

course in such reading cannot fail in producing an evil influence on the minds of the young and unreflecting, in weakening their love for their own country, and creating a false prejudice in favor of a foreign State. It is wise, therefore, to exercise as far as possible a careful supervision over the character of the books furnished to the children attending our City Schools.

7. FREE SCHOOLS AND FREE LIBRARIES FOR PICTON.

We are happy to observe that the question of doing away with the Rate Bill and making the Union School in this town free to all, is being discussed. We are greatly surprised that this change should not have been adopted long ago in such an intelligent and wealthy community as that of Picton. Instead of checking in any way the general diffusion of knowledge, our school authorities ought rather to offer inducements operating in the opposite direction. Especially would it be wise to procure public libraries in connection with the school at the earliest possible period. Too many youth of the town spend their leisure in such pernicious reading as the Dime Novels, Police Gazette, and other publications of that class; when if a supply of such interesting and useful books as are furnished at half their cost by our Educational Department, were accessible, good principles might be inculcated. Young persons *must* and *will* read something, and it rests with the guardians of our educational interests to say whether they will provide proper mental nourishment, or allow their tastes and principles to become vitiated by the sickly sentimentalism and indecent publications offered in the market. We hope some person will move in the matter at once, and if funds be low, a good beginning can be made by voluntary contributions. Who will act?—*Picton New Nation*.

8. HOW TO READ.

Teachers may ask, *How are we to read?* This question is also of great importance. It is not the amount read, but the intelligent reading that benefits. The book, if valuable, should be mastered. The slow process necessary to this will be amply repaid by the sure progress of acquisition. Patient application cannot fail to reap advantage. Some books deserve and will repay frequent perusal. Gibbon somewhere makes the remark, "that he usually read a book three times—he first read it, glancing through it to take in the general design of the book, and the structure of the argument; he read it again to observe how the work was conducted, to fix its general principles on the memory; and he read it a third time to notice the blemishes, or the beauties, and to criticise its bearing and character." Reading of this kind must produce a happy influence upon the mind. The book becomes personal knowledge, and available for use. Coleridge divides readers into four classes: the first like the hour-glass—their reading, like the sand, running in and then out, and leaving not a vestige behind; the second like the sponge, which imbibes everything, only to return it to the same state, or perhaps dirtier; the third, like the jelly-bag, allows the pure to pass away, and keeping only the refuse and the dregs; and the fourth, like the slaves in the mines of Golconda, casting aside all that is worthless, and retaining only the diamonds and gems. It is also a beneficial exercise in reading to extract short passages that strike the mind. Thus it was that Southey sought to utilize his own extensive reading, and the library of 13,000 volumes which he possessed. Some who have leisure, have made synopses or abridgments of the works they have read. It is recorded of Dr. Donne, by his quaint biographer, Izaak Walton, that, "he left the resultance of 1,400 authors, most of them abridged and analyzed by his own hand." When a book is not your own, extracting is the best means of keeping what you value; when it is your own, the *index rerum*, recommended by Todd, will be very useful, as it will show you at a glance where to find anything you have noted.

One of the best ways to retain what we have read is to endeavour to communicate it to others. Sunday School teachers, who read for the instruction of their scholars, have this rare advantage, and would do well to practise it.

"Thought, too, delivered, is the more possessed;
Teaching, we learn, and giving we receive."

—*The Christian Teacher in Sunday Schools*. By Rev. R. Steel, M.A., Ph. D.

9. SCHOOL TEACHERS' LIBRARIES.

When in Toronto a few weeks since, we paid a visit to the Educational Department, and while there the Deputy Superintendent kindly showed us a large supply of works suitable for teachers' libraries, and informed me that the law provides for the establishment of such libraries. Teachers' Associations, by sending orders through the County Council, will receive a bonus of one hundred per cent. on all sums remitted to the department for this object.

Teachers would do well to avail themselves in this way of the privilege of obtaining access to the best publications of the day, bearing directly on school organization, discipline, methods of instruction, &c., a more intimate knowledge of which would greatly facilitate their labors.—*Bruce Reporter*.

10. FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

Under the regulations of the Department, each County Council can establish *four classes* of libraries in their Municipality, as follows. City, Town, Village, and Township Councils can establish the first three classes, and school trustees either of the first and third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and rate payers.

2. A *General Public Lending Library*, available to all the rate payers of the Municipality.

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.

4. A Library in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail* for the use of the prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

11. PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, AND SCHOOL PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent*, to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

☞ Catalogues and forms of Application furnished to School authorities on their application.

*. *If Library and Prize Books be ordered, in *addition* to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent*. will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above; they must be paid for at the net catalogue prices.

12. PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

In this catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Upper Canada, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

Text-books must be paid for at the full catalogue price. Colleges and private schools will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local superintendents and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

13. SUNDAY SCHOOL BOOKS AND REQUISITES.

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library