

of miners. This means that homes are isolated and self-dependent. Our winters forbid the carrying on of farm operations during three months of the year, and the farmer is necessarily driven into his home for much of this time. Would it not be profitable to teach him in his hours of leisure? We have insisted that the children should be educated, and have at great expense planted schools in every portion of the land. Have we no responsibility beyond that? Does education cease with learning the three "R's" or does it not then begin? If so, are we to employ teachers to follow to their homes the young people and there carry on the work we have begun? and what better teachers can we give them than good books? Let them be interesting, well chosen, and they will be read. Once establish the reading habit, even in one member of the household, and you work a revolution in the daily thoughts and daily practice of every member.

Little money is required to start a movement for supplying this want, but much careful organization. Solitary examples of those who see the want and are making efforts to meet it, are already to be found in different parts of the Province, and whether it be to provide printed matter to awaken interest in, or stir the imagination of the members of a lumber or mining camp, or to give to the boys and girls in the solitary log house, some faint idea of the wonders of the world beyond the surrounding circle of woods, all praise should be given for their efforts, however humble. And their example should stimulate us who enjoy so much, to use our influence and experience to systematically carrying out the work they have attempted.

It is probably a dream, which ought to have no place in a building set apart for pure science, but I could look forward to a time when the student in the city or country, would be able to put his hands speedily on the records of the experience of other students, whether of time past or present, on every branch of human knowledge; when every village or town in the Province would look to their public library as their greatest treasure; when in every collection of homes, there would be found those who regularly gathered together for consecutive and careful study of great thinkers, obtaining all the necessary literature required for his elucidation, from some central library, and when every household throughout the length and breadth of the province, would look forward with pleasure to the day which brought the weekly or monthly package of books from the great library. Then indeed, would the Northland be more famous for its learning than for the extent of its domain.

In addressing you upon the shortcomings and deficiencies of our library, I have been led to speak of the wants of our country in the same direction. My predecessor in this chair, upon a similar occasion, forcibly presented the claims of public museums, as scientific aids and popular educators. He recognized, as I have done, the influence which this Institute wields both corporately and individually, and I have no doubt felt as I do, that that influence will be exerted to awaken the citizens of the Province and of the Dominion, to the value of these libraries and museums, and that the result will be, to add to the number of public benefits which the members of the Canadian Institute have been privileged to confer upon their fellow citizens.