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was suddenly swept away. The record of that day says, "In the middle of a very tempestuous night,—a severe cold storm of snow, attended with a high wind,—we were awakened by the alarm of fire. \* \* \* \* In a very short time this venerable monument of the piety of our ancestors was turned into a heap of ruins. The other buildings were in the utmost danger of sharing the same fate \* \* \* \* nor [it being vacation] could they have been saved by all the help the town could afford, had it not been for the assistance of the gentlemen of the general court, among whom His Excellency the Governor was very active." As it was, the loss to a great extent was irreparable. What would not now be given to recover the library of John Harvard; "the whole library of the late learned Dr. Lightfoot;" "the library of the late eminent Dr. Theophilus Gale;" "the Greek and Roman Classics, presented by the late excellent and catholic-spirited Bishop Berkeley, most of them the best editions;" and the various choice books made so precious by the memory of the givers,—Bishop Sherlock; John

**HARVARD COLLEGE LIBRARY.**

From a report of the Harvard College Library Committee, just received from John L. Sibley, Esq., the librarian, we make the following interesting extracts, as the first of a series of papers in this number of the *Journal of Education*, on Library matters. The writer of this notice, in a recent visit of much interest to the Library, was very much struck with its admirable arrangement, and especially with the new system of cataloguing, which is referred to and fully explained in the following article:—

"The Committee cannot forbear to advert to the fact, that the year of their service is the last of the period of just one hundred years since all New England was filled with dismay by the news of the destruction by fire of the College Library. It seems to have been felt throughout the Province, not only as a public calamity, but as a private grief, as if the very palladium of learning were gone. The precious accumulation of more than a century



GORE HALL.—HARVARD COLLEGE LIBRARY.

Hales, "the ever-memorable;" Dr. Watts, Dr. Mead, Thomas Hollis the elder, Richard Baxter (who had robbed himself of a good part of his literary apparatus, in the want of which he was obliged to excuse himself for relying upon his memory, in a published controversy, by saying that he had sent it to the College in New England); and a host of celebrated and liberal minded men of that and the preceding age! Among the treasures of art then destroyed, were the cherished portraits (according to the quaint grouping in the Corporation record) of Duns Scotus, Keckermann, Mr. Baxter, Mr. Penoyer, and the generous Mr. Hollis.

"The General Court, which, in consequence of the prevalence of the small-pox in Boston, was then sitting in Cambridge, and occupying the room

appropriated to the library, immediately voted to erect a new building; and Harvard Hall was in a short time fully replaced by another edifice of the same name. A corresponding zeal was manifested by other friends of the institution, to furnish the new hall with a library and philosophical apparatus. The general Court of New Hampshire, which at that time had no college of its own to provide for, granted, at the instance of Governor Wentworth, £300 sterling towards restoring the library. "The Society for Propagating the Gospel in New England and parts adjacent," gave the same sum; and the Society for Propagating the Gospel in Foreign Parts" £100 sterling. Thomas Hollis, Esq., of London, redoubled his generous efforts to assist the College in its distress; and other public spirited and enlightened individuals came forward with their contributions on the occasion, so that a very few years supplied the loss of what had been the accumulation of more than a century. The library increased so rapidly, that in 1790 it consisted of about 12,000 volumes.

Harvard College Library is almost entirely the fruit of individual munificence. Its records exhibit a long list of donors, whose names are indissolubly associated with the establishment. The first and most generous is that of Thomas Hollis. Next to that of the founder of the University, his name stands pre-eminent for its claims to a grateful recollection. Several individuals of that family were benefactors of Harvard College. Two of them displayed a most remarkable degree of generosity. The first was the excellent Thomas Hollis, who founded two professorships,—one of theology and one of mathematics and natural philosophy; and besides various other benefactions, contributed largely to the library and philosophical apparatus.

Two large quarto volumes, compiled by Archdeacon Blackburne, are devoted to an exhibition of the latter Thomas Hollis's "deeds of peace." In one of the tributes to the memory of this extraordinary man, which appeared soon after his decease, and which are preserved in those volumes, it was justly observed, "that in his death, Liberty lost her champion, Humanity her treasurer, and Charity her steward." One of his principal employments was to collect the most valuable books in the various branches of learning, especially such as were intimately connected with the highest interests of man, and to forward them as presents to those places where they were most wanted. This University partook largely of his bounty: it was, indeed, a favourite object of his regard.

When, in 1810, Dr. Kirkland became the head of the College, the interests of the library were among the earliest and the chiefest of his cares. His marvellous personal influence was exerted in every direction in its behalf. His skilful, graceful, but ever-reluctant pen, produced one of the best papers ever written on the proper constitution and functions of an American University, with a large library as its soul.\* Young professors elect (since become celebrated in the republic of letters) were sent to Europe to prepare themselves for their office, and with authority to purchase the books needed for their departments; which resulted in an accession of 1,500 selected volumes. Whole libraries were now poured into Harvard Hall by the munificence of several benefactors. But especially was the presidency of Dr. Kirkland, at its beginning, distinguished by reforms in the administration of the library. This had hitherto, to a great extent, been a sealed fountain. Its treasures were not only secured, but immured.† Now the barriers fell

\* *North American Review*, vol. vii. pp. 270-278; vol. viii. pp. 191-200. "Now a large, well-chosen library is the soul of a university. No other advantages can supply the want of this; and with this, learning may flourish with less of other facilities than were otherwise desirable."—*Ibid*, p. 198.

† In 1790, the library was opened for taking out books on every Friday in term-time, from 9 till 11 o'clock a.m., and "if that be not sufficient," from 3 till 5 o'clock p.m. Three descriptions of persons, namely, resident graduates, seniors, and juniors, might go into the library once in three weeks, but in different weeks respectively, "in their order." "The librarian shall permit the scholars to enter the library three at a time, and as near as may be in their [alphabetical] order;" and "if any other shall attempt to intrude," he shall be "punished" by a fine of five shillings. In 1807, this "punishment" was reduced to "one dollar," Federal currency.

In 1798, the Sophomores also were permitted to cross the sacred threshold once in three weeks, but on a Friday all their own,—the resident graduates and the seniors being now trusted to go in on the same Friday. After President Kirkland's accession, the Freshmen too were allowed to share the privilege on the same day with the Sophomores. They had hitherto never entered the library on their own account, but only as scouts or messengers, detailed in parties of six to serve for the day, and sent out in pairs to summon and to bring notice of the approach of the squadrons of "three" that were expected by the librarian. For this service their reward was, awe within the precincts of the library, and delight in the college-yard at being exempt from one recitation. Up to this time, besides the attendance of the librarian above implied, he was "obliged to wait on any of the gentlemen in the instruction and govern-

at once. It was proclaimed far and near, through the literary journals of the time, that "by a new regulation, the library was opened during six hours of each day (except the Sabbath),"—"and all conveniences provided for reading and consulting books and making extracts from them. All literary gentlemen are freely admitted."\*

Not long afterwards there appeared, in a journal of great authority and influence, this remark: "While the University so liberally extends the use of what she possesses, we cannot doubt that her liberality will soon be rewarded by an increase of her stores."†

Here was struck a key-note—the strain is still resounding. Then began the practice with grateful authors and publishers, of enriching the library with copies of their new works, which had been made better by the use of its stores. Then scholars, importing books—often costly ones—from Europe, perhaps for a single definite purpose, were willing to bestow them upon the library for the use of other scholars, to whom they would be accessible in common with themselves. During this first century in the history of the present library, the average annual increase has been about 1000 volumes. During the last five years of this period, the annual average has been over 6000 volumes, of which the scattering donations from hundreds of givers of books have amounted to over 2000 volumes a year,—or about one-quarter of the whole. The other three-quarters have been supplied by purchase, in part with the income of funds bearing respectively the honoured names of Hollis, Shapleigh, Haven, Salisbury, Lee, and Ward; but especially with the gift of that most munificent benefactor of the library, who has rounded the history of the century with the pregnant phrase,—"Five thousand dollars a year for five years," which no succeeding century can forget.

In the new Harvard Hall, erected immediately on the site of the old one, the public library was kept till July, 1841, when the books were removed to Gore Hall,—a spacious and imposing edifice built for its exclusive accommodation, by means of funds bequeathed to the college by the Hon. Christopher Gore.

Gore Hall presents a pure and chaste specimen of the Gothic style of the fourteenth century; but the hard Sienite, or Quincy Granite, used in its construction, made it necessary to omit the elaborate ornaments with which this style is usually wrought. It is in the form of a Latin cross—the length of the body being 140 feet, and across the transepts 81½ feet. The main entrances are flanked by octagonal towers, 83 feet high, surmounted by lofty mitred pinnacles, somewhat like those of King's College Chapel at Cambridge, England. The outer walls are of rough stone, laid in regular courses, with hammered-stone buttresses, towers, pinnacles, and drip-stones. The inner walls and columns are of brick, stuccoed. The main floor is also of brick, resting on brick arches, filled above to a level, and covered with hard pine boards. The roof and gallery are supported by wrought-iron rafters, and the partitions are strengthened by concealed iron columns. The interior of the body of the building forms a beautiful hall, 112 feet long and 35 feet high, with a vaulted and ribbed ceiling springing from two ranges of ribbed columns. The spaces between the columns are divided by partitions into stalls or alcoves for books, having a light gallery above, protected by an ornamented iron balustrade. One of the transepts is used as a reading-room; the other is divided into three apartments for books. This hall, in the construction of which great caution was used to guard against injury by fire, is heated by steam. This is conveyed from a boiler in the basement, through iron pipes, to four stacks of perpendicular copper pipes, arranged like screens at the sides of the central area. An ingenious self-acting contrivance regulates the draft, so as to check or increase the generation of the steam.

The public library of the university, for which alone, as before stated, this hall is designed (the libraries of the theological, medical, law, and scientific schools being kept in separate buildings), contains books in all branches of learning. These are arranged according to subjects, into the four grand divisions of Literature, History, Theology, and Science, with numerous sub-divisions.

The Committee were impressed, as former Committees have been, with the zeal and assiduous efforts of the librarian, in season and out of season, for the preservation and increase of the library, and his earnest pursuit of whatever he conceives to be for its interest. The learned assistant-librarian, Mr. Abbot, ably seconded by Mr.

ment of the college, whenever they have occasion to go into the library; and also "to attend on Wednesday in each week, vacations excepted, on such gentlemen as shall obtain leave from the president, professors, and tutors [that is, the Faculty as a body] to study in the library."—See *Laws of Harvard College*, of several dates.

\* *General Repository and Review*, Cambridge, vol. ii. p. 391; vol. iv. p. 401.

† *North American Review*, vol. ix. p. 248.

Cutter, has efficiently pursued his labours in the cataloguing department, besides acting personally as an expositor of the resources of the library to many of its consulters.

The new catalogue on cards has been making such progress, and has been so constantly in use during the past year, that experience has dissipated all doubts as to its intrinsic practical value. The theoretical soundness and the beauty of its method have never been questioned, and it would seem that the librarians and the frequenters of the library must now be congratulated on the possession of the best mode yet devised of summarily answering the questions:—1. Is the book I want in the library? 2. What books in the library treat of the subject on which I am seeking information? At the request of the Committee, Mr. Abbot has prepared a written statement of his plan, now in full operation. It accompanies this report, and forms a part of it. It is proper to say, that expert librarians of large libraries in different parts of the country, have pronounced most favourably upon it; the younger as well as the older members of the university use its guidance with ease and pleasure; and it lightens the labour and saves the time of the officers of the library in a very appreciable degree.

NEW CATALOGUES OF THE HARVARD COLLEGE LIBRARY.

The object of the first of these catalogues, which is called by way of distinction the "Index of Authors," is to enable a person to determine readily whether any particular work belongs to the library, and if it does, where it is placed. The object of the second—the "Index of Subjects," is to serve as a guide to all the separate works in the library on any particular subject. These catalogues also include the treatises which are contained in collections and in the transactions of learned societies; and they are likewise intended to embrace, as far as practicable, articles in the more important periodical publications. To prevent misapprehension, it should be observed that these new catalogues do not supersede the alphabetical manuscript catalogue of additions to the library, with full titles, which has for many years been kept on cards.

NEW ALPHABETICAL CATALOGUE, OR "INDEX OF AUTHORS."

In a catalogue designed to answer the question whether a particular work belongs to a library, the entries of titles should be under the names of the authors, given in full, with great care to avoid confusion of persons. Anonymous and pseudonymous works, periodicals, and publications of governments and societies, require to be entered according to special rules, which need not be stated here. Numerous cross-references of various kinds are also absolutely necessary to secure the object of a good alphabetical catalogue; for the number of works which one cataloguer would place under one heading, and another cataloguer under a different one, is very large.

If the library is one of considerable magnitude, fulness in regard to the names of authors is of great importance; but for the particular purpose mentioned, fulness of title is not important. Each title is written on a separate card, five inches long and two inches wide, ruled lengthwise with seven blue lines, one quarter of an inch apart, and crosswise with three red lines, three-eighths of an inch apart—the first of them being seven-eighths of an inch from the left-hand margin of the card. The space thus marked off on the left contains a note of the alcove and shelf or other place in the library where the book or pamphlet is to be found, and of the class or classes under which it stands in the Index of Subjects.

FORM OF THE CARD, ON A REDUCED SCALE.

	Edwards, Edward.
3.36	Memoirs of Libraries: including a Hand-book of Library Economy. 2 vols. L. 1859. 8vo.
Libr.	

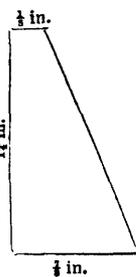
( $\frac{7}{8}$  in.) (5 in.)

The cards composing this catalogue are kept in drawers, twenty-eight of which occupy the upper part of a case, and are arranged in seven tiers, being placed at such an altitude that the highest drawer is not too high, nor the lowest too low, to admit of a convenient examination of its contents. Each drawer is about 15½ inches long, 10½ inches wide, and 2½ inches deep, inside measure, and being divided by a thin partition running lengthwise through the middle, contains two rows of cards. It is prevented from being pulled out

accidentally by a wooden button screwed on the inside of the back of each half-drawer, and, when turned up, projecting a little above it. The drawer on being pulled out, is therefore stopped by the buttons when they reach the horizontal partition in front on which the drawer above it rests. If the buttons are turned down, the drawer may be taken out.

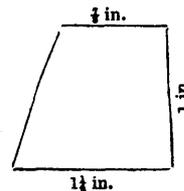
The cases of which these drawers form the upper part, are each about 4 feet 3 inches long, and 19½ inches wide, and stand on castors. Their height is such that the bottom of the lowest drawer is about 32 inches from the floor, and the top of the highest 54 inches. They are closed at the back; and the space in front below the drawers is left open, to be occupied with books, so that no room is lost. Four of these cases have thus far been made for the use of the library. Being placed in pairs, back to back, near the middle of the hall, they together form a structure about 8 feet 6 inches long by 3 feet 3 inches wide, the upper part of which is occupied on one side by the drawers for the Index of Authors, and on the other by those containing the Index of Subjects. Strips of tinned iron are screwed to the margins in front of each drawer, the upper edge of one strip and the lower edge of the other being folded over, so as to form a sort of frame for the buff-coloured pasteboard labels which describe the contents of the two divisions of the drawer, and which cover its whole front, except the portion directly above and below the handle in the middle. The labels, being slipped under the overlapping part of these strips or cleats, are firmly held, but can be withdrawn without difficulty when it is necessary to change them.

Suppose a drawer half full of cards; how shall these be retained in their proper position, so that they shall not fall down, and so that they may be easily manipulated,—always presenting their titles fairly to the eye? This object is effected by two wooden blocks. The first of these is an inch and three-quarters high, seven-eighths of an inch wide at the base, one-eighth of an inch wide at the top, and in length just equal to the width of the half-drawer, in the front of which it is fixed, with its sloping side facing the cards. The second block, an inch and a quarter wide at the bottom, seven-eighths of an inch wide at the top, one inch high, and in length about one-fifth of an inch less than the width of the half-drawer, is placed directly behind the cards, in contact with them, and is prevented from sliding back by a thumb-wedge, easily movable, interposed between the right end of the block and the side of the drawer; so that although the drawer may contain only a very few cards, they are kept in their proper place between the two blocks.\* This block, presenting its oblique side to the cards, gives them a tendency to incline backward in that position, which is found to be most convenient when one wishes to examine them in search of a name. Those which have been passed by in the manipulation lean forward, resting on the block in the front of the drawer, so that a wide opening is left at the place of examination, and one can read the title with facility, without raising the card from the drawer.



No. 1.—Fixed block in the front of the drawer.

The cards are supposed to stand on their edges between the two blocks, in their normal position leaning against No. 2.



No. 2.—Movable block behind the cards.

But there is another difficulty to be overcome. We have a drawer containing perhaps five hundred cards, forming a mass about seven inches in length, and embracing the titles and references under the names of authors from *Abarbanel* to *Apuleius*. Suppose that I wish to find *Aikin* or *Ames*, into what part of that mass shall I plunge? This difficulty is relieved by the use of wooden blocks about one-eighth of an inch thick, of the same length as the cards, but a little higher, with the top bevelled at such an angle that when placed among the cards as they stand in their normal position, leaning against the block behind them, it shall present to the eye a level surface. The upper part of each of these blocks is covered with buff-coloured envelope paper, smoothly pasted on. On their bevelled edges thus covered, we write or print Ac, Ad, Ae, Af, Ag, Ai, Ak, Al, Ale, Alm, &c. The blocks so labelled being inserted in their proper places among the cards, perform the same office as the head-lines in a dictionary, enabling a person to find a title in one quarter of the time which would be required without them, and facilitating in an equal degree the distribution of new cards in

their proper places among the old. The advantage of the bevelled edge is this: That in whatever position the cards in the drawers may stand—inclining forward or backward—the labels are easily read. A tolerable substitute for these blocks, if the room which they occupy is cramped, may be found in cards about one-fifth of an inch higher than the title-cards in the drawers. On the projecting margin of these the labels are written, which are very conspicuous when the cards lean backward: when they do not, it is easy to give them that inclination. These projecting cards and blocks also facilitate the manipulation of the title-cards, and partially save them from wear.

CLASSED CATALOGUE, OR "INDEX OF SUBJECTS."

The great advantage of keeping the alphabetical catalogue of a rapidly-growing library on cards, each containing a separate title, is now generally acknowledged. What is once done correctly is done for ever; and the cards that are written from day to day can be immediately inserted in the drawers, and made available to readers from the very beginning of the work. But I am not aware that the attempt has heretofore been made in any library to provide for all who use it, a *classed* catalogue, with numerous sub-divisions, kept in the same manner on separate cards, each containing a single title, and so arranged as to enable a person to find with facility all the works in the library that relate to the subject of his inquiry.

In an alphabetical catalogue, the title, as we have seen, may often be greatly abridged. In a *classed* catalogue it should, if possible, retain everything that characterizes the work so far as it relates to the subject under which the title stands.

The cards used are of the same size as those employed for the catalogue of authors, and are ruled in the same manner, except that the first cross-line on the left is blue instead of red. This enables a person to distinguish at a glance the cards which belong to the two different catalogues, and thus facilitates the proper distribution in the drawers of those which are written from day to day. The two upper lines of these cards are reserved for a notation of the class and the sub-division (if any) under which the title is placed. The author's name, preceding the title, generally begins (two or three classes for special reasons being excepted) on the third line from the top, at the point where it is intersected by the second cross-line. The title is thus a permanent thing, and requires no change, whatever change may seem expedient in the designation of the class or subject. This designation in doubtful cases may be made in pencil, so that a future alteration, if required, will cost little trouble.

SPECIMEN OF A CARD.

Lang.	—	Greek.
		Gram. (Eng.)
4.33		Hadley, James. A Greek Grammar for Schools and Colleges. N. Y. 1860. 12mo.

The mode of indicating sub-divisions may be illustrated by taking a class which has already been referred to for a different purpose. We have in our primary alphabetical series of classes a division designated by the heading THEOLOGY—*Dogmatic*. All the cards belonging to this large class have on the first line, in the left-hand corner, the abbreviation "Theol.—D'gm." This of course brings them altogether when they are arranged in the drawers. If the titles are those of general or comprehensive works, the second line of the card is left blank. If they relate to any particular doctrine or subject which comes under this head, the name of the subject or its abbreviation is written on the second line of the card, at the intersection made by the first cross-line on the left. Whatever is written on this second line is for convenience termed a *section*,—the word on the first line, in the left-hand corner, being the name of the *class*, which may or may not have a *branch* on the same line, separated from it by a dash.\* Thus under the class THEOLOGY,

\* It is sometimes convenient to add a secondary "branch" to the primary one. Thus, works relating to the history of Christian doctrines may have on the first line of the cards the heading "THEOL.—*Dogm.—Hist.*" which of course brings them altogether as a supplement to the division "THEOLOGY—*Dogmatic*" The sections may also have branches like the classes; and further sub-divisions, in cases that require it, may easily be made, without violating the principle that the secondary arrangement shall form either an alphabetical or a chronological series under the primary.

branch *Dogmatic*, we have the sections Death, Future Life, Heaven, Resurrection, Sin, Trinity, &c. These sections are arranged in alphabetical order under this class and branch. Under each section, the titles belonging to it may stand in the alphabetical order of their author's names, or they may be arranged chronologically, the date being placed on the second line, in the middle, so as to strike the eye at once. The cards for the general works, which have nothing on the second line at the place for the name of the section, of course immediately precede this series of special treatises.

The annual report of the librarian of Harvard College, shows that there have been added to the library during the past year, 4,597 books and 6,200 pamphlets. The library now contains over 100,000 volumes and nearly 70,000 pamphlets. The librarian complains that Gore Hall is getting too small for the use of the library—that it is uncomfortable at the best—and urges the construction of a larger and more commodious building.

2. LIBRARIES IN THE STATE OF NEW YORK.

We extract the following from the last report of the State Superintendent of Public Instruction:—

The number of volumes in the district libraries is reported as follows—

	Cities.	Rural districts.	Total.
In 1863.....	93,656	1,078,748	1,172,404
In 1862.....	101,104	1,225,578	1,326,682

There was expended for libraries—

	Cities.	Rural districts.	Total.
In 1863.....	\$6,365 70	\$23,099 95	\$29,465 65
In 1862.....	6,365 82	26,559 10	32,912 92

The amount expended for school apparatus was—

	Cities.	Rural districts.	Total.
In 1863.....	\$124,580 03	\$8,626 17	\$133,206 20
In 1862.....	85,968 78	8,487 40	94,456 18

The amount expended for libraries and apparatus during the past year, was \$162,671 85. (Of this sum, \$55,000 was appropriated from the income of the United States Deposit Fund. The balance, \$107,671 85, was raised by voluntary taxation in the cities and rural districts.)

The \$55,000 appropriated for libraries, was divided between the cities and rural districts, according to their population, as follows—

Cities.....	\$20,142 14
Rural districts.....	34,857 86
	\$55,000 00

The number of volumes in the district libraries, in the whole State, as reported for several years, is as follows—

In 1858 .....	1,402,253
In 1859 .....	1,360,507
In 1860 .....	1,286,536
In 1861 .....	1,305,377
In 1862 .....	1,326,682
In 1863 .....	1,172,404

This statement shows that the reports of the trustees are not accurate; indeed, it is well understood that they seldom take pains to make them so, by counting the books belonging to their respective libraries.

Your attention is invited to the fact that the average amount apportioned to the rural districts was only \$3 05; and that the average amount reported as having been expended for the repair of old books and the purchase of new ones, was only \$2 77; a sum too small to keep a district circulating library in repair, and entirely inadequate to furnish it with new books as fast as the old ones ought to be worn out by proper use.

3. DISTRICT AND TOWNSHIP LIBRARIES IN MICHIGAN.

In his Report for 1863 the State Superintendent of Public Instruction thus refers to this matter:—In former reports, I argued at considerable length, the vital necessity and great value of these libraries, and I can only reaffirm with new emphasis, the views before presented. It must however, be confessed that the majority of the people do not seem to hold them in high esteem. Meagre sums are appropriated by the townships for their support, while in a majority of the townships the matter is neglected entirely. The interest in the libraries seems to be fitful and short-lived, both in our own and older States; and a few friends of education, yielding to a hasty and ill-considered opinion, would dispense with them entirely.

In this State, many are ready to charge the decline of the libraries to the change from township to district libraries; not remem-

bering that formerly the township libraries were loudly and almost universally complained of as ineffective and worthless, and that they were emphatically condemned by the popular vote, which at a single election, in 1859, abolished them in two-thirds of the townships throughout the State. The township library system was tested faithfully, and for years. The sum of twenty-five dollars, in addition to the fine moneys, was annually appropriated in each township, being upwards of \$12,000 annually for the State, for the purchase of books. At first, each district was allowed to draw quarterly, its quota of books, thus making temporary district libraries; but it was found, as might have been easily foreseen, that many directors would not take the trouble to go each quarter, to the township library for the books; while others drew them but failed to return them, and so the libraries were in danger of being utterly scattered and lost. Then the law was modified so as to permit the Inspectors to suspend the distribution to the districts, and to permit readers to draw books directly from the township library. This was found to confine the advantages, practically, to persons living in the immediate vicinity of the library, while in the distant districts, the books were never seen. *But a worse evil grew up in the systematic plans of peddlers to palm upon the libraries a mass of cheap, trashy, and often pernicious literature. One or two wealthy booksellers kept their peddling agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors.* A few libraries were well selected and well kept; but so valueless for public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change.

An act was passed, in accordance with numerous petitions, authorizing the townships, by a popular vote, to distribute their libraries permanently among the districts. Out of 537 townships 350 at once voted the change, and by large majorities. But unfortunately the same legislature that authorized the change of system, took away from the libraries all regular support. The district libraries were thus left to starve from their birth, or to depend upon the uncertain and fitful support that the township might appropriate. The districts owning them could not vote a dollar to buy books, except in the hurry and bustle of the annual township election day, and by a general vote of the township. The result was easy to be seen. In a few townships, strong and influential friends of the libraries have succeeded, against all opposition, in carrying the appropriations; but in the great majority of cases, the matter is either entirely forgotten, or successfully opposed, and these important agencies of public education are left to waste away. To base an argument against district libraries, on their inutility and decline under such a system, is as unjust as to condemn a dying man for his idleness.

If the apparent estimate of a majority of the people as thus indicated by the failure to vote library appropriations, is to be taken as an evidence of the real value of public libraries, we might well doubt the propriety of seeking to maintain them; but when we reflect how slow the common schools grew into popular favor, we may wisely wait for the "sober second thought" of the people. Were it not for the strong stimulus of the public school moneys, hundreds of districts would even now, go without schools for years: offer a similar stimulus to the libraries and every district would maintain one as certainly as it does its school.

It is on the testimony not of the multitude of districts which never had, or never properly maintained, good libraries, but of the few that have thoroughly tried and proved them, that the evidence of their usefulness rests. It is certain that our best and most enterprising districts are universally in favor of libraries, and count them as important, if not indispensable, adjuncts of their schools. It is possible that we may need to wait for the growth of a wiser and more intelligent public sentiment to support them universally; but the day will certainly come when the district library will be considered as necessary an agency of public instruction as the district school. Wise men will not long continue to neglect the aid of literature—one of the mightiest and surest and cheapest teaching forces in the world. The great writers will be allowed to assume their rightful place among the great teachers of mankind.

Two important amendments concerning libraries were enacted at the last session of the Legislature. The first made it obligatory upon the school officers to expend their library money each year, and to purchase books, *under the State contract*, when not otherwise ordered by the district or township; the second allowed districts to expend their surplus funds for libraries, after having maintained a free school eight months in the year.

Two other amendments are very much needed; first, to require the districts, instead of the townships, to set apart some portion of the two mill tax to be appropriated for the support of the library; and second, to create a State library fund, analogous to the State school fund, either from a collection of all the fine moneys into such a general fund, or from some other source, the proceeds of

which shall be annually apportioned to the districts maintaining district libraries, on condition of their raising a similar amount for the purchase of books. Such a law would incite every district to a steady effort in the support of libraries, and make libraries a permanent and potential part of our school machinery.

#### 4. SCHOOL LIBRARIES IN THE STATE OF CONNECTICUT.

The School Law provides that the treasurer of the state, upon the order of the superintendent of schools, is hereby authorized and directed to pay over the sum of ten dollars, out of any moneys that may be in the public treasury, to every school district which shall raise by tax or subscription a like sum for the same purpose, to establish within such district a school library, and to procure philosophical and chemical apparatus; and the further sum of five dollars annually, upon a like order, to the said districts, upon condition that they shall have raised a like sum for such year, for the purposes aforesaid.

The selection of books for such libraries shall be approved by the board of visitors of each town.

The board of visitors of each town shall make proper rules and regulations for the management, use and safe keeping of such libraries.

The State Superintendent in his report for 1863-4 remarks:—The library law was passed in 1856, but few districts applied for money under the law till the beginning of 1857. Since that time one thousand and fifty certificates have been received and as many orders have been issued for library money. More than one-third of the districts have complied with the requirements of this chapter, and have received the appropriation from the state.

The beneficial results of this act have been seen in the interest which has been awakened in schools and districts, where libraries have been purchased, and in the great advantages secured to the schools, which have thus been supplied with reference books, maps, and apparatus.

There has been a slight increase during the past year in the number of the applications for library money. The whole number of orders drawn has been seventy-four. Of this number, twenty-six were for the first instalment of ten dollars each; fourteen were for the second instalment of five dollars each; seven for the third instalment of five dollars each; ten for the fourth instalment of five dollars each; nine for the fifth instalment of five dollars each; three for the sixth instalment of five dollars each; four for the seventh instalment of five dollars each; and one for the eighth instalment of five dollars.

## II. Papers on Libraries in Upper Canada.

### 1. MECHANICS' INSTITUTE LIBRARY, TORONTO.

From the annual report, we learn that this very important department of the Institute has been considerably improved during the year, by the addition of numerous new publications, besides several of the older and more valuable works. From year to year the library is becoming more and more attractive, as is evident from the greater number of readers. This gratifying result may be attributed in a great measure to the increased facilities for access which the members have to the more popular volumes. So great has the demand become, that not only duplicate copies, but in several instances as many as four, six, eight, and twelve copies of the works of popular authors have been procured.

The number of books in the library at the date of the last annual report was	-	-	-	-	-	5554
Added during the year	-	-	-	-	-	528
Presented during the year	-	-	-	-	-	40
Bound up from reading-room	-	-	-	-	-	76
						644
Total	-	-	-	-	-	6198
Lost and worn out during the year	-	-	-	-	-	98
Leaving now in the Library	-	-	-	-	-	6100

Through the instrumentality of Mr. Rice Lewis, late President of the Institute, Mr. Crossley, the eminent carpet manufacturer of England, presented the Institute with a valuable set of books, handsomely bound, in token of his regard for Mr. Lewis.

The reading-room has also been improved, several of the most important English and American commercial publications, besides various periodicals and magazines, having been ordered since the last report. The addition of commercial publications has rendered the reading-room still better adapted to the requirements of the mercantile world.



PRISON AND ASYLUM LIBRARIES—Continued.

	Amount received.	Legislative Appo'ment.	Total.	Vols
	\$ cts.	\$ cts.	\$ cts.	
RECAPITULATION:				
For the year 1856	173 79½	173 79½	347 59	781
For the year 1857	126 13	126 13	252 26	562
For the year 1858	100 00	100 00	200 00	251
For the year 1859	131 75	131 75	263 50	562
For the year 1860	127 82	127 82	255 64	453
For the year 1861	10 00	10 00	20 00	47
For the year 1862	55 00	55 00	110 00	167
For the year 1863	65 00	65 00	130 00	243
Lunatic Asylums, as above, 1858.	111 93½	111 93½	223 87	386
" " " 1860	52 00	52 00	104 00	176
	\$953 43	\$953 43		
Grand total			\$1906 86	3628

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, shewing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers.\*

Year.	Value of books entered at Ports in Lower Canada.	Value of books entered at Ports in Upper Canada.	Total value of books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1850.....	\$101880	\$141700	\$243580	\$ 84
1851.....	120700	171732	292432	3296
1852.....	141176	159268	300444	1288
1853.....	158700	254280	412980	22764
1854.....	171452	307808	479260	44060
1855.....	194356	338792	533148	25624
1856.....	208636	427992	636628	10208
1857.....	224400	309172	533572	16028
1858.....	171255	191942	363197	10692
1859.....	139057	184304	323361	5308
1860.....	155604	252504	408108	8846
1861.....	185612	344621	530233	7732
1862.....	183987	249234	433221	7800
1863.....	184652	276673	461325	†
1850—1863	\$2341467	\$3610022	\$5951489	\$176776

† This column for 1863 cannot be filled up, on account of the prolonged detention of the Depository invoices at the Audit Office.

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Report gives the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of the third part of the whole, and, accordingly, in compiling this table for the years 1855—1863, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

\* From the *Annual Review of the Trade of Toronto*, for 1860, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of Trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. . . . The supplying of all the children in the country, at school, is an extensive trade in itself, not only with stationery but with school books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade; and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which in point of energy and ability, are not surpassed by any other branch. The importation of books and stationery into Toronto, for three years past, are as follows:

"Devotional books.....	\$.....	\$28,773	\$100,350
"Books, periodicals, and pamphlets.....	99,575	55,384	19,169
"Stationery.....	33,097	33,423	27,519."

We also insert the following from the *Annual Review of Trade in Toronto*, for 1861: "WHOLESALE STATIONERY AND BOOKS.—No change of material importance has taken place in this trade during the year. Sales have not been so large as anticipated, yet they do not fall short of the preceding year. The depressed condition of the trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this and at other points, composed for the most part of a great deal of trash, leavened with a very little of really sound literature. American houses, hitherto reported as rich, have likewise held auctions, and sold at very low rates. Notwithstanding this, however, the regular legitimate trade has not languished, and on the whole has resulted satisfactorily. Of the standard works of English literature, there has been a fair amount imported; but the new publica-

† Dr. Russell, the late able correspondent of the *London Times*, in a letter dated Toronto, Feb. 1st, 1862, thus refers to this class of literature, which is silently circulated in numerous channels throughout Canada. He says (referring to Hamilton): "A pretty custom-house, in cut stone, from which floated the Union Jack—the first I have set eyes on for many a long one—flanks the entrance from the railway station to the long straggling town, which but for that token might be taken to be in the United States. Indeed, the influence of the Republic extends some way into the dominions of Her Majesty. The people in the carriages were reading the paltry pictorial papers which do so much to deprave the taste of the Americans,

TABLE shewing the value of articles sent out from the Educational Depository during the years 1851 to 1863 inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps, and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus, and Prize Books.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1851.....	....	....	1,414 25	1,414 25
1852.....	....	....	2,981 13	2,981 13
1853.....	....	....	4,233 14	4,233 14
1854.....	51,376 23	....	5,514 18	56,890 41
1855.....	9,947 15	4,655 53	4,389 40	18,992 08
1856.....	7,205 62	9,320 87	5,726 76	22,253 25
1857.....	16,200 92	18,118 28	6,451 20	40,770 40
1858.....	3,982 99	11,810 28	6,972 05	22,765 32
1859.....	5,805 64	11,905 02	6,679 30	24,389 96
1860.....	5,289 56	16,832 17	5,416 64	27,538 37
1861.....	4,084 22	16,251 14	4,894 52	25,229 88
1862.....	3,272 88	16,193 78	4,844 17	24,310 83
1863.....	4,022 46	15,886 88	3,461 48	23,370 82
Total..	\$111,187 67	\$120,973 95	62,978 22	\$295,139 84

tions, especially those from the American press, have been brought in very sparingly. The retail trade is in a generally healthy condition, and its character, especially in the country, is yearly improving. . . . Other indications of quite as favourable a character are noted, and the trade must prosper with the progress of the country. . . . The importations for the year of books are \$155,842, against \$119,419 last year; an increase of \$36,423. Of stationery, the imports amount to \$28,765, against \$27,516 last year; a difference only of \$1,146 in favour of 1861."

We extract the following from the *Annual Report of the Board of Trade of Toronto, Canada West, for 1862*, compiled by Mr. E. Wyman: "The year's business in this branch of trade has been quite satisfactory. Though perhaps less in extent, in common with other departments, it has been quite as profitable if not more so than in former years, while not a few features have developed themselves which are not only advantageous to the legitimate trade, but are gratifying to every well wisher of sound literature in the province. The improvement in the circumstances, capacity, and general business ability of those in the trade, which we have noted from year to year, has continued to manifest itself, and we see now, in almost every town, a bookseller or two conducting business on a sound basis, with more capital than ever before, and a better knowledge of the trade, and of business principles generally. This is evinced most in the improved credit in which the retail trade stands, in the promptitude with which engagements are met, and in the judicious care with which stocks are selected and curtailed. As a distinct branch, the trade is but young. The progress made in the last three years, however, shows that it is not only well established, but that it is rapidly assuming a healthy and prosperous condition. An equally gratifying fact is found in the improved character of the works introduced into general circulation. For years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the province by a migratory tribe of itinerant pedlars. Sometimes a stray work of utility has been found among the stock, but for the most part the special efforts of these book hawkers have been directed to the disposing of some very superficial and uninteresting volumes, which, if even read, would leave the reader a trifle less wise than when he commenced them. We are happy to say that this style of business is rapidly on the decline, and that works from the best publishing houses, and sold through the legitimate trade, are finding their way into many sections of the country, and meeting a largely increased sale. We are not by any means, however, depreciating the efforts of the book pedlars to enlighten the world; they are very useful people, and, if their efforts are only properly directed, they may do great good. They are improving in the books which they present to the public, and our dealers will lose nothing by encouraging them, so long as their wares are of a good class. In periodical literature, however, the greatest change is observable—not only in the largely increased demand, but in the improved character of the issues sold. We are happy to say that neither the *New York Ledger* nor the *Messenger* is increasing its circulation in Canada. Even *Harper's Magazine* is not gaining ground. On the other hand, there is a large and growing sale for such periodicals as *God's Words*, a London publication of the best class, the *Family Treasury*, the *Churchman's Magazine*, the *Cornhill*, *All the Year Round*, &c. &c., and we are glad to know that the reduction in the price of the *London Illustrated News* is likely to increase largely its circulation in Canada. These facts present some indications of a change for the better in the literary taste of Canada. This improvement is in no small degree attributable to the persistent and unwearied exertions of our wholesale importers, and the advantages which they enjoy in close connection with first class British publishing houses. We hope, and indeed are certain, that they will be well compensated for their efforts. In this connection we are glad to notice that we are likely to have established amongst us a branch of an extensive and highly respectable Scotch firm, for the purpose not only of re-issuing in much approved style our leading text and school books, but for the publication of other works of merit than that may offer. We have long needed an establishment of this character, and through its operations we may hope to see Canadian Literature take a higher place in the world of letters. With long experience, ample means and the best facilities are commanded by the house in question, and we are sure their advent here will be hailed with pleasure.

"The business in stationery has been fairly remunerative during the year. The advance in materials for paper, as well as a heavy war tax on the manufacture itself, has largely enhanced the value of all descriptions in the United States, independently of the apparent increase in price due to the depreciation of the currency. The consequence is that, as compared with former rates, American stationery is fully 30 per cent. dearer. We have imported much less than the usual amount, substituting English goods, which are of a much better class. It so happens that the prices of the latter are favouring the buyer, as the abolition of the duty on paper has at length begun to cheapen it. It is only recently that there has been any decline in the article, notwithstanding an universal expectation that when the tax was removed the price would fall. Speculation and a largely enhanced demand for cheap periodicals, only a few of which comparatively have lived beyond the year, kept the rates up to nearly the old level, until within the past three

and to unsettle their notions in perspective and in material forms, or were deep in the pirated editions of English works, which constitute the staple trade of the mass of 'enterprising publishers.' The *New York papers* were the only journals hawked about for sale in the train. The sides of the train were covered with *New York* and *Boston* advertisements. Not a smack of Canada, in book, or print, or journal, or trade, could be detected."

#### 4. SCHOOL LIBRARIES AND PRIZES IN RURAL SCHOOL SECTIONS.

From the Reports of the Local Superintendents of Schools in Upper Canada for 1863, we make the following extracts relating to the influence of library and prize books in the schools.

*The Rev. S. J. Hill, M.A., of Markham.*—Prizes have been distributed in eleven schools. Books can now be procured on such advantageous terms at the Educational Department, Toronto, that I am surprised every section does not avail itself of the privilege afforded, the practice of awarding prizes is attended with good results, especially when rewards of less value (to mark the difference between prize and reward) are also given to every scholar. To give prizes to a few, and nothing to the rest would only cause contention and dissatisfaction among parents and children, and the result would be harm not good. Two or three dollars extra would enable the Trustees to give a reward to every child in the school; harmony and good will are cheaply purchased at such a rate. I have been much struck with the admirable selection of books made by the Educational Department, so well suited to the purpose intended. Some of the little picture cards, sold at a cent each, are perfect gems, so exquisitely are they got up, while the beautiful typography, illustrations and binding of the books must have a humanising effect on the children, refining their minds, and developing their perceptive faculties. The very external appearance of the books, therefore, has an educational influence.

*Wm. Watson, Esq., of York, remarks:* We had last May a public Township competitive examination for prizes, which was well attended; and, although our first attempt proved very successful; and if kept up annually, and patronized by influential individuals, it is calculated to stimulate by exciting a friendly rivalry among the township schools. Prizes, to the value of \$70 procured at the Educational Depository, were distributed. It was gratifying to notice the marked progress made, and to witness the deep interest manifested by the selected pupils on the occasion, as also that of their teachers.

*Geo. Sneath, Esq., of Vespra, states:* I have attended examinations of two of our schools held during this month at both of which prizes were given to the most meritorious scholars, evidently with a good effect. I have no hesitation in saying, so far as my experience shows, that a judicious distribution of prizes is beneficial and tends to farther education. I shall endeavour to persuade the Trustees of the schools under my supervision to procure them for the present year. We have a good Township Library of 556 volumes, which is well read and appreciated by the rate-payers of the Township.

*E. Dean, Esq., of Sunnidale, observes:* The Library exerts a very beneficial influence in our neighbourhood, and must do so whenever the books are read. The only school in which prizes have been

months. The tendency is now downward, and we shall hereafter import stationery stock from the mother country more largely than before.

"The importations of books for the year amount to \$118,328, against \$155,842 last year."

The following is taken from the *Annual Review of Trade in Toronto during 1863*: "BOOKS AND STATIONERY.—The improvement which we from time to time have noticed in this branch of business, has, during the year just closed, been fully maintained. The trade has been healthy and profitable, and in extent it exceeds that of previous years. Its growth, as a distinctive branch of commerce, has made good progress over the country, and almost every town can now boast of its book and stationery store; and not only in number has the improvement kept pace with former years, but in point of character, capital, and capacity of the men who are engaged in it. In our last review we also noted a desirable change which had taken place in the character of the books and periodicals most generally read and circulated in the Province. We are glad this year to report a still greater improvement in this respect. English books, as a rule, are having a much increased sale, and now that they are produced at reasonable rates, and great enterprise and activity manifested in the importation of cheap editions of the best authors of the mother country, as indeed, also of the United States, the demand promises well, not only for the trade, but for the good of the people. The American publications sold—for we are large importers from New York, Boston, and Philadelphia—are partaking far more of a refined and useful character than in years gone by, and the effect upon the taste and culture of the community is manifest everywhere. In the periodical literature the same healthy features present themselves. The era of cheap magazine literature in Britain was an event in Canada productive of much good, for the circulation of such series as *Good Words*, *News of the Churches*, *Churchman's*, *Macmillan's*, *Cornhill*, and other magazines, will not fail to accomplish benefit, especially if they displace such publications as the *New York Ledger*, *Mercury*, *Clipper*, and *Police Gazette*. The establishment of an able and really excellent magazine in our own community the *British American*, is an event in the year; and we must reiterate an often expressed wish which the importance, as well as the actual merits of the work deserve. In all points of view there is much room for congratulation as to the improved condition of the book trade in Canada.—*Globe*, 28th January, 1864.

In the *Leader's* Review of Trade for the same year, it is stated that, "The book trade is suffering severely; but such is to be expected when the circulation of money is restricted as it now is. In this connexion, food, clothing and the grand essentials of life will always take the lead. It is only when our monetary circumstances are in a flourishing condition that luxuries for either the mind or body can be thought of. Hence the very depressed state of this important trade; nor can we hope for its improvement in any great degree, until times mend seriously. The importations in this line for 1863 amount to \$128,611; although we have been able to discover in the Returns published by the press but the sum of \$535 only, and were consequently at a loss to perceive from what source the trade was supplied. We had just arrived at the conclusion that large quantities had probably been brought in by express and entered at Cliff on, when we became aware of the existence of the true figures.—*Leader*, 16th January, 1864.

distributed is in the section in which I reside, and I would say that I do not think the Trustees could expend any of the funds entrusted to their care more judiciously than in purchasing prizes for the school. If you, sir, could have been at our examinations and have seen the eager manner of the pupils in their endeavour to acquit themselves in such a way that they might be adjudged a prize, you would say with me, that if so small a sum could produce so much earnestness, and cause so much real pleasure, why should not every school in the land enjoy the same privilege and share in the wise provisions made for us.

*The Rev. J. Armour, of Burford, says:* The three sectional Libraries in this Township have their books all covered, labelled, and numbered, and I understand the regulations are strictly enforced. The influence of these Libraries is to raise the intelligence of the surrounding population. The prizes also distributed in most cases, have a marked influence in fixing attention to study and making progress in scholarship, besides having a good effect on the good order, and moral feeling of the children.

*The Rev. J. W. Stone, of Niagara, remarks:* Prizes in books were distributed in four schools, and I was present at the examinations. The effect produced upon the schools is most salutary, and my opinion, built upon the experience of many years teaching, that a judicious and regular distribution of prizes is worth nearly as much as an assistant teacher.

*The Rev. J. P. du Moulin, of London, states:* I am sorry that there is such a paucity of Libraries within this Township and that the distribution of Prizes is not more general. I have used my official influence to encourage the latter practice especially. I have endeavoured to attend all public distributions, and present the prizes, with encouraging words to the pupils. I am persuaded that this practice has acted as an incentive to educational progress, in every section where it has been followed. The books thus circulated, together with the library volumes, have frequently, to my knowledge, exercised a beneficial effect, not alone upon the pupils who immediately receive them, but upon the parents and families as well. I have met with several of these books in the farmers' houses, and conversation convinced me that the members of the household were familiar with the volumes, and that during many long and inclement days, the entertainment and instruction afforded by these wings of thought were regarded as a great boon.

*F. Dupuy, Esq., of Sandwich West, observes:* My solicitude in trying to introduce in our schools the system of distributing prizes to the pupils, has been greatly rewarded. In four out of eight schools was the principle adopted and put in practice. The result was favourable to the progress of pupils; indeed emulation was stimulated among them to that point, that in the schools in which this measure has been adopted, children, instead of trying, as some of them did before, to avoid going to school, are now anxious to perform the duties connected with it. The interest of our Trustees generally has been aroused on the subject and there is a good prospect that, this year, prizes will be distributed in every school of Sandwich West.

*A. Craig, Esq., of Tilbury West, says:* Prizes have not been given to any extent in the schools, but where they have been given, care was taken to give every pupil a prize (those that formerly received none were much discouraged); a roll of the children's names was made out, according to their merits; the prizes were all laid open on the table; the pupils were called one by one; the first one that was called had the choice of the whole prizes, and so on to the last. The pupils were highly satisfied, and so were the visitors. This prevented the people speaking about partiality. I believe the prizes given in this way have a good effect.

*J. Ryan, Esq., of Bentinck, remarks:* As regards the giving of prizes in schools, I believe that by limiting the number and increasing their value, much good should result. I am aware that many object to school prizes, as tending to beget envy and ill-feeling amongst the pupils. I have been at several distributions of prizes. The unsuccessful bore their disappointment with much philosophy and seemed by their looks to say "I shall do better next time." A single instance of complaint, ill-feeling, or envy never came under my observation. I have prizes which I obtained at school upwards of 40 years ago; they form a part of my most precious treasures. What an amount of pain and pleasure is associated with these remembrancers of happy boyhood!

*R. D. Bonis, Esq., of Usborne:* The Library in Usborne has become a favorite institution, and the Council has made an addition to it. The books are given in charge of the School Trustees for circulation in the different Sections, and are changed from one section to another as required. I believe every volume was read during the past year.

### III. Papers on Libraries and Literature.

#### 1. TEACHERS' BOOKS OF REFERENCE.

It is a common complaint, and a just one, that teachers, in their instructions, confine themselves too closely to the letter of the text-book. They seldom direct the attention of their pupils to what lies outside the narrow path in which the elementary books lead them, even when a glance to the right hand or the left would reveal much to give interest and significance to what lies directly before them. The child often gets the impression that all which is known, or can be known, on the subject, is contained only within the limits, and is capable of being expressed only in the language, of the book which he is studying.

One of the causes of this is, that the majority of teachers themselves know little beyond what is taught in the school-book. And often they are not so very much to blame for this. They have been able to buy but few books, and have had few opportunities of access to libraries, public or private. There are neighborhoods even in New England, where a teacher might search in vain for a single volume to give him a broader view of the subjects which he teaches. Even the parson, the lawyer, and the doctor, the "three wise men" of the village, might not be able to help him much from their book-cases scantily furnished, a quarter of a century ago perhaps, with purely professional literature and rarely reinforced with more recent publications.

Every school should have its library. If it consists of but half a dozen volumes, that is better than nothing. It is a beginning, a nucleus round which may gradually gather what will be more worthy the name of library. If parents or teachers knew what a great addition to the resources of a school even a few books of reference are, they would somehow contrive to make this beginning of a library. There are few places where, by the united efforts of all interested in the school, this could not be done. We ourselves have known five hundred dollars to be raised by subscription, in a few weeks, in a town where nobody would have believed that fifty dollars could have been obtained with tenfold the labour.

When little can be done in this way, the best substitute for a library is a good encyclopædia, which is a library. If history is "distilled newspapers," as Carlyle calls it, an encyclopædia is distilled literature. It is the concentrated essence of the whole world of books. It is a complete and faithful register of the gathered treasures of the human mind, up to the time of its publication. If intended for the people, it is not merely an epitomizing, but a popularizing of universal knowledge.

Is there such an encyclopædia? For ourselves, we think that the Appleton's "New American Cyclopædia," recently completed, is, in most important respects, what such a dictionary of all knowledge ought to be. It is comprised in sixteen comely octavos of about eight hundred pages each, of print clear enough for easy consultation, and condensed enough to hold a vast amount of matter, —not too heavy for convenient handling, nor too small to include really valuable detail. It seems to us the golden mean between the cumbersome and costly "Britannica," with its twenty-one plethoric quartos, and the compendious "Americana" of the last generation —a work, by the by, which is probably the best cyclopædia for its bulk ever published, and which, but for the fact that it is not up with the times in those departments in which rapid progress has been made during the last quarter of a century, would be an excellent book of reference for those who cannot afford to purchase a larger and later one.

The great merit of an encyclopædia must be, of course, its completeness for the purposes of reference. This will depend mainly on its faithful use of existing compends and authorities; and a fair test will be the absolute number of topics which it treats. Now, in the preparation of the "New American Cyclopædia," more than two thousand works of reference were constantly consulted; and there are about twenty-five hundred titles, or topics, in each volume, —more than twice the number in the corresponding portion of the "Americana," and about a half more than in the latest edition of the celebrated "Conversations-Lexikon." The allotment of space to different subjects is, in the main, very judicious.

It is an original feature of the plan of this work, and, in our opinion, a valuable one, that it includes the biographies of living persons. Of course, the selection of subjects in this department, was a work of no little difficulty and delicacy; and, as might have been expected, the selection has been severely criticized. No list could have been made that would satisfy everybody. No two persons would agree exactly who should be included, or who excluded; and no one would make out the same list, next year, that he would make this year. Heroes yet unrecognized will find their valhalla in the "Annual Cyclopædia," a yearly appendix contained in a volume uniform with the original sixteen. This bringing the Cyclopædia

up with the times, each year, is another feature of this work wholly original, and as admirable as it is unique. The great drawback to the value of encyclopædia has been that, once completed, it remains stationary until the progress of knowledge has made a re-editing and a re-issue necessary; and then you must throw away the old one and buy a new. The "New American" will be kept perpetually new by the addition of a single volume once in a twelve-month, the cost of which will be trifling compared with that of replacing, once in seven years or so, the entire series.

Of its completeness and value as a work of reference for school purposes, we can testify from our personal experience. We are fortunate, in the ——— School, in having a large and well-selected library. In the way of encyclopædias, there are the "Britannica," (eighth edition,) the "Metropolitan" (better, in some respects, than the "Britannica"), the "London," the "Penny," the "Americana," and the "Iconographic," to say nothing of a rich collection of special dictionaries, gazetteers, and so forth. But, at school, we have often searched in vain through the whole list of encyclopædias for some item of information which we have found at once, on referring to our copy of the "New American," at home. On geographical, historical, biographical, scientific, and miscellaneous subjects, we have tested it continually from its first publication, and it has stood the test better than any other work, or all other works of its class, to which we have access. For the school library or for the teacher's library, it seems to us at once the best and the cheapest of encyclopædias.

The one deficiency of the "New American," we ought to add, is the exclusion of all pictorial illustration. There are many instances in which a simple wood-cut would tell more at a glance than half a page of description. In this respect, it differs from "Chamber's Encyclopædia," now in course of publication in Edinburgh and in Philadelphia, which has three hundred and fifty wood-cuts in each volume. It will contain about half as much, and will cost about as much as the "New American," and is an excellent work for those who cannot afford to buy the latter, or who can afford to buy both. Its aim is to give the greatest amount of knowledge in the smallest bulk and in the plainest way, in a form as convenient as possible for ready reference.—Q. in *Massachusetts Teacher*.

#### 2. WHAT SHALL THE CHILDREN READ?

"The children!" Will any one deny that they are, in every sense of the word, the most important part of the community—not only as to the grand fact that they are its future men and women, but also with regard to the consideration which, as children, they claim at the hands of all who can in any way minister to their development of mind or body? Most remarkable it is to note the proportion which juvenile works bear to the mass of literature of the present day. A glance at the glittering shelves of any large publisher will suffice to establish the fact that the children monopolize no small share of the efforts of our modern authors. What a flood of children's books bursts upon us! Tales of fiction, allegories, stories founded upon fact, science made easy, elementary histories—each and all of these are represented by hundreds of volumes in every variety of style and ornament, and in as many degrees of excellence.

Looking then upon these many books in the mass, what is their tendency? What general effect has the juvenile literature of the present day upon the minds of the young.

\* \* \* The child's mind now is too often a mass of undigested matter—fact and fiction, historical tales, and gilded science, all fall into the hands of a reading child as soon as he oversteps the spelling-book, and fill him with a confusion of unconnected scraps and fragments, without one distinct idea or definite lesson; and even if he now and then grasps a truth, yet, with the variety and novelty always awaiting to appease his literary appetite, he "bolts his food," so that it affords no nourishment.

So much for the evil of quantity; but does the quality of the generality of children's books go far to justify the enormous increase in their circulation?

Let it not be supposed that we look back with fond regret to the age when tales of giants and beautiful princesses formed the staple produce of juvenile literature; we wish simply to consider how far the faults which characterize the children of the present day, may have their origin in the general tone of the books with which they are familiar.

True, these are not to be condemned *en masse*. Very precious are the treasures which the press of the present day pours at our children's feet. Some of the most gifted of England's sons and daughters have stooped from their proudest flights to minister to the little ones. And nobly, tenderly, have they done their work. Brave words for the boys, gentle thoughts for the maidens, beautiful allegories, in which the holy lessons of faith, love, and obedience are so skillfully interwoven with poetic imaginings, that the young

reader unconsciously ceases to distinguish between the lesson and the "story-part," tales of heroes, in which the charm of fancy is allowed to play around historic fact, so as to colour, but not dim, its truth, and which are made the basis for inculcating some brave strong lesson of honour or duty, or of Christian forgiveness in contrast with heathen revenge. Not from these, and such as these, does the evil come. It lies in the numerous publications best termed juvenile novels, which, instead of bringing a girl's imagination into healthy play, load it with scenes and characters totally unlike those which surround her in her quiet home and school-room life, besides being frequently either false in colouring, or most undesirable to be laid before the opening faculties of a simple child.—*Englishwoman's Journal*.

### 3. ON ERRORS IN SPEAKING AND WRITING.

My first remark shall be, on the trick now so universal across the Atlantic, and becoming in some quarters common among us in England, of leaving out the "u" in the termination "our"; writing *honor, favor, neighbor, Savior, &c.* Now the objection to this is not only that it makes very ugly words, totally unlike anything in the English language before, but that it obliterates all trace of the derivation and history of the word. It is true that *honor* and *favor* are derived originally from Latin words spelt exactly the same; but it is also true that we did not get them direct from the Latin, but through the French forms, which ended in "eur." Sometimes words come through as many as three steps before they reach us—

"'Twas Greek at first; that Greek was Latin made:  
That Latin, French; that French to English straid."

*Lay* and *lie* seem not yet to be settled. Few things are more absurd than the confusion of these two words.

To *lay* is a verb active transitive; a hen *lays* eggs. To *lie* is a verb neuter; a sluggard *lies* in bed. Whenever the verb *lay* occurs, something must be supplied after it; the proper rejoinder to "Sir, there it lays," would be "*lays what?*" The reason of the confusion has been, that the past tense of the neuter verb *lie* is *lay*, looking very like part of the active verb: "I lay in bed this morning." But this, again, is perverted into *laid*, which belongs to the other verb.

There seems to be some doubt occasionally felt about the apostrophe which marks the genitive case singular. One not uncommonly sees outside an inn that "fly's" and "gig's" are to be let. In a country town, blessed with more than one railway, I have seen an omnibus with "RAILWAY STATION'S" painted in emblazonry on its side.

"Sanitary" and "Sanatory" are but just beginning to be rightly understood. "Sanitary," from "*sanitas*," Latin for soundness or health, means appertaining to health; "*sanatory*," from *sano*, to cure, means appertaining to healing or curing. "The town is in such a bad sanitary condition, that some sanatory measures must be undertaken."

First and foremost let me notice that worst of faults, the leaving out where it ought to be, and putting in where it ought not to be, the aspirate. This is a vulgarism not confined to this or that province of England, nor especially prevalent in one county or another, but common throughout England to persons of low breeding and inferior education, principally to the inhabitants of towns. Nothing so surely stamps a man as below the mark in intelligence, self-respect, and energy, as this unfortunate habit; in intelligence, because, if he were but moderately keen in perception, he would see how it marks him; in self-respect and energy, because, if he had these, he would long ago have set to work and cured it. Hundreds of stories are current about the absurd consequences of this vulgarism. You perhaps have heard of the barber who, while operating on a gentleman, expressed his opinion that, after all, the cholera was in the "hair." "Then," observed the customer, "you ought to be very careful what brushes you use." "Oh, Sir," replied the barber laughing, "I didn't mean the air of the ed, but the hair of the atmosphere."

I have known cases where the fault has been thoroughly eradicated, at the cost, it is true, of considerable pains and diligence. But there are certain words with regard to which the bad habit lingers in persons not otherwise liable to it. We still sometimes, even in good society, hear "*ospital*," "*erb*," and "*umble*,"—all of them very offensive, but the last of them by far the worst.

The English Prayer-book has at once settled the pronunciation of this word for us, by causing us to give to God our "*humble and hearty thanks*" in the general thanksgiving. *Umb*le and *hearty* no man can pronounce without a pain in his throat; and "*umblanarty*" he certainly never was meant to say; *humble* and *hearty* is the only pronunciation which will suit the alliterative style of the prayer, which has in it, "not only with our lips, but in our lives." If it be urged that we have "*an humble and contrite heart*," I answer, so

have we "*the strength of an horse*;" but no one supposes that we were meant to say "*a norse*." The following are even more decisive: "*holy and humble men of heart*;" "*thy humble servants*," not *thine*. And the question is again settled in our times, by the satire of Dickens in "*David Copperfield*." "I am well aware that I am the umblest person going," said Uriah Heep, modestly, "let the other be who he may. My mother is likewise a very umble person. We live in an umble abode, Master Copperfield, but have much to be thankful for. My father's former calling was umble, he was a sexton."

Be simple, be unaffected, be honest in your speaking and writing. Never use a long word where a short will do. Call a spade a spade, not a *well-known oblong instrument of manual husbandry*; let home be *home*, not a *residence*; a place a *place*, not a *locality*; and so of the rest. Where a short word will do, you always lose by using a long one. You lose in clearness; you lose in honest expression of your meaning; and, in the estimation of men who are qualified to judge, you lose in reputation for ability. The only true way to shine, even in this false world, is to be modest and unassuming. Falseness may be a very thick crust, but, in the course of time, truth will find a place to break through. Elegance of language may not be in the power of all of us, but simplicity and straightforwardness are. Write much as you would speak; speak as you think. If with your inferiors, speak no coarser than usual; if with your superiors, no finer. Be what you say: and, within the rules of prudence, say what you are.—*Dean Alford*.

### 4. CATALOGUE OF EXISTING BOOKS.

A French bibliophilist has made this calculation: "The learned Struve has written that it would be easier to transport Mt. Atlas than to write a universal bibliography, that is, a catalogue of all existing works, and that this catalogue would fill 150 folio volumes. I believe that 300 volumes would be found inadequate. There are above 3,500,000 printed works, and supposing that each of these is composed of three volumes, and that 300 copies of each were printed, the number of volumes would be above 3,313,000,000; but at least two-thirds of this enormous mass have been destroyed, consequently we have left in all the private and public libraries in the world only 1,104,588,000 volumes. If all these volumes were placed side by side, they would form a straight line of 23,010 miles."

### 5. THE NEW BOOKS OF 1863.

According to the *Publishers' Circular*, 3,878 is the number of titles of publications issued in the past year. This falls in a trifling degree short of the number in 1862, which amounted, after similar deductions, to exactly 3,913. These figures, however, though interesting in some respects, afford really little indication of the relative prosperity of the trade in different years. Of course, if the number of titles of new works fell greatly in any particular year, it could not but indicate some real depression. But the true index of prosperity does not lie in the number of titles, which remain pretty nearly stationary from year to year, but in that far less easily ascertainable indication, the number of issues.

### 6. ENGLISH EXPORT OF BOOKS.

The export of English books to the States of America fell from £140,000 worth in 1859 to less than half that value in 1861, and the returns now published show that in 1862, it was little over £50,000. The export to Australia has also fallen off considerably; in 1859 it exceeded £126,000, in 1861 it was but £110,900, in 1862 only £97,000. The export of English books to France has risen greatly; in 1859 it only amounted to £9,569, in 1862 it was £16,355. To British North America we send books in a year to the value of about £23,000, to the West Indies £17,000, and the export to India and that set down as being made to Egypt amount to about £125,000. The value of our books exported in the year 1860 was as high as £494,845; in 1861 it fell to £445,358, and in 1862 to £415,203; but in the first 11 months of 1863 it had recovered to £408,957. Our imports of books in 1862 were of the value of £101,053.

### 7. LITERATURE OF THE SOUTHERN STATES.

The Southern States of the American Republic have hitherto done very little in literature. A recent exception has lately appeared in London, being "*The Life and Times of Bertrand du Guesclin*," a history of the fourteenth century, by D. F. Jamison, of South Carolina. The "*Reader*," reviewing this work, says: "Mr. D. F. Jamison, of South Carolina, has, he tells us, devoted eight years of his life to a research into chronicles and manuscripts

for the elements of his history. He belongs, evidently, to the school of De Barante, author of the "Histoire des Ducs de Bourgogne," and of Augustin Thierry, who wrote "La Conquete de l'Angleterre par les Normands;" that is to say, he gives more details of private life, and recites with greater pleasure anecdotes from chronicles and local traditions than is usual with authors of the old school. His history thus gains, perhaps, in coloring and brilliancy, but it loses, perhaps, in depth and philosophic worth."

#### 8. THE PRESS OF LONDON.

By a computation which we have made from the "London Catalogue of Periodicals, Newspapers, and Transactions of Various Societies," just published by Messrs. Longman & Co., we find that the whole number of periodical publications of all sorts now established in London is 729. Of these no fewer than 359 are monthly publications, while 254 are dailies and weeklies, 81 are quarterlies, and 35 are Transactions of Societies.—*Reader.*

#### 9. NEWSPAPERS IN AUSTRIA.

Some interesting statistics of Austrian newspapers have been published. 463 newspapers appear in that empire, of which 270 are printed in German; 73 in Hungarian; 45 in Italian; 19 in Techeque; 9 in Serbian; 5 in Slovak; 4 in Ruthene; 3 in Roumain; 1 in Illyrian; 18 in Polish; 8 in Croat; 4 in Slovene; 4 in Hebrew, and 3 Greek.

#### 10. PUBLISHING IN FRANCE.

Like most of the English publishers, Messrs. Hachette & Co. have no printing establishment. The division of labor has, to the regret of eminent bibliophiles, been carried so far as to apportion the printing, stitching, binding, and publishing of books among different firms. The difference of wages in remote country towns, and the speed, certainty, and low tolls of carriage of the railways have led to the establishment of printing and binding establishments in the provinces. All of the post-office printing and binding, which is something immense (besides the almost infinite variety of blanks used, I know eighty-nine different publications issued by that establishment), is done at Rennes, a town 234 miles distant from Paris.

#### 11. THE IMPERIAL LIBRARY IN RUE RICHELIEU.

The imperial library in the Rue Richelieu at present possesses 2,000,000 printed volumes, 200,000 manuscripts, 3,000,000 engravings, 500,000 maps, and, besides all these, a valuable collection of medals and antique gems, &c.

#### 12. FRENCH ESTIMATE OF MACAULAY.

M. Mignet, of the French Academy, has published a volume of the "Eloges Historiques," upon M. Souffroy, Baron de Gérando, Laromiguine, Lakanal, Schelling, Comte Portalis, Henry Hallam, and Lord Macaulay, which he delivered at the annual meeting of the Académie des Sciences Morales et Politiques, of which he is perpetual Secretary. His opinion of Lord Macaulay is thus expressed: "In this fine history [of England], which is epic in movement and resplendent in form, Macaulay sees through the tangle of events with a piercing eye, exposes them with consummate ability, and judges them as an able politician. His narrations carry you away by the life which he throws into them. He gives animation to everything that he relates, and to the knowledge which gives accuracy he unites the art that makes interesting. He enables the reader to appreciate as well as to know; and as a rule, his justice is equal to his clear-sightedness. Macaulay throws passion into history, but he does not falsify it. . . . A very splendid writer, he is in general a very equitable judge. He is attached to what is right, not as a Whig, but as an Englishman; he does not condemn acts of wickedness and tyranny from party motives, but for reasons of justice; he attacks the wrong, which he hates, because he loves what is good; and it is only on account of his own rectitude that he raises his voice against duplicity, and of his own honorable feelings that he denounces perfidy. He pronounces the verdict and distributes the condemnations of history without regard for any reprehensible prejudice, without excusing any fault, without omitting to mention any indignity, whoever may have been the sufferer or offender. Never indifferent under pretext of being impartial, he considers facts in their relations both with moral order, and public utility. He brings only generous sentiments to bear on his study of the past, and draws therefrom noble lessons as well as interesting scenes. He seeks not only to strike the imagination, but to enlighten the reason, and, if he pleases with art, he also instructs with honesty."

Mr. Woolner's full-sized model for the marble statue of the late Lord Macaulay, which is to be placed in the library of Trinity College, Cambridge, is now completed.

### IV. Correspondence of the Journal.\*

#### 1. SCHOOL SUPERVISION.

Of all that pertains to the education of the young, to the success of our common schools, next to the immediate work of the diligent teacher, school supervision is perhaps the most important. Nothing tends to incite the teacher to greater assiduity in his labors, to excite emulation and pride in the scholars, than constant visiting on the part of all who feel, or ought to feel, an interest in the education of the children by whom they are daily surrounded; yet, what is a more fruitful source of just complaint on the part of all teachers than the apathy of the school visitors, or supervisors of their own section? Too often does it happen that weeks and months pass by without any one entering the school house to ascertain whether the teacher is occupying the time profitably or not; that such a course is very prejudicial to the school, the reiterated complaints of all teachers are sufficient proof. Can it be that the parents of the youth who daily assemble for instruction in the various schools throughout the country, are so thoroughly careless and indifferent as to feel no inclination to watch the progress of their own children, as to deem it a matter of no importance whether their own offspring are being trained in such a manner as will enable them to combat successfully the dangers and difficulties which will beset them in life's journey?

I would fain think not, yet is the conviction most forcibly pressed upon us; not one of them would think of purchasing a horse, without first trying his capabilities; but they hesitate not at engaging a teacher, allowing him to form the mind, to mould the ideas of their children, without once attempting to ascertain whether he is capable of so doing; that it is their duty to do so, and that such supervision is attended with good results, few will be found to deny; why then is such visiting not more frequent and common? simply because it is every one's duty, and because every one ought to do it.

If each parent, nay, each adult, in the Section, would but say, "let who will stay away I will not," and make it a point of duty, if they will, (it would soon become a pleasure) to visit the school occasionally, we should, I am confident, find that our schools throughout the province would improve with unexampled rapidity, that our teachers would take a redoubled interest in their work, which indeed would but scarcely enable them to keep pace with the increased and continually increasing zeal of their scholars. But there should be method and a right motive in their visiting, a fault-finding visitor will never be welcomed, spend an hour or two in the school house, give a few words of encouragement, commendation when it is deserved, point out any fault that may be noticed, suggest any improvement that may be thought necessary, in a kind, friendly spirit, and your presence will ever be hailed with delight.

One good effect of such visiting cannot be passed over unnoticed, many of our ill-furnished, badly-built, unhealthy school houses would pass away, if the parents would visit such schools they would soon be sensible of the great disadvantages under which both teacher and scholar labor in being cooped up in a small unhealthy place, ill-provided with the necessary means of education; and if, in place of allowing such inconveniences to keep them away from the schools, they would endeavour to remedy the defects a giant stride would be made in the right direction; to that end it would be perhaps beneficial if each visitor would write some remark in the visitors' book upon the state and appearance of the school house, it would at least keep the subject continually before those who are only too ready to neglect whatever belongs to the common school.

*Domine, Esquesing, C. W.*

### V. Papers on Natural History.

#### 1. BOYS, SPARE THE BIRDS.

The blithe, cheery little feathered songsters who have been spending the winter in warmer climes, are fast returning to our fields and woods, and are ushering in the Spring with sweet carols. Their delightful music is dear to every lover of nature, and every such person bids them a hearty welcome. Not so, we are pained to hear, rude boys in some localities who are pursuing them with murderous guns and shooting them in wanton sport. We hope there are few cruel enough to indulge in such brutal pastime, but wherever there are such, the law should at once be invoked to stop their merciless slaughter. Not only are lovers of birds, as one of the pleasantest

\* For want of space, some of the correspondence received has been deferred.

features of country life, interested in this matter, but the farmers whose pecuniary success is greatly affected by the presence or absence of the birds. To the farmer they are of incalculable value of destroying millions of noxious insects that would otherwise play havoc with the crops. In one of the districts of France, a few years since, the birds, by a mistaken policy, were all killed off. The consequence was that the farmers' crops suffered severely from the depredations of the insect tribes. The people, discovering their error, set to work to restock their fields and woods with birds, prohibited the shooting of them, and in time the insect pests were thinned out. It is not only cruel, but a serious injury to agriculture to shoot the birds. We have stringent laws on the subject in this State, and they should be rigidly enforced. Spare the birds.—*Boston Journal*.

## 2. BIRDS AND THEIR USES.

The following facts, derived from correct sources of information, of the question how to get rid of the worms: Baron Von Tschudi, the well known Swiss Naturalist says: "Without birds, successful agriculture is impossible." They annihilate in a few months a greater number of destructive insects than human hands can accomplish in the same number of years. Among the most useful birds for this purpose may be classed the Swallow, the Wren, the Robin Redbreast, Titmouse, Sparrow, and Finch. Tschudi tested a Titmouse upon rose bushes of his neighbour, and rid the same in a few hours of innumerable lice. A Robin Redbreast killed in the neighbourhood of 800 flies in an hour. A pair of Night Swallows destroyed in fifteen minutes an immense swarm of gnats. A pair of Wrens flew thirty-six times in an hour with insects in their bills to their nests. He considers the Sparrow very important; a pair of them carrying in a single day 300 worms or caterpillars to their nests—certainly a good compensation for the few cherries which they pluck from the trees. The generality of small birds carry to their young ones, during the feeding period, nothing but insects, worms, snails, spiders &c. Sufficient interest should be manifested by all to prevent the discharge of fire-arms in the vicinity of orchards, vine-yards and flower gardens, as thereby the useful birds become frightened.

## 3. BIRD MURDER.

*Punch* has the following, for the benefit of those worthies who scour the woods as soon as the snow has gone, and shoot everything they can reach:

Who killed Cock-Sparrow?

"I," said those men of Crawley,

"With my club and my mawley.

I killed Cock-Sparrow!"

Who saw him die?

"I," said caterpillar,

"And I blessed Sparrow-killer,  
As I saw him die."

Who'll dance on his grave?

"I," said Mr. Slug,

"With Green-fly and Red-bug,

"We'll dance on his grave."

Who'll weep for his loss?

"I," said young Wheat-shoot,

Fruit and flower—bud and root,

"We'll weep for his loss."

SPORTSMAN.

## 4. LIFE EVERYWHERE IN SPRING.

Life everywhere! The air is crowded with birds—beautiful, tender, intelligent birds—to whom life is a song and a thrilling anxiety—the anxiety of love. The air is swarming with insects—those little animated miracles. The waters are peopled with innumerable forms—from the animalcule, so small that one hundred and fifty millions of them would not weigh a grain, to the whale, so large that it seems an island as it sleeps upon the waves. The bed of the sea is alive with polypes, carps, star-fishes, and with shell animalcules. The rugged face of the rock is scarred by the silent boring of soft creatures, and blackened with countless muscles, barnacles, and limpets.

Life everywhere! On the earth, in the earth, crawling, creeping, burrowing, boring, leaping, running. If the sequestered coolness of the wood tempt us to saunter into its checkered shade, we are saluted by the numerous din of insects, the twitter of birds, the scrambling of squirrels, the startled rush of unseen beasts, all telling how populous is this seeming solitude. If we pause before a tree

or shrub or plant, our cursory and half abstracted glance detects a colony of various inhabitants. We pluck a flower, and in its bosom we see many a charming insect busy in its appointed labor. We pick up a fallen leaf, and if nothing is visible on it, there is probably the trace of an insect larva hidden in its tissue, and awaiting their development. The drop of dew upon this leaf will probably contain its animals, under the microscope. The same microscope reveals that the "blood-rain" suddenly appearing on bread, and awakening superstitious terrors, is nothing but a collection of minute animals (*Monas prodigosa*); and that the vast tracts of snow which are reddened in a single night, owe their color to the marvellous rapidity in reproduction of a minute plant (*Protaccus nivalis*). The very mould which covers our cheese, our bread, our jam, or our ink, and disfigures our damp walls, is nothing but a collection of plants. The many-colored fire which sparkles on the surface of a summer sea at night, as the vessel plows her way, or which drips from the oars in lines of jeweled light, is produced by millions of minute animals.—*Cornhill Magazine*.

## 5. THE CATERPILLAR SCOURGE.

There are three stages in which this scourge of Canada may be destroyed, and if proper efforts are made at either stage, the ravages of this pest may be mitigated. First, as rings on the fruit trees, the eggs may be destroyed by carefully collecting and burning them. The best way of doing this, is to pay a certain sum per gallon to boys for collecting the rings. This is the easiest way of destroying the caterpillar. Next, when the eggs are hatched, the caterpillars collect in masses on the tree, and may then be destroyed by crushing with the hand. This is the most disagreeable and difficult mode; but if the trees are to be saved, this must be done—and that effectually. In the last stage, the caterpillar has become a moth, and is now capable of laying thousands of eggs; and although harmless for this season, will furnish a destructive progeny for the next year. To destroy moths, a good plan is to keep at night, during the first few days of moth life, a fire of coals burning in the orchard,—a common hand furnace answers the purpose well. The insect, attracted by the light, flies to the fire, and is soon destroyed. By this latter means, comparative immunity from this destructive insect may be secured for the future. Should the caterpillar commence his ravages upon the smaller fruits, the following will be found useful:—Take of whale oil soap, 4lbs.; quassia wood, 6lbs.; petroleum, half a gallon: put the ingredients into a cask, and fill up with water. Let it stand in the sun for a few days, stirring it occasionally, and apply it to the trees and bushes with a watering-pot. This preparation will also prevent the destruction of rose-bushes by applying it a few times. If fruit-growers would make a systematic effort for the destruction of the caterpillar, it would save many bushels of fruit in the Province.—S. L. J., in the *Montreal Witness*.

## VI. Biographical Sketches.

### No. 24.—THE VERY REV. WILLIAM LEITCH, D.D.

Dr. Leitch was born in the year 1814, in the town of Rothesay, a famous watering place on the Island of Bute, Scotland. Like most Scottish lads who have risen to distinction, the elements of his education were received in the Parish School. His preparatory studies were completed in the Grammar School of Greenock. In 1832, at the age of eighteen, he entered the University of Glasgow, where he graduated as a Master of Arts in 1836. During his Arts course, mathematics and physical science received his special attention, and in these departments he obtained the highest honours conferred by the University. While a student he also lectured in the University on Astronomy, and for several years acted in the Observatory connected with the College, as assistant to the eminent astronomer, the late Professor Nichol. Ever afterwards he entertained an ardent love for astronomical pursuits. In proof of this may be mentioned the exceeding delight he took in advancing the character and usefulness of the Kingston Observatory, which, from being founded by private subscription, was, chiefly through his influence, transferred in 1861 to Queen's University by a deed of the City Corporation. An illustration to the same purpose is found in the publication last year, of his latest and most carefully prepared work, "God's glory in the Heavens; or, contributions to Astrotheology"—a work which contains the most recent astronomical discoveries stated with special reference to theological questions, and which at the time of its appearance was most favourably noticed by the ablest reviewers. In 1838, after the usual curriculum of four years in the Divinity Hall of Glasgow, he was licensed as a preacher of the Gospel in the Church of Scotland by the Presbytery of Dunoon. In the memorable year of 1843, he received a

presentation to the parish of Monimail from the Earl of Leven and Melville, and after the usual trials was ordained by the Presbytery of the bounds Cupar in Fife. Of this parish he continued minister until 1859, in which year, Dr. Barclay and Alex. Morris, Esq., a deputation of the Trustees of Queen's University, sent to Scotland to obtain a Principal for the institution, selected and nominated him for that high office. The late Principal was well known throughout Scotland on account of his reputation as a man of science, the enlightened and active part he took in the educational controversy which has long agitated that country, and the position of influence to which he was steadily rising in the councils of the General Assembly. For several years he acted as Convener of the Assembly's Committee on Sabbath Schools, an office in the duties of which he took great delight. During his ministry in the parish of Monimail he devoted much attention to the connection of science and religion, and contributed largely to various periodical works. He is well known to have been the author of certain articles, in which, in a masterly manner, the views of the late accomplished divine, Dr. Wardlaw of Glasgow, on the subject of miracles, are controverted. These articles created great interest at the time of their appearance and the subject came in consequence to have special attractions for their author. For several years he conducted a series of investigations on the subject of parthenogenesis and alternate generations, as illustrated by the phenomena of sexual development in Hymenoptera. The result of these researches, which conflicts with that of the German physiologist, Siebold, in the same field, is given in the transactions of the "British Association for the Advancement of Science," and in the "Annals of the Botanical Society of Canada." Several separate publications also appeared from his pen on the subject of National Education in Scotland and India. On leaving Scotland for Canada, the University of Glasgow conferred on him the degree of D. D. On the 8th of November, 1860, he was formerly installed to the Principalship of Queen's University, in the Convocation Hall, the Hon. John Hamilton, Chairman of the Trustees, presiding, and a large and respectable assemblage of the citizens of Kingston being present. According to an ecclesiastical law, Principal Leitch's connection with the University gave him a seat in the Presbytery of Kingston, and by consequence in the Synod. Having visited Scotland in the summer of 1861, his first appearance in Synod was in the Session of 1862, which year it met at Toronto, and then he was cordially and unanimously elected Moderator. His position also gave him a seat in the Senatus of the University of Toronto, and of that University he was appointed an examiner. His plan of University Reform was the broad and enlightened one of maintaining with the utmost efficiency a great Canadian University, with all properly organized and thoroughly equipped Colleges in the country rallying around it, on such terms and according to such principles as would secure a collegiate education for the various sections of the country, and promote among the several sectional institutions complying with the conditions of affiliation a wholesome and generous rivalry. At the close of the University Session of 1863 it was apparent to the Principal's friends that his health had become impaired. By authority of the Synod of that year he received a Commission to attend the Synods of Nova Scotia and New Brunswick, in the character of a Representative member. He fulfilled this appointment greatly to the satisfaction and benefit of these Courts. He had not long, however, resumed his duties when sickness overtook him, and laid him aside. After some months of dreadful suffering caused by disease of the heart he expired on the morning of the 9th ult., in the forty-ninth year of his age.—*Pres.*

#### No. 25.—JOHN GEORGE BOWES, ESQ.

It is with more than ordinary feelings of regret that we announce to-day the death of one of our most prominent and highly esteemed citizens, Mr. J. G. Bowes. Mr. Bowes was but fifty-four years of age at the time of his death. He was born in the county of Monaghan, Ireland, and came to this country upwards of thirty years ago. By his industry and ability, he rapidly pushed himself forward in business. A few years after his arrival here he became a wholesale dry goods merchant, and for about fifteen years carried on a large and flourishing trade. Had he remained in the active pursuit of his business as a merchant, he could not have failed to have become one of the wealthiest merchants in the city. But his fine commercial and business talents soon marked him as a man for public life, which he first entered by becoming an Alderman for St. James' Ward, in 1850. In 1851, '52 and '53, whilst the appointment to the Mayoralty was in the Council, he was the choice of three successive corporations to fill the office. In the latter year he was also selected to represent Toronto in the Legislative Assembly, and during that Parliament took an active part in all the important measures which came before the Legislature. By the virulent opposition of his political opponents, he found it desirable for a time to

withdraw from public life, but entered it again in 1861, when he was elected by the voice of the citizens to the office of Mayor. In 1862 and 1863 he was re-elected to the same office, each time against strong opposition, and this year was defeated by the present Mayor, Mr. Medcalf. Besides the positions which he held as a member of the Legislature and in the corporation of the city, he filled, during the last ten years, other important and responsible situations, such as President of the Toronto and Guelph Railway Company, President of the St. Patrick's Society, President of a Savings' Society, and he was a director in various companies. In politics he was a Conservative. But he was at all times a most liberal man in his views, and most generous to those who were opposed to him. He was well known for his generosity in private life, giving not only to charitable institutions, but to the poor generally. The regret at his loss is universal. Few men had warmer personal friends. The news of his death, when it gained publicity, was in everyone's mouth, and the expression of regret at the loss which the city, as well as his own family, has experienced in his death, were general. Upon learning the melancholy intelligence, Mr. Mayor Medcalf gave orders to have the flag placed half-mast over the St. Lawrence Hall, where it remained until all that was mortal of the deceased gentleman was conveyed to its last resting place. This feeling of sorrow exists not only among the personal friends and admirers of Mr. Bowes, but those who have always been most opposed to him in politics and otherwise, manifested extreme regret upon learning of his death. A meeting of the City Council was held in the afternoon, when a resolution of condolence with the bereaved family was passed, and the Council decided to attend the funeral in a body to follow his remains to their last resting place. The funeral took place at half-past three o'clock on Sunday afternoon from his late residence to the place of interment, the Necropolis, and was followed by an immense concourse of mourning citizens.—*Leader.*

#### No. 26.—THE HON. M. LEMIEUX, M.L.C.

M. Lemieux, the deceased legislative councillor, was, at the time of his death, member for the De la Durantaye Division. Born at Point Levi, he received his education at the seminary of Quebec. He sat in parliament for the county of Dorchester from 1847 to 1854, and for Levis from 1854 until the general election of 1861, when he was defeated. He was Chief Commissioner of Public Works, and a member of the Board of Railway Commissioners from the 27th of January, 1855, to the 25th of November, 1857, and Receiver General in the Brown-Dorion administration. He was elected to the Upper House by acclamation, in the Fall of 1862. M. Lemieux was an advocate of Lower Canada, and took a prominent part in various commercial enterprises connected with his section of the Province. Without displaying any very great ability as a legislator, he was by no means an idle or a careless man. He created strong personal friendship, and his loss will be the subject of regret in the wide circle of his acquaintance.—*Leader.*

## VI. Miscellaneous.

### A WORD TO MOTHERS.

Mother! mother! watch and pray,  
Fling not golden hours away!  
Now or never, plant and sow,  
Catch the morning's earliest glow.

Mother! mother! guard the dew  
While it sparkles clear and true.  
No delay! the scorching noon  
May thy treasures reach too soon.

Mother! mother! while thy love,  
Shelters them like brooding dove,  
Is the dearest thing they've known,  
Stay them not on this alone.

Mother! point them to the sky,  
Tell them of a loving eye,  
That more tender is than thine,  
And doth ever on them shine.

Mother! lead them soon and late  
To behold the golden gate;  
When they long to enter there,  
Lead them to the Lamb by prayer.

Mother! do not check their glee,  
But the happy moment see,

When they love of heaven to sing,  
And to praise the heavenly King.

Mother! weary oft and worn!  
Never from their lipings turn.  
"Suffer them," the Saviour said;  
Mother! follow as He led.

Mother! seize the precious hours,  
While the dew is on thy flowers!  
Life is such a fleeting thing,  
Mother! mother! sow in Spring!

## 2. OUR HOPE IS IN THE CHILDREN.

It is said that when Peter the Great, of Russia, desiring to introduce English manners into his kingdom, sent a number of young men to England, his jester called him a fool. Peter threatened to have him tossed in a blanket, if he did not make the assertion good. The jester called for a sheet of paper, and folding and rubbing it hard, desired Peter to remove the impressions there made. His Majesty could not. "Why, then," said the jester, "do you send young men already impressed with Russian habits, to England? Send children." The jester was right. The hope of our missionaries depends much on the children they can educate. And so does the hope of the pastor at home.

## 3. KEEP THE BIRTH-DAYS.

Keep the birth-days religiously; they belong exclusively to, and are treasured among, the sweetest memories of home. Do not let anything prevent some token, be it ever so small, that it be remembered. For one day they are heroes. The special pudding or cake is made for them; a new jacket, or trowsers with pockets, or the first pair of boots are donned; and big brothers and sisters sink into insignificance beside little Georgie, who is "six to day," and is "going to be a man." Mothers who have half a dozen little ones to care for, are apt to neglect birth-days; they come too often—sometimes when they are nervous—but if they only knew how such souvenirs will be cherished by their pet Frank or Fred, years afterward when away from the hearth-stone, and they have none to remind them that they have added one more year to the perhaps weary round of life, or to wish them, in old-fashioned phrase, "many happy returns to their birth-day," they would never permit any cause to step between them and a mother's privilege.—*Mother's Magazine.*

## VIII. Educational Intelligence.

### CANADA.

— U. C. LAW SCHOOL EXAMINATION.—The examination of students who attended this school during the past session, took place on the 5th inst., in the lecture and convocation rooms, Osgoode Hall, in this city, when the following gentlemen having obtained the number of marks set opposite their names were declared entitled to the society's prizes. The maximum number of marks which could be obtained was 890, and the minimum 260:—James Watt, 365; John Dougan, 356; John J. Stephens, 309;—Fleming, 287; George Kennedy, 261. Mr. Henry Wetenhill being under the standard, but nevertheless having passed a very creditable examination, was declared entitled to a certificate of merit. The examiners were the lecturers, Messrs. Adam Crooks, Q. C., Leith and Anderson, assisted by R. Vankoughnet, Esq. The examination was searching and severe, and displayed very clearly the advantages which students in the city may derive from attending the lectures which the Law Society has so generously provided for them.—*Toronto Leader.*

— UNIVERSITY OF VICTORIA COLLEGE.—The closing exercises in this University have passed off with great *eclat*. The examinations in the faculties of arts and law commenced on Thursday, April 28th, and continued until Tuesday, the 2nd inst. The usual spirited competition for prizes and honors was maintained in the senior and junior classes, while the sophomore and freshman classes give promise of being at least equal to any that have ever preceded them in this University. The annual meeting of the Alumni Association was held on Tuesday evening. An able and scholarly address was delivered in the Wesleyan Methodist Church, by J. W. Baynon, Esq., B. A., barrister of Perth. After the address the Alumni adjourned to University Hall where the business of the annual meeting was disposed of. The Alumni Association have founded a scholarship, in arts, to be called the *Alumni Scholarship*, and awarded to the best fresh-

man of each year. The Convocation assembled in Victoria Hall on Wednesday at 2 p. m. Before the proceedings commenced the large hall was filled to overflowing. On the platform were the members of the senate, and faculties of arts, medicine, and law, the Rev. Dr. Ormiston and others. The following are the degrees conferred: B. A.—Wilmot R. Squier, gold medallist; Reginald H. Starr, silver medallist; Nelson Bigelow; John F. German, John B. Keagey, John E. Rose, John D. Stark, George H. Bridgman, Frederick J. Hayden, Osborne Lambly, William S. McCullough, John C. Willmott.

M. D.—J. H. Sangster, George Cook, John W. Sparrow, William Caw M. MacO'Conner, A. J. Massecar, Ang. Dixon, William Cockburn, O. W. Fares, L. Clement, G. C. McManus, Alexander McKinnon, P. V. R. DeFoe, J. Brown, Adam C. Corson, T. C. Newkirk, J. C. Disher, R. Morrow, Robert Fowler, W. Munna, N. Munroe, W. F. McBrien, G. E. A. Winans, H. M. M'Leod, Wm. Wade, Joseph M. Tweedale, D. L. Rogers, H. Strange, D. A. Sinclair, W. E. Millward, B. Crandall, James Carlyle, A. H. Beaton, A. H. Millar, J. K. Riddall, Archibald Mitchell, J. T. Kennedy (*ad eundem.*), A. C. Lloyd (*ad eundem.*)

LL. B.—William Beatty, M. A.; John H. Humble, M. A.; Ashton Fletcher, B. A.; Wm. I. Shaw, B. A.; Wm. H. McClive, B. A.; Andrew G. Hill, B. A.

M. A., (in course).—Stephen F. Lazier, B. A.; William A. Whitney, B. A.; Thomas Holden, B. A.

D. D.—Rev. Francis Skinner, Blackburn, England.

The following prizes were given in:—Gold Medal—Wilmot R. Squier Silver Medal—Reginald H. Starr. Metaphysical Prize—George H. Bridgman. Essays—1st. prize, Frederick J. Hayden; 2nd do., Reginald H. Starr. Scripture History—1st prize, Jas. Mills; 2nd do., Richard H. Harper. Literary Association's Prize—1st in elocution, George H. Bridgman; 2nd do., Osborne Lambly; 1st in English essays, Hugh Johnson; 2nd do., John F. German. The proceedings were concluded with the benediction, by the Rev. W. Jeffers, D. D. On Wednesday evening the alumni conversazione was held in Victoria Hall. The assembly was large and brilliant, and was presided over by the Rev. Dr. Ormiston, the newly elected President of the Association and one of the first graduates of the college. An eloquent address from Dr. Ormiston, music, refreshments, and conversation, filled up the evening. Shortly after the commencement of the evening's proceedings the President introduced a presentation to Dr. Whitlock. The venerable Dr. has resigned the chair of natural sciences, and is about to retire to private life. As a token of affection and esteem the students presented him with a cane, with appropriate inscription and address. Dr. Ormiston informed the audience that the fortune in the cane was greater than that on it. The Rev. Dr. Whitlock, in retiring from an academic life of thirty years, bears with him not only the reputation of a profound scholar, but also the warmest affection of six or seven thousand students, who have benefited by his instructions. The chair of natural sciences will be filled by Dr. Harris, whose extensive learning and great ability as an instructor will make this department equal to that of any university on this continent. To the department of modern languages will be added that of English literature, the chair in which will be filled immediately by a competent professor. The senate have passed a resolution that no further *honorary* degrees in arts will be granted by this university. The attendance for the present year in the three faculties is 330; the freshman class numbers 30. The faculty of law is rapidly rising to importance, the graduates this year being six in number, all of whom have previously received degrees in arts. The entire number of graduates this year is sixty, the largest number probably that has ever graduated at one time from a British American University. The prospects of the college for a career of extended usefulness and prosperity were never brighter than at present.—*Leader.*

— JOHN B. DENTON, Esq.—The Teachers of the County of Prince Edward on the 7th inst. presented an address, accompanied with a purse of \$150 (as a token of esteem) to Mr. J. B. Denton, for the just considerate, independent and impartial course pursued by him during the twelve years he had been their excellent superintendent. Mr. Denton is a gentleman of superior qualifications, and we regret to hear that bad health compels him to retire from the situation as County Superintendent.\*

— PROFESSOR HIND.—The *Canadian News* announces that Professor Hind, M. A., of Trinity College, Toronto, has received the appointment of Chief of the Mineralogical Survey of New Brunswick.

\* Want of space compels us to omit Mr. Lucas' letter on this subject. It was, however received too late for insertion.

— **McGILL UNIVERSITY.**—The Annual Convocation of this University took place on the 3rd inst., in the Wm. Molson Hall, A. Robertson, Esq., one of the Governors, presiding in the absence of the President. The meeting was opened by prayer by the Rev. Vice Principal Leach. After the reading of the minutes, the following gentlemen were elected to represent the graduates of the several Faculties, in the Corporation, as Fellows of the University:—Wm. B. Lambe, B.C.L.; Walter Jones, M.D.; Brown Chamberlin, M. A., B.C.L. The names of the following gentlemen were then read by the Dean of the Faculty of Arts, as entitled to the degree of B.A.:—Alvan F. Sherrill, Archibald Duff, James McGregor, John H. Bothwell, George H. Pease, John, N. Muir, Francis W. Hicks, Lonsdale Green, Donald Baynes *Graduates in Civil Engineering*, Gulian, Pickering, Rixford. The following names were then read as having passed the intermediate examinations of the University, which take place at the end of the second year: *Class I. McGill College.*—Meredith B. Bethune, A. Ramsay McDuff, Morrin College,—James G. Colston, Robert Cassels. *Class II.*—McGill College,—Colin Campbell Stewart, Jacob De Witt Anderson, Arthur Adderley Browne, Clarence Chipman, William Jno. Watts, Lewis Alex. Hart, Jas Ferrigo. Morrin College,—Henry C. Scott, Wm. Cook, John W. Cook, Ivan T. Wotherspoon, Theophilus H. Oliver, Henry Macnab Stuart, Thomas J. Oliver, Neil W. McLean, Wm. Clint. *Class III.* McGill College,—Silas Everitt Tabb, Hugh McLeod, Wm. Henry Beckett, John Morrison, James Smith. The list of honors and prizes was then read as follows: *Graduating Class.* 1. Mathematics and Natural Philosophy,—Duff, Archibald, 1st rank honours; Anne Molson, Gold Medal. 2. Classics,—George H. Pease, 1st rank honours; Prince of Wales' Gold Medal. McGregor, James, 1st rank honours. 3. Natural Sciences,—Bothwell, John A., 1st rank honours; Logan Gold Medal; Sherrill, Alvan F., 1st rank honours, and highest general standing; Chapman Gold Medal. Bothwell, John A., prize in Mental and Moral Philosophy; Prize Essay. The degree of B. A. was then conferred on the graduating class; after which the valedictory was read by Mr. McGregor. The degree of M. A. was then conferred on the following gentlemen:—Joseph Green, B.A.; John Boyd, B.A.; Caleb S. De Witt, B.A. The Rev. Prof. Dr. De Sola, LL.D., then gave the address to the graduates. In it he, in the first place, dwelled especially upon the importance, of physical culture, for the maintenance of a sound mind in a sound body; reminding them that the universe, and themselves as a portion of it, were under immutable laws. He next warned them, whilst pursuing their studies, to beware of bad books and evil companions; also, the superficially going over popular works; and, above all, that tendency of the present age to call in question, without sufficient grounds, opinions and beliefs long established and entertained by the wisest and the best of our race. He also impressed upon the graduates the necessity of concentrating their faculties on their future vocations, at the same time not neglecting the general course of the world's advance in knowledge. They should also cultivate the refined manners and bearing of the gentleman, which never could be done if they, by any vicious indulgence, allowed themselves to lose their own self respect.

The Rev. Prof. Hatch, of Morrin College, Quebec, was then called, on by the Chairman to address the Convocation. He did so, dwelling on the advantages accruing to both Colleges from the affiliation of the Morrin one with that of McGill during the past year. A wider field of competition was now open to the students of each college, and not only the cause of education, but that of truth would be helped forward. There were now examinations which were common to both Colleges, and he believed the students of Morrin would run those of McGill neck to neck; but, though the students of the former might not prove formidable rivals to those of the latter, whoever should win the race the advantage would be the same. In competing with another college in these University examinations, the achievement would be greater, as would likewise the spur to diligence. He was glad that the standard of education would be thus raised, and the cause of truth advanced, for the aim of the student's life was to find out what was really truth, and what we really were.

The Principal then announced the following honorary degrees as having been granted by the Corporation:—The degree of B.C.L., *honoris causa*, to Prof. Edward Carter; the degree of M.D., *ad eundem*, to D. L. McGee Carey, Esq.; the degree of B.A., *ad eundem*, to the Rev. E. P. Muir, of Montreal; the degree of LL.D., *honoris causa*, to the Rev. Prof. Loyal, of Dalhousie College, Halifax. He then said he was happy to see Prof. Hatch there, representing a sister college, placed under circumstances not unlike their own, and founded like McGill, by a rich and benevolent citizen. He was glad to feel that this University, not having affiliated colleges in each of the greatest centres of the English speaking and Protestant population of Lower Canada, might now fairly take rank as the University of that class of our people. Such had been the object of the founder of the University, who only stipulated that one of the colleges of the University should bear his name; but the University up to the present time had borne it; and though they might seek a wider denomination, yet, perhaps, they could not bear a better title for the present, or rally under a better name even for all coming time. He congratulated Morrin College that, with such a short existence, it had been able to send up so many successful men this year to the intermediate examination. He regretted that the number of students from Montreal should be decreasing, and that she no longer contributed the majority of the students, which had been done during the

past year by the country. He hoped the tide in this respect had seen its lowest, and that, hereafter, not merely those intended for professions would come and graduate within the walls of McGill, but those who were meant to follow the pursuits of trade, the more so, seeing that the cost of her curriculum was so small. He then alluded with much feeling to the founders of the new medals, characterizing the founding of the Shakspearean one as being a circumstance most honourable to Montreal, and as one of the happiest of thoughts. This medal would stimulate to the study of English literature, a branch of learning with which students were, perhaps, upon the whole, the most slenderly provided. This medal would be something left, after the mere show of the occasion had passed away, and was meant for those who might be considered as being amongst us the best representatives of him in memory of whom, and for whose honour, it had been provided. He then alluded to the Anna Molson medal, as having been provided by a lady, and of its being not only a proof of the wish of an educated woman for the success of that Institution, but a token on the part of one Canadian mother of the deep interest she felt in common with other such mothers, in the proper and complete educational training of their sons for a useful and successful manhood. He also alluded to the Logan medal, stating that the study of geology, especially in a new country like this, was second in importance to no other branch, but should be part of the curriculum of every educated gentleman. He begged there publicly to return thanks in the name of the university for these medals, and would remind them that more yet might be done, either in the shape of bursaries, gifts of books to the library, or the providing by endowment for some of the chairs already established, and so prevent the necessity of further curtailing by sale the grounds surrounding the College.

The benediction having been pronounced by the Rev. Prof. Hatch, the convocation adjourned until to-morrow.\*

## IX. Departmental Notices.

### UPPER CANADA TEACHERS' ASSOCIATION.

We would direct the especial attention of teachers to the Supplement which accompanies the present number of the *Journal of Education*, announcing the time and place of the next annual meeting of the Teachers' Association for Upper Canada. Trustees receiving the *Journal*, will please hand the Supplement to the teachers at their earliest convenience.

In connection with this matter, we would direct attention to the following paper, containing some useful suggestions on the subject of Teachers' Associations. In the *Journal* for March, we inserted a paper containing a list of "Topics for Teachers' Meetings," which is well worthy of attention. The volumes of the *Journal* already published, also contains a variety of articles on kindred subjects. We heartily wish our Provincial Association great success in its career of usefulness.—[*Ed. J. of E.*]

### TEACHERS' ASSOCIATIONS—THEIR ADVANTAGES AND USES, AND THE BEST MODE OF CONDUCTING THEM.

BY REV. E. P. PRATT.

I send you by request the substance of a Report read before the "Teachers' Institute of Scioto County," at its annual meeting, December 29, 1863, on the above topic. My views are the result of my own reflections, guided by the principles of common sense, without any experience in attending such associations, except the one organized here, or any reading on the subject.

To be able to manage any piece of mechanism, or conduct any organization successfully, the first thing required is to have a clear idea of its nature and design. What, then, is the nature and design of the Teachers' Institute? What is the end sought to be accomplished by it? It is made up of a number of the friends of education, some of whom are engaged in teaching and others not, gathered from a given section of country to deliberate upon and discuss subjects connected with the work of educating the youth of our land. They are expected to bring together their individual stock of knowledge and skill, whether gained by experience or from reading, and cast it into a common stock for the benefit of all. It is not the design of these associations to examine teachers, nor to hold a "mutual admiration society;" nor for each to try to exhibit himself and show how much wiser and more learned he is than all the rest. Nor is their main object to perfect each other in the drill of the ordinary branches taught in our schools, or the best mode of imparting instruction in those branches. Something of this will, of course, be accomplished, but it should be regarded as of secondary importance. We want to make better educators, rather than instructors, by these associations. A man may be absolutely perfect in the different branches he is required to teach, and yet be a very poor teacher. He may go his regular rounds as accurately as a blind horse in a tread-mill, and yet feel but little more interest in his work.

One object of Teachers' Institutes should be to exalt the vocation of the teacher. Our teachers themselves need to have a better

\* Want of space compels us to defer the next day's proceedings.—*Ed. J. Ed.*

idea of the real grandeur of their work. They must magnify their office. Let their own hearts be fired with the idea, and they will fire other hearts. There should be more of the *esprit de corps* among teachers. If a teacher does not esteem and respect himself, nobody will respect him. These associations should foster this spirit. In many places teachers are not regarded as occupying any higher position than the common wood-chopper or hod carrier. This is often their own fault. They look upon teaching as a drudge—something to be *endured* until they can make a little money and get into some other business. It is a stepping-stone to one of the professions, and they have sometimes been honest enough to avow that they taught for the "sake of the dimes," and for nothing else. Now, with this idea of the teachers' office, no one can succeed and no one ought to succeed. Next to the office of the Christian Ministry, it is the very highest in point of honor and responsibility. It is theirs to give direction to immortal minds that are to exert a mighty influence over other minds, for good or evil, through succeeding ages. They stand at the fountain-head of influence, and next to parents do more, perhaps, to form the mind and character of coming generations, than all others. They impress their own image and superscription upon their pupils. They infuse into them their own spirit. Not only what they know, but what they are, helps to educate. "Such as I have give I unto thee," may be said by them to their scholars, as truly as it was said by Peter to the lame man. They can impart nothing which they do not possess, and this they can and do impart, whether they will it or not. Their looks, the tones of their voice, their habitual temper and disposition, their habits of thinking, of feeling, and of action; their intellectual and moral traits of character, all are contributing daily to educate the young and susceptible hearts under their care, of good or evil, for stations of honor and usefulness, or infamy and disgrace. How high and responsible, then, is the vocation of the teacher. Permit me to quote a paragraph from the late work of Dr. Holland, on this point. He goes even farther than I do in his estimate of the office of the teacher. "The Christian teacher of a band of children combines the office of the preacher and parent, and has more to do in shaping the mind and morals of the community than preacher and parent united. The teacher who spends six hours a day with my child, spends three times as many as I do, and twenty-fold more time than my pastor does. I have no words to express my sense of the importance of your office, still less have I words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities, and the most devoted Christian purpose. Why, sir, a teacher should be the strongest and most angelic man that breathes. No man living is entrusted with such precious material. No man living can do so much to set human lips to a noble tune. No man living needs higher qualifications for his work." And yet many communities think almost anybody will do for a teacher, and the cheapest is the best; and many teachers think they need never attend a Teachers' Institute, nor read an educational journal to fit them for their work. Oh, ignorance and shame, where is thy blush!

Another object of such associations is to fix in every teacher's mind the true idea of education. Much has been written upon this subject of late years, but still it is very imperfectly understood. Many have no higher idea of education than that of cramming the contents of certain text-books into the minds of children. They would stuff them as turkeys are stuffed for Christmas. They would pour knowledge into them as an apothecary would his medicines into bottles, and then label them as having "finished their education," and send them home. They have no idea of education as the liberal culture of all the faculties, of mind, and heart, and will, each in its due proportion, and all subordinated to the formation of right character. Some faculties need to be stimulated, and others to be repressed. The soul needs to become self-poised and self-governed—all of its powers being subjected to the control of enlightened reason and conscience. This is the high ideal of education, which should ever be held up before the mind of teachers, and such associations help to do it.

Such associations also afford a mental tonic to the teacher. He needs to have his mind quickened by coming in contact with other minds, and here he has the opportunity. As steel gives edge to steel by friction, so does mind to mind. He meets those of large and liberal culture in other professions, as well as in his own, and he is aroused to make higher attainments. By confining himself to the dull routine of his text books, the teacher is in danger of dwarfing his mind. He goes over the same thing year after year, until he loses all interest in it. He has sucked all the juice out of his oranges, and nothing remains but the seeds and rind. The flowers that were once beautiful and fragrant, are but dried specimens. His mind is in danger of becoming as dry as his text books, its stores of knowledge all desiccated, its enthusiasm all gone, and he converted into a walking mummy. To guard against this, he must

bring his mind in contact with other active and vigorous minds, either through books or oral discussion; and thus he will keep his own mind fresh and vigorous, and full of the fire of enthusiasm. He will be not the plodding pedantic pedagogue, but the *inspirer* of youth and the *infuser* of new truths and emotions. After all, this is the highest function of the teacher, to arouse and set in motion the young minds under his care to gain knowledge for themselves. To do this, he should be constantly acquiring new truths. Cicero says that no kind of knowledge is useless to the orator. The same may be said of the teacher. He can use all the facts of science and literature with which his mind is stored for the benefit of his scholars. Then he will appear to them to be what he really is, greater than all their text-books, and he will inspire them with that reverence and respect which is such an auxiliary in the work of governing a school. Some teachers make it a rule to read regularly some larger work on the subject of their daily lessons. Others peruse works of history, or devote their attention to the acquisition of some new branch of science. No professional man should confine himself exclusively to works on his own profession. He cramps his intellect by so doing, and disqualifies himself for the largest measure of success in his own peculiar calling.

Another advantage that ought to accrue from these associations, is to arouse the teacher to the importance of attaining to a higher standard of moral excellence. Quintilian lays it down as one of the qualifications of the orator, that he *must be a good man*. Much more important is it for the teacher. He ought to be a model and pattern of every virtue. He must be what he would have his pupils be. If a teacher would have his pupils avoid all bad habits, he must avoid them himself. If he would have them form right habits, he must set them the example. If he would have them truthful, he must speak and act the truth. If he would have them patriotic, he must be patriotic. If he would have them avoid profanity and intemperance, he must avoid them. The colonel must be the bravest and best man in his regiment, if he would have it win glory on the battle-field. He must say "come boys," and not "go boys," and lead them into the thickest of the fight. So must the faithful teacher lead his pupils into the fields of virtue, where nobler garlands are to be won by conquest over self and sin.

I have thus briefly hinted at some of the advantages of such associations as the one in which we are met. The best way to secure these advantages is, doubtless, that which practical common sense has induced us to adopt. Particular topics are assigned to individuals for essays or reports on themes connected with the general subject of education. Months are given for investigating and writing on these topics. Then the reports are read and time taken for a free and full discussion. Where it is possible, it is always desirable to have the assistance of some distinguished educator from abroad to give lectures and make suggestions, and participate in the discussions. Most valuable hints may thus be obtained, and a great impulse given in the right direction to those who are engaged in the great work of training up the young, into whose hands the destinies of this vast nation are so soon to be placed. Never has there been a time, since the foundation of our government, when so great responsibilities devolved upon all who, in any way, help to form the public sentiment of the nation. Never has there been a time when greater fidelity was required on the part of the teachers of our youth. Never has there been a time when it was such a grand privilege to live and labor for the regeneration of our nation.

"We are living, we are dwelling,  
In a grand and awful time,  
In an age on ages telling,  
To be living is sublime."

We are receiving such a baptism of blood and fire as no nation has ever received before. We are making history during these passing days that will be read with the most thrilling interest when all the present generations of men shall have passed away. Now, we are actors in these scenes. Let us act well our part in the several stations we are called to fill. Let all the ends we aim at be our country's, our God's, and truth's; and let us each do what in us lies to make the succeeding ages wiser and better than the ages that have gone before. Let us inspire our dear youth with the love of learning, love of truth, love of the right and the good, love of all mankind and, above all, love to Him who endowed them with their noble capacities, and will hold them accountable for their right cultivation and use.—*Ohio Educational Monthly*.

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