

AN ITALIAN BOOK-TRADE CATALOGUE.

(From the Nation Aug. 14.)

THE Associazione Tipografico-libreria Italiana, which has already done good work for Italian bibliography in the publication of the great "Catalogo collettivo della libreria italiana" (Milan, 1881), now brings out an "Annuario delle librerie e tipografie e delle arti affini in Italia." This is the first time that an annual of this kind, modelled on the German and French annuals, has been attempted in Italy. It is published on the occasion of the National Exposition, and forms a large volume of upward of 400 pages. That such a publication has become possible shows the marked advance that the book arts have made in Italy. The Italian book production now annually averages about 7,000 separate works; not counting fugitive publications, etc., the editions of which amount to nearly 20,000 volumes. The journals attain the circulation of about 100,000. These figures would indicate a great augmentation of readers in late years, as well as increased importance in the position of the book and printing industries. The first part of the "Annuario," is devoted to the laws relating to printing associations, literary property, etc. The second contains a register of publishers, printers, etc. From this it appears that there are 1,437 printing establishments, 1,845 publishers and booksellers, 393 lithographers, 24 manufacturers of printing materials, 51 type founders, 599 binderies, 327 paper manufacturers. A list of 38 journals devoted to bibliography and typography is appended.

Book Notices.

THE ART OF SCHOOL MANAGEMENT. By J. Baldwin, President of the State Normal School, Missouri. Appleton & Co., New York.

This is one of the four books just authorized by the Minister of Education for use in the schools of Ontario.

It is manifestly a compilation of essays and remarks by various authors on subjects more particularly within its ken, and while containing a great many well-known truths, these truths are set in a great deal of goody-goody twaddle.

The book if reduced to half its size would contain all that is desirable to be retained—and even then would bear elimination, but certainly half of its present cost would be ample. It is now too cumbersome and too expensive for our young friends who are aiming to be teachers; especially is it objectionable when there are so many English publications free to all, while this is a monopoly to one New York house, and being a monopoly undesirable.

That some of the advice given is sound beyond question, there cannot be a doubt; but we think were a copy to be sent to every Board of Trustees in Canada, it would do far more good than by telling young teachers what trustees and others ought to do. It is

well known to be a dangerous step for any teacher—especially a young one—to tell any country Board that their ideas of school houses, and school management are not the best in the world, although in this as in all other cases there may possibly be a few exceptions.

We give a few extracts from the volume:

"The school building with its surroundings represents the average culture of the community. Intelligent communities embody in their school grounds and school houses the conviction that nothing is too good for children.

"Towns and villages set apart from two to ten acres for school purposes. In the rural districts not less than from two to five acres should be consecrated to child culture. To restrict a country school to half an acre is a mistake and a misfortune.

"Parents, you pay skilled workmen to repair your watches, to shoe your horses, to manage your cases in court and to administer medicine to your families. Can you afford to employ unskilled workmen to plan the home where your children are to spend the greater part of their childhood.

"School apparatus embraces all instrumentalities used for the purpose of illustration and explanation. Tools are not more important to the mechanic than school apparatus to the teacher. The good teacher is skillful in the use of apparatus, and suitable apparatus almost doubles the efficiency of the competent teacher. A prominent work of Normal Schools and Normal Institutes is to train teachers to the skillful use of apparatus, without such training the ingenious teacher may possibly work up to a high degree of skill, but the many will remain bunglers. Teaching is decidedly common-sense work. There is the child to be educated. There are the instrumentalities. Good educational principles are the teacher's chart and compass. Good judgment guides in the application of means to ends. The teacher is an artist. He fashions immortal spirits. Here avoidable mistakes are the worst of crimes.

"Comparatively few books find their way into the rural districts. The reading matter is usually as defective in quality as it is deficient in quantity. As a result we often find a lack of that general and true culture for which the country is so favourable.

"The first chosen should be reference books, hence the first effort should be made to procure an unabridged dictionary—either Webster or Worcester's. An Encyclopædia should next be added to open a wider range for information.

"A large proportion of the books selected for youthful readers should be histories and biographies. These arouse the mind and teach truth concretely. Such works should be procured as the "Conquest of Mexico," "The Reformation," histories of Greece and of Rome and of France, Motley's works, Macaulay's "England," Thiers' "French Revolution," Bancroft's histories and the best biographies. The poems of Longfellow, Whittier, Bryant, Tennyson, Hood, Milton and others with the prose works of George Eliot, Irving, Scott, Dickens, Thackeray and many more should gradually find a place in the library. A taste for these works will supplant the desire for story papers and flashy novels.

"The masses seem to vegetate. Scarcely one in ten really thinks, or rises to the dignity of true man-