

find out what the law really was. We see no reason why the consolidated statutes should not, in point of style, become models for future legislation. It is not in consolidation alone that simplicity, brevity and absence of jingling repetition are attainable. The United States Congress has shown that all these objects can be achieved in ordinary legislation; and as we have now, by the valuable aid of Judge Macaulay, found out the secret, it is to be hoped that it will be ranked neither among the "lost arts," nor those which have been allowed to fall into desuetude.—*Abridged from the Leader.*

V. Papers on Books and Libraries.

1. IMPORTANCE OF SCHOOL LIBRARIES IN CONNECTION WITH DAILY STUDY.

Reading is too much neglected by those who are in a process of education. Many men having entered upon a professional life, look back with bitter but fruitless regret upon their Academic course, not because they studied text-books too much, but because their reading was altogether too limited. They were painfully conscious of this at the time, but saw not the hour which they could regard as sacred to this delightful employment. What is true of the higher institutions of learning is too true of most who enjoy only the privileges of common schools. This page would be made valuable if it should contain one word that would encourage pupils to read useful books in connection with their daily studies.

It is thought that more will be accomplished by those who, in connection with their studies, carry forward a systematic and carefully selected course of reading. The man who is to write an oration, a lecture or a sermon, will accomplish his object more to his own satisfaction and to that of those who are to listen to his production if, previous to each sitting, he will spend half an hour in reading some carefully written article or soul-stirring book. It wakes up his own ideas, it quickens his intellect, it rouses the whole man within, and it is only when this is done that he will write what will move others. *Why would not a similar effect be produced upon the mind of a child or youth while mastering the text-books found in the school.* The writer has had some experience both as a teacher and otherwise in these schools and thinks he can see unmistakably the happy effect produced upon certain pupils by the method here recommended. Such a process makes not only more general but more accurate scholars.

If pupils would devote an hour, or even half an hour a day, to the reading of interesting and useful books, they would not only accomplish more in their studies but they would find their studies much more pleasant. Instead of that stupid lounging over books which too often makes the recitation hour one of torture, the time allotted to any given study would pass so quickly and pleasantly that the pupil would be more startled by the call to the recitation seats than by the rap or ring that should call him from the play-ground. Instead of being a task, study would become a delight. Is the matter over-stated? It is not thought to be. Place the right book in the hand of a child and under the judicious supervision of the parent or teacher it will quicken the intellect and thus fit it to grapple with the difficulties of the text-book.

It is thought that if a wise course of reading should be selected for our children more than anything else, it would obviate the necessity of their studying Geography, Arithmetic and Grammar year after year, and learning with but little more definite knowledge than they had when they entered.

If any child chances to read this, very probably he will inquire how can I obtain books to read? That is right young friend, ask the question, *ask it loud*, so that it may be heard at home. If it is not heard the first time, *ask again*, and *still louder*, only be sure and be respectful. Trustees and parents might, with scarcely a perceptible burden, furnish a choice library for every school section. But faith looks not so far into the future as to lay hold of such a work realized. And in the absence of this, let ten, twenty, thirty or any number of pupils in a given school club together and purchase books; put his name in each, read and then loan it to his seat-mate borrowing his in return, and let this process go forward till every book is read by every pupil of a suitable age, and no one need fear that when all are carefully read and returned each to its owner, there will be any lack of interest or means to put another set of books in circulation. Try it if you fail in urging the Trustees to procure a library.—*New Hampshire Journal of Education.*

2. THE PLEASURE OF READING ALOUD.

There is no treat so great as to hear good reading of any kind. Not one gentleman or lady in a hundred can read so as to please the ear, and send the words with a gentle force to the heart and un-

derstanding. An indistinct utterance, whines, nasal twangs, guttural notes, hesitations, and other vices of elocution, are almost universal. Why it is, no one can say, unless it be that either the pupil or the nursery, or the Sunday school, gives the style in these days. Many a lady can sing Italian songs, with considerable execution, but cannot read English passably. Yet reading is by far the most valuable accomplishment of the two. In most drawing rooms, if anything is to be read, it is discovered that nobody can read, one has weak lungs; another gets hoarse; another chokes; another has an abominable sing-song, evidently a tradition of the way he said Watts' hymns when he was too young to understand them; another rumbles like a broad wheel waggon; another has a way of reading, which seems to proclaim that what is read is of no sort of consequence, and had better not be listened to.

3. CROWD OUT THE VICIOUS LITERATURE.

Parents and teachers are quite too forgetful of one incumbent duty, viz: the guarding and guiding of the moral natures of the young. Let the influence of the *home*, the *school* and the *church*, be united, and, as an ark, preserve our dear youth from the destructive *deluge of modern infidel literature—the corrupting books and papers that flood our land.**

We are in the midst of a plague not less loathsome and insinuating in its encroachments, than the plague of Egyptian locusts; it is the plague of *papers*, poisoned and puffed, and *pressed* upon the people!

We are not an enemy to books and papers, by any manner of means. So far from it, that we could scarcely live away from their company, or without their influences. But we do say, that, amid such, immensely promiscuous mixtures of things trifling and truths thoughtful, there is imminent danger that our eager children may be deceived.

It is not "innocent amusement" to peruse these tedious and terrible tales of daggers and death, bombast and blood, feverish imaginations that they are emanating from burning brains and sin-sick hearts. Away with them! Such readings destroy all taste for history and the sciences. Nature, decorated in her loveliest May, is too homely for the intoxicated fancies of the novel-reader; and life itself becomes a weariness—a disappointment. Religion, so pure, and peaceable, and precious, cannot find a welcome for a home in the heart of the passionate novel-reader. The American, Aaron Burr, a man of rare genius and fairest intellectual endowments, revelled in novels and infidel books in his youth, and as a natural consequence, dwarfed and dwindled down into a traitor's grave!

For the immortal soul's sake, let us awake to a discharge of our duty in this matter. It is high time for us to oppose the tendency of this latter-day *Satanism*. Call it what you may; mingle as much sugar with the poison as you choose; apologise for it forever if you dare, it is, nevertheless, a deadly dose to all who swallow it. The mind must have pure, wholesome, nutritious diet, or it will languish and die the second death. Establish then school libraries all over the land, for the young will read; and thus occupy the ground which will otherwise be inevitably strewn with the pernicious papers and yellow covered literature of the day.—*Pennsylvania School Journal.*

4. BE CHOICE IN YOUR READING.

Carlyle, in a late letter to Mr. Allibone, regarding his "Dictionary of Authors," gives expression to the following just sentiments:—

"Readers are not yet aware of the fact, but a fact it is, of daily increasing magnitude, and already of terrible importance to readers,—that their first grand necessity in reading is to be vigilantly, conscientiously *select*; and to know everywhere that books, like human souls, are actually divided into what we may call 'sheep and goats'—the latter put inexorably on the *left hand of the judge*; and tending, every goat of them, at all moments, whither we know; and much to be avoided, and, if possible, ignored by all sane creatures!"

Furthermore, the sheep even can not all be done justice to in this day of light and knowledge. Marvellous discoveries in science increase upon us so, that the scientific student is obliged to confine himself to special branches—he can not know everything, boundless as may be his desire. No doubt Humboldt, that great spirit who has lately passed away, felt himself an ignorant man, in comparison with what there was yet to discover and to learn, in consideration of the miracles of nature and the illimitable wonders of the universe. No doubt he was obliged to choose. He lived to be over eighty years of age—a worker always; yet he had no time to spare.

* This evil has been effectually guarded against in the Upper Canada School Libraries, in the selection, by a competent and independent body, of books suitable for these libraries.