

mind to enlightened principles and lofty considerations,—none on which so many depend for sustenance: therefore, ignorance, connected with it, is the more to be deplored. In a word, this pursuit, above all others, even astronomy not ex-

cepted, is calculated to lead the mind from nature up to nature's God, and so fill the mind with adoration to HIM who has spread so rich and varied a carpet over the face of terrestrial nature. So farmers, educate your families.

SCHOOL LIBRARIES.

As this subject is about to engage the attention, more fully, of the inhabitants of the lower provinces, especially New Brunswick, where little has been done in this respect, we publish the following lecture by the Rev. J. BARKER, D D., President of Alleghany College. This Lecture embodies some of the most important facts on the subject of school libraries, and should be carefully perused. The lecturer says:—

On the general question of Libraries, as repositories of the learning and the genius of our own or former ages, I do not propose to speak at present. In the distribution of the life giving salutary waters of knowledge, these are reservoirs which receive and retain them, and from which, sometimes at once, sometimes after the lapse of ages, they are again sent forth on their errand of mercy, to refresh and gladden the nations of men. If it were the last attainment of art, to give a local habitation to that emanation of the intellect called thought,—which is nowhere, and yet at will is carried to the utmost bounds of the universe; to make that ever-during, which is more fugitive than an echo; and as it were, to embody and symbolize, to the eye and ear, that which is spiritual; if language and letters are such noble inventions as to have divided the opinions of mankind in regard to their original, it must not be forgotten that the conception of the library, the assembling in one room, and ranging side by side, all the wisdom of the past, and its preservation unhurt by the ravages of time, completes the beneficence of this invention, and makes, and alone makes, any great thought uttered or written, the common property of mankind. Public School Libraries, however are created for a specific end; and are not to be regarded as repositories of all that has been written, that is now extant; nor do they embrace in their range the whole field of human knowledge. It must never be omitted from any

review of them that they are school libraries, and further that they are an appendage attached to the public schools of the country. They are auxiliaries of the system of popular education devised by the wisdom and beneficence of the State, for the education of the masses.

The number and character of the volumes of which such a library is composed will of course be regulated by the use to which it is applied, the persons who are privileged to consult it, and the functions which it is expected to perform in the work of popular education. Two circumstance characteristic of most of those who are admitted into the public schools, will determine the character of the literature which it is profitable for them to peruse; and also will enable us to determine what are the special advantages of an arrangement, by which every child in the country has access to a large and a well assorted library. It is childhood and youth, who for the first time and with wondering eyes, are exploring the paths of literature and science, that are admitted by this judicious benevolence into the flowery land of letters. Of course this condition of the readers, must preclude all works of abstruse speculation, and all that require extended knowledge as a preliminary to read them with profit and pleasure. In the history of the early life of any one, the imagination is far more vigorous and lively than the rational faculty. Long before we are capable of any sustained effort of reasoning, we listen with inexpressible delight to narratives of "moving incidents by flood and field," with slight discrimination between truth and falsehood, even between that which is conformable to nature, and that which is preternatural and impossible. The imagination draws its inspiration primarily from the senses, and hence narrative and descriptive compositions must form the staple of every collection of books that children will read with inter