

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 labour to create and foster this taste! And now 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.*

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 education, 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 the 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 profanity.—*Ohio Journal of Education.*

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.*