

without taking in the sense of what they read. Such slipshod reading is highly to be deprecated.

HOW TO USE THE LIBRARY.—When the books are purchased, the first thing to do is to prepare a catalogue, *i.e.*, the books should be numbered, and the number and title entered in a book. Rules for the use of the library should be adopted, and these, together with the name of the district, should be written on the cover, or by means of printed slips, pasted on it. The teacher should be the librarian, keep the book account of the library, and watch carefully that the proper books (*i.e.*, for the age) be loaned to the children. The library should be open for the loaning and exchange of books only at certain hours in a given day of the week. The children should under no circumstances be permitted to take books from the shelves and to select books at any time. By such practice the very objects of a library would be defeated; children would become devourers of books, not careful readers. During the hours when books are returned, the librarian can at once notice whether any damage has been done and call attention to it, so that it may be repaired, or, in case of serious damage, the book can be replaced. Since parents may not always be cognizant of their children's taking books from the district library, it will be good practice to require parents to vouch for the children before the latter are allowed to take books from the library.

### THE TEACHER TAUGHT.

The teacher taught—not by the normal school, nor the weekly meeting, nor the summer assembly, nor the national convention, but—in the school-room itself, by the faithful and earnest doing of the daily task and the wise appropriation of wisdom's experimental hints. That is the way every teacher, who is properly constituted and evolved, gets that final and supreme training which is the secret of professional success. The teacher may come from the training school armed *cap-a-pie* with all the equipment of knowledge and method, but he will be as awkward and ineffective as David in the armor of Saul, until he has put off his profundities and his theories, and stooped to pick some of the smooth stones of wisdom from the brook of practical experience. That is the reason why school committees, in selecting teachers, give so much importance to the matter of previous experience. The crucial question always is, not how much does one know? but, how much of what one knows is he now capable of imparting to others?