

School Libraries.—The want of School Libraries for the use of the children attending our schools has been long felt. To compile a series of instructive and entertaining works adapted to this purpose, would occupy a very considerable time, and require the assistance of many individuals well qualified for compiling books suited to the minds of children. Under these circumstances, we have adopted the necessary steps for the selection of a sufficient number from those already published. Care will be taken that they are unobjectionable, in all respects, to the members of every religious denomination. We shall buy them from the publishers at the lowest cost, and sell them at reduced prices to such of the Managers of our schools as may approve of their being lent to the pupils. We shall also frame regulations for managing the School Libraries when formed, which will insure a regular delivery and return of the books.

COMMON SCHOOL LAWS OF THE STATE OF NEW-YORK.—The State Superintendent, in his School Report for 1847, remarks as follows on this subject :—

“The outlines of the present system were established by the act, chapter 242 of the Laws of 1812 ; but the supervisors were not required to raise upon the towns an amount by tax equal to the sum apportioned previous to the act, chapter 192 of the Laws of 1814 ; and the districts did not receive an amount equal to both sums, until 1818. No report of money paid on rate-bills was made previous to the year 1828, when \$297,048.44 appear to have been contributed by individuals in this mode, for the payment of teachers' wages ; and the average expense for tuition was \$1.09 and a fraction on the whole number of children taught. As before remarked, the present system took its form in the legislation of 1812, when the appointment of a Superintendent of Common Schools was provided for, and the duties discharged by a separate officer until 1821, when they were devolved upon the Secretary of the State. Although our school laws have been repeatedly amended and altered, and even re-enacted entire, for the purpose of presenting a complete system in one act, it is a curious, if not remarkable fact, that many of the provisions of the very last enactments are found expressed in language almost identical with the laws first passed. More than half a century has elapsed since the first appropriation of moneys was made from the treasury, “for the encouragement of schools,” and although the permanent fund for this object has been accumulating forty-two years, it is only thirty-three years since the first income from this fund was distributed to the school districts. We may also assume that the main features of the system have been in full and active operation, about nineteen years, or since 1828.

“This, like every other work of man, has imperfections ; and, like every other human institution in its minor details, must change with the ever varying progress of civilization ; but, so long as the essential powers of reaction shall be retained in the system, as it hitherto has been, like the well balanced movements of a perpetual motion, it will perform its legitimate functions. What more appropriate office or acceptable duty can any government or community perform, than to make ample provision for the mental and moral instruction of its youthful citizens and members ; to present to them the means of acquiring the necessary knowledge to aid them in the proper discharge of their duties here, and to prepare for a happier destiny hereafter.”