

essentially from the first object. What is usually called the practical part—ability to speak and write, pronunciation, etc.—is made quite secondary. The object, a very modest one apparently, is to enjoy the literature merely.

Suppose you have a neighbour—call him Mr. German—who has in his house some of the most beautiful mosaics. You are interested in mosaics; and one day you decide to go and examine those of Mr. G. It is your first visit to German's, and on entering the house it is apparently quite dark. German's little boy, Grieb, who has been in your house very frequently, tells you that what you call darkness at his father's is a far clearer and mellowed light to him than yours, and meanwhile he leads you to one of the rare mosaics. With considerable difficulty you distinguish a surface, rather darker than the general surroundings, which Grieb proceeds to describe in detail. The first block is of such or such a shape—comparing it with some you have seen—but the particular tint he has never seen anywhere but in his father's house, and, notwithstanding his efforts to describe it, you fail to obtain the least impression of the true shade.

However, you note with care the form of every block in the composition as outlined by Grieb, and piece out a mosaic after that pattern, but in light your own and with your own tints. It seems to have a certain beauty of form, and you conclude that perhaps after all you have all there is in German's mosaic. Another neighbor drops in and you tell him this mosaic is a copy of that famous one of German's; but he laughs and tells you he would never have recognized it. Not one of the tints, he says, is even an approximation to any of Mr. German's; the great merit of his mosaic consists in the wonderful arrangement of tints. He tells you, too, that those tints are due entirely to the peculiar light and atmosphere in German's house, and that, like you, he was a few years previously unable to detect any tint whatever in the composition, but he continued to live with Mr. G. for some years, and by daily observance of common objects around him and of their more striking colors, and by carefully noting the precise standpoints from which the whole German family invariably looked at the individual blocks of these mosaics, he at last found that his appreciation of them had grown to such an extent that he became almost as enthusiastic on the subject as German himself.

He had received considerable aid from little Grieb as regards pure form, but the boy was utterly useless on the question of tints. Appreciation of these implied a radical change in your own visual organs, or at least a refocusing of them. As the colors cannot be transferred to the light of your own house without their beauty vanishing, you must accustom yourself to the light and atmosphere of German's house. The figure we trust, is plain, and we shall proceed to the application in our next issue.

UNIVERSITY LIBRARY.

We have often heard the object of private libraries discussed, and the motives of their collectors impugned, but, that a public library exists simply and solely for the benefit of the public is a principle we had thought too generally admitted to need re-assertion. And we conceive the same relation between the library of a public and provincial institution, such as the University of Toronto and its now large body of graduates and undergraduates. But an entirely different conception has grown up, and, what is worse, is bodied forth in the management and regulations of this important branch of the University's functions—the conception that a library exists in and for itself.

In discussing this question we view it more especially from the side of the undergraduates, believing it to be, out of all comparison the most important. The patronage of graduates outside of University College is infinitesimal, and naturally so. In a country at our stage of development, where young men, in nineteen cases out of twenty, pass the door of the Examination Hall only to knock for admission into an active business or professional life, which henceforth demands his whole attention, there will be little enough time for him to spend in reading works from the library of his Alma Mater. This renders it doubly urgent that every facility be given to the undergraduate

to make the best possible use of a privilege, the enjoyment of which is so limited.

We believe that so far from this facility being afforded, the regulations by which the library is conducted make whatever advantage students may derive therefrom rather an accidental appendage than otherwise. Surely the object of a University Library is something more than merely to save the cost of purchasing a certain small number of text-books! Though desirable and appreciated by all, this is neither the single nor even the most important end; yet, it must be admitted that it is the only one attainable under the present system of management. We refer more particularly to the regulation which requires all books to be presented at the wicket at 10 a.m., and permits none to be taken away till a late hour in the afternoon. This restriction is perhaps justifiable in the case of text-books in constant demand; its application to all classes of books is wholly unjustifiable. Now, it seems to us that what the great mass of undergraduates desire, and what the Library should supply, is the opportunity for wide reading. They desire to lay a solid foundation by close study of the texts, but they feel that this alone is not enough without a fitting superstructure; and the materials for this they would gather from the vast stores resting upon the shelves of the University Library were these but made accessible. That they are not, a few words will show.

A student must regulate his work with a view solely to his texts and his lectures. The examination system renders this absolute. His side reading can therefore be done only when opportunity arises, and must necessarily be unsystematic. But the regulations of the library require a methodical arrangement calculated according to hours and even minutes. They thus simply prohibit all reading outside of the regular work of the curriculum. To require a hard-working man in 4th Year Classics to walk a mile in order to present at 10 a.m. sharp, a work of American biography which he obtained only at dusk of preceding evening, is as senseless as it is unjust.

This rule has not the excuse of doing a little harm for the sake of a great good, inasmuch as it does very little good at the cost of great harm, and that, too, under circumstances which permit both the removal of the one and the retention of the other. For we can see no obstacle to drawing a distinction between the few books bearing directly on examination work and therefore in constant use, and the thousands of instructive and interesting volumes entirely outside of the curriculum. The preparation of a list of the former is a matter presenting very little difficulty, and it would render practicable a rule by which the latter class of books could be taken out and retained for a week or such period as the committee might see fit. The result would be no less a reform than the throwing open to four hundred patrons a library of some twenty thousand volumes which is now practically locked against them.

Another complaint, which we mention because we know it to be general among undergraduates, is that, while compliance with the most petty details and fines for slightest omissions are exacted from them with a spirit that would commend itself to a Russian autocrat or a pecunious Jew, this same authority breaks utterly down in the presence of the few other frequenters of the library. It is patent to all that books are taken out and retained *ad libitum* by certain individuals. On one occasion while students were daily enquiring for Gervinus's on Shakespeare, that book was in circulation among the members of the matriculation class of Upper Canada College. Other cases are equally well known. In fact the patronage of the library appears to be passing out of the hands of the librarian into that of certain professors and others; for students go to them and secure books to better advantage than they possibly can by presenting themselves at the wicket. This is not as it should be.

We have recently had an extensive library opened in the city, and it is succeeding beyond all expectation. The great cause of that success is the ceaseless endeavour made by its managers to facilitate public access thereto. Many of the rules and methods adopted by them could be applied to our institution with beneficial results. Already undergraduates are using the Public Library in preference to that of the University. It is evident something must be done to increase the usefulness and