

and absolutely offensive things, to purchase articles of the highest gusto and value. It is not the cost of the good article which is so much the difficulty, as the not knowing how to procure it.

### 3. THOUGHTS ON BOOKS BY EMINENT AUTHORS.

Books are a substantial world.—*Wordsworth*.

They offer to us the intellectual wealth which the observation, experience, and researches of successive generations have been accumulating.—*Edwards*.

Books are the voices of the distant and the dead: they make us heirs of the spiritual life of past ages.—*Channing*.

Leisure without books is the sepulchre of the living soul.—*Seneca*.

They are among the sweetest luxuries of our world: they do contain a potencie of life in them, to be as active as that soul whose progeny they are; nay, they do preserve as in a violl the purest efficacie and extraction of that living intellect that bred them. A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.—*Milton's Arcopagitica*.

### 4. BOOKS PUBLISHED IN FRANCE.

A remarkable coincidence in the number of Books published in France, during the last two years, is exhibited in the annual return of the "*Bibliographie de la France*." In 1859 the lists show a total of 11,905 articles; in 1860, of 11,862; and literary statistics are so carefully collected in France, that there is no doubt of their accuracy.

### 5. BOOK EXPORTS OF FRANCE IN 1860.

During last year, the value of the book exports of France amounted to more than \$2,500,000.

### 6. THE ART OF READING.

In a recent address at the dedication of a school-house, the Hon. Edward Everett thus spoke of the art of reading:—"There is really nothing which we learn in after life, which, philosophically considered, is more important—more wonderful, I will say—than the art of reading. I mean that there is no single branch of knowledge—nay, not all the branches united, which are taught at academies and colleges—more important, more wonderful, than this astonishing operation, by which we cast our eyes over a page of white paper, charged with certain written or printed black marks, and straightway become acquainted with what was done and said on the other side of the Atlantic a month ago; nay, what was done and said in Rome, in Greece, in Palestine, two or three thousand years ago! And yet this is what we do when we learn to read. Then, besides the mere ability to read, which we all acquire at school, there is the important faculty of reading with expression, grace, power: in a word, with effect, which constitutes a most admirable resource for the entertainment and instruction of the fireside, and renders all public occasions and exercises that consist in whole or in part reading, vastly more agreeable and impressive. To the art of reading, in this acceptation, more attention ought, in my opinion, to be paid in our grammar schools. It is of far greater importance to the majority of those educated in our schools, than the art of speaking. It has been said that no civilized nation at the present day is so deficient in agreeable and finished speech as our own; and I know no better way in which the defect is to be remedied, than by skillful training and unremitting practice in reading in our grammar schools."—*The Schoolmaster*.

### 7. HEALTHFUL EXERCISE OF READING ALOUD.

Reading aloud is one of those exercises which combines mental and muscular effort, and hence has a double advantage. It is an accomplishment which may be cultivated alone—perhaps better alone than under a teacher—for then a naturalness of intonation will be acquired from instinct rather than art; the most that is required being that the person practising should make an effort to command the mind of the author, and the sense of the subject.

To read well, a person should not only understand the subject, but should hear his own voice, and feel within him that every syllable was distinctly enunciated, while there is an instinct presiding which modulates the voice to the number and distance of the hearer. Every public speaker ought to be able to tell whether he is indistinctly heard by the farthest auditor in the room; if he is not, it is from a want of proper judgment and observation.

Reading aloud perhaps develops the lungs just as singing does, if properly performed. The effect is to induce the drawing of a

long breath every once in a while, oftener and deeper than of reading without enunciating. These deep inhalations never fail to develop the capacity of the lungs in direct proportion to their practice.

Common consumption begins uniformly with imperfect, insufficient breathing; it is the characteristic of the disease that the breath becomes shorter and shorter through weary months, down to the close of life, and whatever counteracts that short breathing, whatever promotes deeper inspirations, is curative to that extent, inevitably and under all circumstances. Let any person make the experiment by reading this page aloud, and in less than three minutes the instinct of a long breath will show itself. This reading aloud develops a weak voice, and makes it sonorous. It has great efficiency, also, in making the tones clear and distinct, freeing them from that annoying hoarseness which the unaccustomed reader exhibits before he has gone over half a page, when he has to stop and hem, and clear away, to the confusion of himself as much as that of the subject.

This loud reading, when properly done, has a great agency in inducing vocal power, on the same principle that all muscles are strengthened by exercise, those of the voice-making organs being no exception to the general rule. Hence, in many cases, absolute silence diminishes the vocal power, just as the protracted non-use of the arm of the Hindoo devotee at length paralyzes it forever. The general plan, in appropriate cases, is to read aloud in a conversational tone, thrice a day, for a minute or two, or three at a time, increasing a minute every other day, until half an hour is thus spent at a time, thrice a day, which is to be continued until the desired object is accomplished. Managed thus, there is safety and efficiency as a uniform result.

As a means, then, of health, of averting consumption, of being universal and entertaining in any company, as a means of showing the quality of the mind, let reading aloud be considered an accomplishment far more indispensable than that of smattering French, lisping Italian, or growling Dutch, or dancing cotillions, gallopades, polkas, and quadrilles.—*Hall's Journal of Health*.

### 8. RULES FOR READING.

Read much, but not too many works. For what purpose, with what intent, do we read? We read, not for the sake of reading, but we read to the end that we may think. Reading is valuable only as it may supply to us the materials which the mind elaborates. As it is not the largest quantity of any kind of food taken into the stomach that conduces to health, but such quantity of such a kind as can be digested; so it is not the greatest complement of any kind of information that improves the mind, but such a quantity of such a kind as determines the intellect to most vigorous energy. The only profitable kind of reading is that in which we are compelled to think intently; whereas the reading which serves only to dissipate and divert our thoughts, is either positively hurtful or useful only as an occasional relaxation from severe exertion. But the amount of vigorous thinking usually in the inverse ratio of multifarious reading is agreeable; but as a habit it is in its way as destructive to the mental, as dram drinking is to the bodily health. "Our age," says Herder "is the reading age," and adds, "it would have been better, in my opinion for the world and for science, if, instead of the multitude of books which now overlay us, we possessed but a few works, good and sterling, and which few would be more diligently and profoundly studied."—*Sir William Hamilton*.

## II. Papers on Physiology and Health.

### 1. MEDICAL OPINION ON THE IMPORTANCE OF TEACHING PHYSIOLOGY AND THE LAWS OF HEALTH IN COMMON SCHOOLS.

Our opinion having been requested as to the advantage of making the Elements of Human Physiology, or a general knowledge of the Laws of Health, a part of the education of youth, we, the undersigned, have no hesitation in giving it strongly in the affirmative. We are satisfied that much of the sickness from which the working-classes at present suffer might be avoided; and we know that the best-directed efforts to benefit them by medical treatment are often greatly impeded, and sometimes entirely frustrated, by their ignorance and their neglect of the conditions upon which health necessarily depends. We are, therefore, of opinion, that it would greatly tend to prevent sickness, and to promote soundness of body and mind, were the Elements of Physiology, in its application to the preservation of health, made a part of general education: and we are convinced that such instruction may be rendered most interesting to the young, and may be communicated to them with the utmost facility and propriety in the ordinary schools, by properly instructed schoolmasters.