

day, will not at night seek relaxation and some kind of excitement, to vary the dull routine of their usual avocations. Satan, taking advantage of this, spreads his lures to destruction, in the shape of drinking saloons, gambling and other kindred places of resort, in every thoroughfare and lane of our city. Total abstinence pledges may be paraded and numerously signed; yet, until we provide some innocent food to satisfy this natural craving of the mind for excitement, just so long the young and susceptible will be drawn into the vortex of destruction. We believe Free Libraries will furnish this food. The children of this world are wiser in their generation than the children of light. For while timid moralists, theoretically overflowing with plans for the bettering of the condition of their fellows, stand debating and hesitating whether they shall vote a trifling sum to establish a library, Satan, who is not often troubled with scruples, by a grand *coup d'état*, in the shape of some extra fascination added to his public institutions, carries the day, and our moralists who have to foot the bill in the shape of expenses for a police force, courts, jails, and poor houses, with a refreshing innocence, wonder what the world is coming to!

Lads and young men, who have heretofore spent their evenings at theatres, and were rapidly acquiring a taste for places of worse resort, and who have read nothing, or only that vile trash procured from a portion of the periodical press, which is worse than nothing, may now be seen every day carrying away from our library books of solid worth, to be read in the evening, at the hearth-stone of home.

I may be enthusiastic, but I cannot but look upon this movement among our youth, as giving promise of an abundant harvest of noble fruit. We do not sufficiently estimate the importance of reading as an element of education. I think we should not be very extravagant, if we were to assert that newspapers do more to educate our people, than our schools. And whatever we may think of the healthfulness of their influence, we cannot deny its power. Newspapers go into every household throughout the length and breadth of the land. They not only direct public sentiment, but they create it. Not this alone: they build up our literary tastes, telling us what we shall read and what we shall not read.

It has been well said, that what you wish to appear in a nation's life, you must put into its schools. Not only this, but you must put it into the nation's books. "Let me write the ballads of a people, and I care not who makes its laws," may have been a very sagacious observation, when old Norse pirates roared forth songs of war, and Troubadours piped their strains of love. Substitute books for ballads, and the sentiment will still hold good.

It is, comparatively, of little importance whether our young men and young women leave our schools with a large knowledge of the branches taught there, or not; but it is of the utmost importance that they should leave these schools with a pure and noble taste in literature. For, 'this it is that makes men denizens of all nations—contemporaries of all ages, civilizes their conduct, and suffers them not to remain barbarous.' How sedulously, then, should we labor to create and foster this taste! And how can this be so effectually done, as by placing good books in the hands of all?

Free Schools and Free Books are the two premises of a syllogism, and a Free People the inevitable conclusion.—*Ohio J. of Ed.*

## 2. BOOKS FOR FARMERS IN SCHOOL LIBRARIES.

For libraries in the rural districts, there should be some works selected which will instil a love for Agricultural and Horticultural pursuits, and all such books as have a tendency to render the children of the farmer discontented with their lot in life, should be discarded at once. Instil into the minds of the young ruralists a proper love for their avocation, and all the tinsel and glitter of the artificial life of cities will have no attraction to them. What a world of misery, wretchedness, and criminality, would be blotted out of existence, could all the youth of the land be taught to love labor, or the study of those sciences which insure the acquirement of a fund of useful knowledge, instead of the idleness, dissipation, and the frivolous accomplishments of fashionable society! How many farmers' sons, who, by improper associations, became indoctrinated with the idea that farm labor is menial and degrading, have left the 'Old Farm at Home,' and after a round of dissipation, are now reaping the reward of these evil influences in the Penitentiary. Had there been School Libraries, composed of judiciously selected books, these same felons or criminals would undoubtedly have been honest, intelligent, and industrious members of society.—*Ohio Farmer.*

## 3. LIBRARY AUXILIARIES TO COMMON SCHOOLS.

Development of mind, culture of morals, and diffusions of knowledge—these are the primary objects of common schools. Common libraries are not merely auxiliary—they form an essential part of an adequate free school system. The friends of liberal, popular educa-

tion, know that every argument good for a High School is good for a library; and they have confidence in the generosity and intelligence of a people which cheerfully supports Deaf and Dumb, Blind, Lunatic and Idiot Asylums, and Reform Schools for juveniles.

The opportunity for self-culture, as free and ample to the poorest as to the wealthiest, is an all-important consideration to citizens, among whom virtue and intelligence underlie public prosperity.

If public affairs are to be intelligently and equitably managed, school children must learn the means and blessings of good government.

The advantages available to boys and girls in free libraries, assist, or succeed with permanent influence, the lessons which may be imparted at home, or in school.

Libraries well selected, in every township, town, and village, will afford the cheapest and most available facilities possible for encouragement in the youthful mind of a taste for good reading—appreciation of public morals—knowledge of public affairs—and acquaintance with arts, mechanics, and science.

The library is an economical adjunct to the common school, because it facilitates the accomplishment of the object for which schools are established.

In whatever mind a love of reading is instilled, love of school is begotten. It is the unanimous voice of observing teachers, that pupils who are diligent readers, lead their classes.

If a taste for reading is not formed in early youth, it is rarely a blessing to middle, or after-life.

If society neglects to prepare youths for virtuous and useful careers, it must protect itself from vice and depredation. If it will not pay for schools and school books, it must pay for courts and jails. By the encouragement of libraries, which instruct, refine and ennoble, government can prevent, more effectually than by fines and imprisonments, the increase of gambling, intoxication and profligacy.—*Ohio Journal of Education.*

## 4. A LIBRARY AN ARMY OF SOLDIERS.

ORIGINAL ANECDOTE OF DR. JOHN M. MASON.—While recently engaged in arranging a large library, a friend came to lighten our labors by pleasant conversation.

"What is the most common idea of a library?" said he.

"A workshop, perhaps, in which are all manner of tools."

"What is your idea?"

"A dictionary, in which we can turn to any given subject, and find the information we desire."

"Very fair, both these definitions; but I think I know one much better. When a lad about sixteen years of age, living as a neighbor of Dr. Mason and also a member of his congregation, I was engaged in helping him to move and arrange his valuable library. 'Hamilton,' said he, 'you bear a great name—a very great name; but it is still more honorable to bear the name of Christ!—Hamilton, do you know what a library is?' 'No, sir. Well, sir, it is an army. Do you see those books? They are my soldiers! I am the centurion. I call them down, and make them fight for me, my boy. Now you know what a library is, which is more than most folks do. Don't you forget it.'—*American Presbyterian.*

## 5. EFFECTS OF KNOWLEDGE.

The more widely knowledge is spread, the more will they be prized whose happy lot it is to extend its bounds by discovering new truths, to multiply its uses by inventing new modes of applying it in practice. \* \* Real knowledge never promoted either turbulence or unbelief; but its progress is the forerunner of liberality and enlightened toleration. Whoso dreads these, let him tremble; for he may be well assured that their day is at length come, and must put to sudden flight the evil spirits of tyranny and persecution which haunted the long night now gone down the sky.—*Brougham.*

## 6. DISCOVERIES & PROGRESS OF THE LAST CENTURY.

There is no period since the commencement of the world in which so many important discoveries, tending to the benefit of mankind, were made, as in the last half century or so. Before the year 1800 there was not a single steamboat in existence, and the application of steam machinery was unknown. Fulton launched the first steamboat in 1807; now there are three thousand steamboats traversing the waters of America, and the time saved in travel is equal to seventy per cent.; the rivers of nearly every country in the world are now traversed by steamboats. In 1800, there was not a single railroad in the world; there are now, in England and America alone, about twenty-two thousand miles of railroad, costing in the neighborhood of three hundred millions of dollars. In 1800, it took weeks to convey intelligence between Philadelphia and New Orleans; now it can be accomplished in minutes by the electric telegraph, which only had its beginning in 1843.