those desiring to attend should at once put themselves in communication with the local ticket agent or station master in their district to find from him the cost of such a trip. All other information can be procured from or through the active secretary of the Executive Committee in Toronto, whose address in full is H. J. Hill, Esq., Secretary of the Executive Committee of the National Educational Association Convention, Toronto, Ont.

—The *Young Canadian* has been good enough to recognize the enterprise of our communities in favor of school libraries in some such terms as the following: "The Inspector of Superior Schools in Quebec has started a capital idea and is vigorously putting his idea to the test among the schools under his supervision. By means of illustrated lectures on literary and scientific subjects he secures not only an audience but a fund for organizing a school library in the community in which he happens to be visiting the school. In this way he has already laid the nucleus of such a library in the various school centres, and in some instances school museums have been commenced as well. It is scarcely possible to over-estimate the value of a movement like this, and we tender Dr. Harper our sincere approbation of his efforts in this connection."

—In daring to quote the above encomium, we hope that the movement will receive further encouragement, so that in time we may perhaps be able to make some such report as the following about the school libraries of Quebec: "The high schools of our state," says a contemporary on the other side of the line, "are building up libraries with commendable rapidity and success. They are evidently used extensively by the pupils, and the stimulus to use them comes from the school work. This is in part the result of the assignment of topics, of references and readings by the teachers, and of talking with the pupils about what they read. But a well selected library recommends itself, and, as one principal said, 'there are books which do not