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✓ MEMORIAL

OF

NATHANIEL HOLMES MORISON

(1815-1890)

FIRST PROVOST OF THE PEABODY INSTITUTE

(1867-1890)

Veritas Prudentia Præestat

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N. H. Morison

MEMORIAL OF NATHANIEL HOLMES MORISON.

I.

BIOGRAPHICAL SKETCH.*

It seems but just that some tribute should be paid to one whose life for many years was spent in the faithful performance of public duties. A knowledge of those moral and intellectual qualities which have enabled a man to pass from privation and hardship to reputation and honor becomes a source of encouragement and of inspiration to those still bravely struggling to realize noble ambitions. Character is at the root of all true success in life. He who evinces intellectual force, unswerving devotion to his ideals, indomitable perseverance and uncompromising honesty, cannot fail to wrest from life the best it has to offer and to command the respect and admiration of his fellow-men.

It is the pride of New England that she can boast many noble, hardy sons. From the border and inland towns of Massachusetts, from the granite hills of New Hampshire, from each State have come forth men strong

*In preparing this sketch, the writer has had recourse to her father's autobiographical notes left incomplete, to Smith's History of Peterborough, The History of the Morison Family, and to Morrison's History of Windham, N. H.

in the faith that life was real and earnest, who, ever true to this conviction, have died leaving to their children the noble heritage of unsullied names and characters, honored alike for their mental and moral worth. Such intellectual, physical and moral vigor as belongs to all true sons of the North was inherited in full measure by him to whom this memorial is dedicated. Eminently a student, he yet possessed energy as well as executive ability to a rare extent. His guiding star in life was his keen sense of duty, which led him to be accurate and thorough in the details of any work he undertook. The character and the value of the work he accomplished marked him as a man of profound scholarly attainments and of wide bibliographical knowledge.

For those who knew and honored him the following sketch will give a deeper insight into a life remarkable for its determined purpose, and a fuller understanding of that arduous task to which for twenty-three years he was entirely devoted.

Nathaniel Holmes Morison was born in Peterborough, New Hampshire, December 14, 1815. He was the third son of Nathaniel and Mary Ann Morison, and fifth child of a family of eight. Both his father and mother were of Scotch-Irish Presbyterian descent. All evidence shows that the Island of Lewis, off the west coast of Scotland, was the cradle of the Morison family, though its founder was probably of Norwegian origin. Tradition says that he was the son of a Norwegian king. Members of the family crossed over the sea into Scotland, whence they spread abroad over the earth into England, Ireland and America. It is probable that John Morison, who was

the ancestor of many of the Morisons, migrated from Aberdeen County, Scotland, to Londonderry, Ireland, where he resided in or near the old town. He and his family were present during the memorable siege of Londonderry,* when James the Second fought for the throne of England, and many were the hardships they endured during that terrible time.

In 1718 two of John's sons, James and John, came to America, and were among the earliest settlers of Londonderry, New Hampshire. Their father, with the rest of his family, joined them in 1720, and died, it was said, at the advanced age of one hundred and eight years. His son John removed to Peterborough, New Hampshire, in 1750 or 1751, and it was at the old farm, bought by his great-great-grandfather, that Nathaniel Holmes Morison was born. His maternal ancestors were also among the early settlers of Londonderry, New Hampshire. Nathaniel Morison's father was a man of more than ordinary ability and of much literary taste. He established him-

*In Lord Macaulay's "History of England" the following interesting incident of the war is recorded in regard to James Morison. At the close of the year 1688 great consternation was created among the inhabitants of Londonderry by the report that a large body of troops, under the command of Alexander Macdonnell, Earl of Antrim, was on the march from Colraine to occupy Londonderry. The report proved true, for later, from the city walls, the citizens could see the troops assembling on the opposite bank of the river Foyle. There was no bridge, but by means of a ferry a detachment of the army crossed the stream. The officers approached the town and demanded admittance for themselves and for the king's soldiers. At that moment thirteen apprentices armed themselves, seized the keys of the city, and deliberately shut the portcullis in the face of the officers. James Morison, standing on the top of the walls, endeavored to persuade the officers to depart, but they could not be induced to move. All at once they heard him cry, "Bring a great gun this way," and instantly, at that ominous order, they beat a hasty retreat.

self as a successful carriage-builder in Fayetteville, North Carolina, two years before his marriage, and three years afterward, in 1807, he returned North with what was then regarded as quite a competent fortune. He settled in Peterborough, but from that time on his business enterprises became unsuccessful. At one time when he was in Mississippi he entered into a contract with some leading capitalists to introduce water into the city of Natchez. Upon his return from the North with men and materials the capitalists repudiated the contract. Disheartened and financially ruined, he fell an easy prey to yellow fever, then raging in that region, and died at Natchez, in 1819, at an early age.

His wife was left in most limited circumstances, with a large family of five sons and two daughters. She was reluctantly obliged to sell the old homestead and to move into a small house near the village of Peterborough. In later years her son Horace bought back the place, and it is still owned by his family. There can be no prettier spot than this old homestead, lying on the outskirts of the village, about two and a half miles from the busy centre of the town. Upon the eastern horizon one sees the serene and peaceful outlines of a range of wooded hills known as the East Mountains. Upon the west, one has but to climb a hill back of the house to catch a view of the grand old mountain, Monadnock. Lonely and majestic it stands, a mountain so beautiful in form and of such commanding aspect that it has been immortalized in verse by Emerson. Surely, with such a type of rugged strength and power ever before their eyes, those who were born and lived beneath its shadow must have felt its influence upon minds and hearts.



The Morison Homestead.

“Inspirer, prophet evermore ;
Pillar which God aloft had set,
So that men might it not forget
It should be their life’s ornament,
And mix itself with each event.

.
Well the Planter knew how strongly
Works thy form on human thought.”

Sad indeed must the young widow’s heart have been as she turned her back upon this beautiful home ! She was, however, a woman of remarkable character, and all its force was shown during those days of sorrow and hardship. Besides the house she bought she owned a few hundred dollars and a wood lot which supplied her fuel. To help out her scanty income she wove cloth for sale, and many times would she weave and weep together, for in those days grief could not command the luxury of time for itself alone. Her eldest daughter inherited her ability and energy, and was a constant source of comfort to her busy mother. The youngest children, twin boys, who at the time of their father’s death were scarcely more than babies, were often watched and tended by their elder brother Nathaniel. Besides taking care of his brothers—which must have been no easy task, for they were full of life and energy—he learned to do many useful things at home. He kept the shuttle supplied with quills, set the table, swept, washed the dishes, in fact did nearly everything except cooking and washing the clothes. For eight years Nathaniel lived at home with his mother, who was always an example of industry and perseverance. These two traits of character he inherited in a large degree.

In the early spring of 1824, Mr. Hugh Miller, the first Selectman of the town, wanted a boy for small chores, and engaged Nathaniel Morison to remain with him until he was fourteen years old. Mr. Miller lived in the north-eastern part of the town, so that the young boy was five miles away from his own home. His mother was always most desirous that her sons should learn trades, and thus, self-supporting, should be prepared in the best manner for the great struggle in life. She looked for nothing and desired nothing beyond this. When she placed them with farmers she arranged to have them released in time to learn trades before they were twenty-one. Nathaniel received for his services clothing, food and the privilege of attending the school of the district. The poor child, sent away at so tender an age from a home he loved and a mother to whom he was devoted, suffered greatly from home-sickness. The family in which he lived were very kind to him, but the house was large and remote from neighbors, and he had no companion at all of his own age. He had very little work to do, and this lack of constant occupation only served to increase his home-sickness. His duties were to drop corn and potatoes into the ground in planting season for the farmers to plant, to ride the horse, to plough, and to help the daughter of the house to tend her flower-garden.

At the end of June, after three months of service, it was arranged that he should be released, and he returned home a happy and jubilant child. At this time his oldest brother, seven years his senior, was living with a Mrs. Gibbs near the East Mountain. She wanted a boy to run on errands and, through John's influence, she engaged

Nathaniel to fill the place. On this lonely farm he spent the summer and autumn with his brother very pleasantly, doing such light work as he was capable of. He carried drink to the men in the field, trampled down hay on the carts and scaffold, drove oxen, rode the horses to plough and took them to the village to be shod. On one occasion he helped to drive the cattle to the top of East Mountain, and it was there he obtained his first glimpse of the great world beyond. In December Nathaniel returned home. The following spring he went to live with his great-uncle, Nathaniel Holmes, for several years. This farm was only a mile from his home, and, as the family was a large one, he lived a contented and happy life. In the winter he went to school, in the summer he did various kinds of hard work on the farm. During his early school-days he was not inclined to take much interest in his studies, and said of himself in later life that he was a "dull boy."

The first book that aroused in him any taste for reading was Miss Edgeworth's *Tales*, which had been lent to him by the minister of the town. Colburn's *Mental Arithmetic* was the first school-book that awoke his interest in real and earnest study. The problems were like riddles to him, which he would allow no one to assist him in mastering, and they would remain in his mind for hours at a time, until the proper solution was found. Nathaniel was kindly treated at his uncle's. The only holidays, though, that he ever had were muster, training and election days. The zest with which he threw himself into the pleasures of these occasions can readily be imagined. Although on these holidays he never had a cent of money in his pockets to spend, he enjoyed the

festivities as much as if he had had all he wished at his command. His uncle was considered the wealthiest farmer in the town, but he never gave Nathaniel a penny of money, and all the boy ever received was a large slice of election cake from his aunt on election-day. The boy was gradually developing into the man, learning those lessons of economy, industry and perseverance which, in after life, ensured his success. His religious training was not neglected during these years of hard labor.

As early as the year 1752 a Presbyterian church had been established in Peterborough. Owing to the deep impression made upon the minds and hearts of the people by the unworthy lives of two successive clergymen in charge of the parish, the congregation had abandoned the Presbyterian faith and become Congregationalists. A liberal minister was installed, who gradually led the people to accept the doctrines of Unitarianism. In this faith Nathaniel was brought up, and in summer he was accustomed to attend service at the quaint old meeting-house on the high hill above the village. He had to walk three miles from the farm, and in winter, as the cold outside and inside of the church was intense, he did not often go. The interior of the building was old-fashioned in style. It had immense square pews, the seats uncushioned, and on hinges to turn up during prayer-time, and the tops of the pews were ornamented with colonnades of small spindles, about eight inches long, running entirely around them. The children, during the long and weary prayers, when they were obliged to stand up, would frequently spend their time in trying to loosen and turn the spindles around, and often a loud squeak from one of them would resound through the church.

After prayer the upturned seats all over the house came down with a crash.

Nathaniel left his uncle's home for good in 1828, because he feared a whipping from his cousin, then master of the farm. One day he had been forbidden to go to school in order that he might attend to some necessary farm-work. The boy had no intention of disobeying, although the disappointment was a bitter one, but as he saw his school companions trooping along the road on their way to the school-house, the temptation to join them became too strong and he accompanied them without leave. Later in the day, dreading his cousin's wrath, he would not go back to the farm, but returned to his mother's house, and never could be persuaded to go back to his uncle's to stay. One can but sympathize with this act of disobedience, since it shows the earnest desire the boy had to learn something else beside the dull routine of farm labor. A few days later he returned to his uncle's house, with a friend as a guard, to obtain his clothes. He received from his aunt all he had left except a nice fur cap which he especially valued. That and his overcoat she seemed to think herself entitled to keep. In those days he dressed in what was suitable for a farmer's boy, but it is surprising, considering the few garments he wore, that he suffered so little with the intense cold of that northern climate.

The following winter, after leaving his uncle's, Nathaniel Morison remained at home, attending school during the day, and at other times helping his mother in any way he could. He had grown so accustomed to work that his assistance must have been valuable to her whom he always loved so tenderly. In the spring he

again went on a farm, but left in the autumn. At fourteen years of age he entered a woollen mill, and it was understood that he was to live in his employer's family until he was twenty-one, and learn the trade of a clothier.

During the winters he continued his education, but he also gained intellectual stimulus from persons with whom he was brought into contact at Mr. Cogwell's house. At this time he became interested in poetry, and even began to write verses himself. At school his teacher helped him greatly in mathematics and grammar, and was the first teacher who had any perceptible intellectual influence over him. Nathaniel's oldest brother at this time was at Phillips Exeter Academy, New Hampshire. He was regarded as the head of the family. His words were law. Most faithfully and generously did he fulfill the duties imposed upon him. He was the author of all their fortunes, and from childhood all of the children had looked up to him with wonder and reverence. They consulted him in their plans, sought his advice in difficulties, and he was ever ready to assist them to the best of his ability. He was an earnest student, and afterwards became a prominent Unitarian clergyman.*

After two years in the mill, young Morison decided that he would prefer to be a machinist, and in order to learn that trade he removed to another part of the town. On Sundays and at night, after work was finished, he used

* In May, 1838, Dr. John H. Morison became associate pastor of the First Congregational Society in New Bedford, Massachusetts, and in 1846 he accepted a call to the First Congregational Parish of Milton, Massachusetts. Both churches were Unitarian in faith. He was greatly honored and beloved by his parishioners, for whom he always retained a deep interest and affection. After many years of faithful and distinguished service he resigned his pastorate, and has since been quietly living in Boston.

to read and study. He arranged a lamp over his bed, and there he often spent hours reading history and a few novels, and studying arithmetic and natural philosophy. He was able to obtain a good supply of books from the factory library and from friends. He became deeply interested in reading Scott, Moore, and Byron, and was especially delighted with Scott and Moore. Sometimes one of the men, a spinner in the mill, would show the boys and girls of the village experiments in natural philosophy, which greatly interested them. A debating society was formed which met in the school-house, and occasionally lectures were given in the Lyceum of the town. The day's labor was very long, from half-past four o'clock in the morning until half-past seven at night, with only a half-hour at noon for dinner, yet his life, though laborious, was agreeable and happy. He spent three years learning the trade of a machinist. At the end of that time he found that his constant reading and study had so increased his interest in intellectual matters, that it became his earnest desire to enter Phillips Exeter Academy, as his two older brothers had already done.

Obtaining the consent of his employers, with whom he had still three years of service, and receiving much encouragement from them and from other warm friends, he entered upon his academic career. Owing to his limited financial condition it was no easy matter for him to go through the course at Exeter. But his determination to obtain an education, and his willingness to endure any privation rather than to forego such an advantage, opened the way for him. He entered the Academy in its second term, in December, 1833, having, for various

reasons, been unable to begin in September, the first term. He was just eighteen years old, and was a tall, fine looking young man. With scarcely any money and no prospects of more, excepting what he could earn by teaching, he was obliged to practice the most rigid economy even in the matter of food. He and his chum did all their own cooking. They had almost no variety, seldom any meat, mainly rice, oatmeal, potatoes, pork, and bread—in short, the mere necessaries of life.

It was a long, weary struggle for an education. Only those who know the details of that struggle can realize the young man's tenacity of purpose. On Sundays the monotony of a poor diet was relieved by dining with his friends, Judge* and Mrs. Jeremiah Smith. Once a week the chums received from the same Mrs. Smith the gift of a pot of baked beans and a hot loaf of brown bread. These were the luxuries of their life. In all other respects young Morison was strictly economical. On one occasion he walked on the frozen ground from Peterborough to

*Judge Smith, one of the most eminent men New Hampshire ever produced, was born in Peterborough in the year 1759. In 1787 he began the practice of law in his native town, where he continued to reside for ten years. His influence was marked in raising the standard of his profession, which was then in a poor condition throughout the State. In 1790 he was sent as a representative of New Hampshire to the Second Congress, and was returned three successive terms. He met in Washington many of the most prominent men of the time, among whom he formed a life-long friendship with that remarkable man, Fisher Ames. In 1797, Judge Smith removed to Exeter, New Hampshire, and that same year was appointed United States Attorney for the District of New Hampshire. He was made Chief Justice of the Superior Court in New Hampshire in 1802, an office which he held for seven years, when he was elected Governor of New Hampshire. Failing of re-election, he returned to his profession. At sixty-one years of age he retired from active business, having acquired a considerable fortune by his energy and ability.

Exeter, a distance of sixty miles, spending only two cents the entire way, and that expenditure was for being ferried across the Merrimack River. He carried his lunch in his pocket, and stayed at a friend's house over night.

Notwithstanding his narrow circumstances, his way of living and his many privations, his life at Exeter was a very happy one. His two brothers before him had excellent reputations as scholars and a large circle of acquaintances in the town among the best families. Some of Morison's warmest college friendships were begun at Exeter. So well did he employ his time at the Academy, that in the year 1836, when he entered Harvard College, he was admitted without a single condition. His struggle for a maintenance was over, and though he was still obliged to practice economy, his life in Cambridge was easy and comfortable. He increased his scanty means by tutoring boys and, during the winter time, teaching school. He was on terms of agreeable intercourse with his classmates and joined many of their societies and social gatherings. In Exeter he was a member of the Golden Branch, and in college was admitted to the Hasty Pudding Club, the Institute of 1770, the Harvard Union and the Phi Beta Kappa Society.

His early fondness for poetic composition continued and he was chosen to write the ode for the exhibition in Exeter, in 1835, and a song for the celebration of the fourth of July by Exeter students in 1836. He delivered an original poem in English in 1835, at an annual exhibition of the Academy, and a Latin poem in 1836. In college he gained one of the Bowdoin prizes for composition, and graduated in 1839 the third scholar in his

class,* having one of the orations for his part at the commencement. When he left Cambridge many letters of commendation were given him by those professors under whom he had studied, testifying to his scholarship and ability.

Immediately after graduating he went to Baltimore, where he became one of the principal teachers in a fashionable girls' school. In May, 1841, he opened a school on his own account. He had already begun the study of divinity under Dr. George W. Burnap, an eminent Unitarian scholar and biblical critic, with whom he remained until he had completed the course of three years in theology. One day, while he was dragging through the weary days of early spring and summer with a school of only two pupils, Dr. Burnap asked him if he intended to continue his school under such discouraging circumstances. Upon receiving in reply an emphatic "Yes," the doctor jumped from his chair, and swinging his arms above his head, shouted, "Hurrah for New Hampshire!" It was not long before the school became the largest in the city, numbering at one time a hundred and forty pupils. Nearly a thousand young ladies, from the most intelligent families of Baltimore, received their education from him, and some of the best private schools in the city have been taught by his pupils. He was a strict disciplinarian, although always a kind one, and his

* In the class of 1839 were many men who afterwards became prominent in their several callings. Among Mr. Morison's classmates were the Rev. Edward Everett Hale, and Mr. Samuel Eliot of Boston, Mr. Samuel Longfellow of Cambridge, Mr. E. L. Rogers and Mr. George Hawkins Williams of Baltimore. It is an interesting fact that two of Mr. Morison's sons married daughters of two of his classmates, Mr. Williams and Mr. Eliot.

intercourse with his pupils was of the most friendly order. Many of them became his warmest friends. He required serious study, and had an unusual power of inspiring enthusiasm for work. It was useless for a pupil to pretend to have knowledge of a subject she was not familiar with, for his accurate mind soon pierced through all superficiality. His explanations were very clear, and he always had a large fund of illustrations at his command. His patience in endeavoring to make a pupil understand any difficult point was untiring.

In December, 1842, Mr. Morison married Miss Sidney Buchanan Brown, of Baltimore, who belonged to the same Scotch-Irish race from which he was descended. Their family became large, and Mr. Morison spared no pains to give his children every educational advantage. Some of them he partially instructed himself, using the evenings or early morning hours for this purpose. At home his life was regular and studious. He could seldom be induced to go into society, preferring the quiet of his own library and the interest of his books to any outside excitement. Yet to all those who sought him in his own home he was always cordial and courteous.

In the year 1843, Mr. Morison published a little book entitled "Three Thousand Questions in Geography," which passed through three editions and was used in the best Baltimore schools. He also published a book on Punctuation and Solecisms. An enlarged edition of this work was printed in 1867, under the title "A School Manual." In later life he took great interest in collecting all of his best poems and having them privately printed in a handsome volume as a souvenir for his family and friends.

His deep affection for his native town drew him back to Peterborough, and, in 1857, he purchased a pretty place, a mile from the village, which he called "Bleak-house," from the constant breezes that blew around it. In this beautiful home he and his family spent their summer vacations for thirty-three years.

Mr. Morison was an interested member of the Maryland Historical Society and of the Archæological Society. He was one of the board of governors and visitors at St. John's College, Annapolis, from which, in 1871, he received the honorary degree of LL.D. For many years Dr. Morison was a trustee of the First Independent Church of Baltimore, and for nearly twenty-seven years he was superintendent of the Sunday-school.

In 1867 he was invited by the trustees to take charge of the Peabody Institute of Baltimore, which was founded by George Peabody, of London, in 1857, although it was not formally opened until after the Civil War. It was long before Mr. Morison could make up his mind to accept the position. His school was still in the full tide of its success, and he was an ardent lover of his work. After mature consideration he decided to accept this wholly unsolicited charge, and in April of that year he received the appointment of Provost of the Institute. He began his duties in September of the same year. One of the great inducements for him to enter upon this new and laborious work was the opportunity afforded him to build up the library of the Institute, a reference library, numbering at that time only about fifteen thousand miscellaneous volumes. His deep interest in books, his great knowledge of them and of the requirements of a scholar's library, eminently fitted him for the position. He spared

neither labor, time, nor physical health to make it and the catalogue the best of their kind, and he succeeded so well that they have gained the highest praise from scholars in this country and from those in Europe. The library and its catalogue he desired to be his living and useful memorial.

From the beginning the trustees found Mr. Morison's judgment so clear and reliable that they were led to repose special confidence in his suggestions for the improvement of each department of the Institute. No detail escaped his vigilant supervision, from the smallest purchase to the selection of the type and paper for the catalogue. In the year 1875 the library had become too small for the large number of books, and the foundations of a new one were laid. To this work Mr. Morison gave much time and thought, designing all the interior plans of the building himself. He took keen pride in making the library, with its alcoves and shelves, not only convenient, but beautiful.

In the spring of 1879 the Trustees of the Institute gave Mr. Morison leave of absence for five months, that he might enjoy a trip abroad with his wife and daughter. He visited many of the principal cities of England, Scotland, France, Italy and Germany, taking pains to go through various important libraries. He was always courteously received by the librarians, with some of whom he had been in correspondence for years. They manifested genuine interest in initiating him into their methods, and in showing to one so appreciative their most valuable books.

Upon his return to Baltimore Mr. Morison continued his work at the Institute for eleven years longer with

indefatigable zeal. Gradually his health began to decline, yet he could not be induced to spare himself. His earnest desire was to see the catalogue finished, and only one more volume was needed to complete it. But he was not destined to see the end of that labor upon which for so many years he had expended his strength.

After a sudden and short illness he died November 14, 1890, with mind and heart still filled with deep interest for his work. His loss was deeply regretted throughout the community in which he lived and by all who knew him. So sterling a character, so scholarly a mind could not fail to win from all sincere respect and reverence.

II.

PUBLIC SERVICES OF DR. N. H. MORISON.*

BY HERBERT B. ADAMS, PH. D.

Upon the first page of this memorial is placed the title of honor by which Dr. Morison deserves to be known and remembered. He was the "First Provost of the Peabody Institute." The title was chosen by the trustees to give the office of director greater dignity and real educational significance. The term Provost is still employed in England and Scotland as a title of honor for the heads of colleges and of great public schools. A Provost is practically the same as a President. The universities of Maryland and Pennsylvania are to this day governed by Provosts, and, at the time Dr. Morison was elected to office, the title was perfectly understood in the City of Baltimore.

There are certain features of Dr. Morison's administration of the Peabody Institute which deserve special consideration after the preceding biographical sketch. The following remarks are upon the First Provost's relation

*In the preparation of this sketch the writer has used the Peabody collection of documents and Dr. Morison's annual reports, together with his pamphlet on the Management and Objects of the Peabody Institute, all of which contain valuable materials for a history of the noble foundation laid in 1857 by George Peabody (1795-1869), who lived in Baltimore from 1815 to 1836 and here made his first \$100,000. The present sketch of the first Provost owes much to the reminiscences and helpful suggestions of Mr. Reverdy Johnson, for many years member of the Peabody Board of Trustees.

to the Peabody Library, the Peabody Lectures, the Conservatory of Music, the Art Gallery, the Peabody Catalogue, and the Peabody Library Building. They are followed by various tributes to his memory and a Bibliography of his writings.

THE PEABODY LIBRARY.

Before Dr. Morison was called to his newly created office in the Peabody Institute, in 1867, there had been an acting librarian, with his assistant, but no real administrative head. Dr. Morison was the first to be placed in charge of all the departments, including the library, and he remained at the head of them all until the end of his life. At first there was under him an assistant librarian, although this office was subsequently developed into that of librarian; nevertheless it was always subordinate to that of the Provost, who remained the recognized librarian-in-chief. Dr. Morison alone had authority in all library matters, and he exercised it vigorously from first to last throughout his entire administration.

The Peabody Institute was first proposed in Mr. Peabody's letter of instructions to his trustees, February 12, 1857. That letter was drafted by Hon. John P. Kennedy,* afterwards President of the Board. The original endowment of the Institute was \$1,000,000; \$250,000 were subsequently given to extend the building. The Institute was chartered in 1858. The west wing was begun in that year and was completed in 1861, when the selection of books began. The Institute was formally

*A fine tribute to the memory of Mr. Kennedy was paid by Dr. Morison in his report of 1871.

inaugurated in 1866, when Mr. Kennedy's inaugural address was read, in his absence, by Judge George W. Dobbin.

When the library was first opened, in 1866, there were about 15,000 books in the entire collection. In a circular issued by the library committee in December, 1867, it was stated that "the collection of books upon the shelves, amounting to over 24,000 volumes, though but a beginning, includes a fair proportion of selected works in all departments of knowledge, not usually found in private collections. Intended to supply the wants of readers in all walks and professions, additions are being carefully and as rapidly made as is consistent with a proper regard for its healthful growth and practical use, as the *Library of Reference* described in the letter of its munificent founder."

In 1877, ten years from the time Dr. Morison became Provost, the library had increased to 63,000 volumes. In 1887 there were over 90,000, and at his death, in 1890, over 100,000. This remarkable growth, in twenty-three years, of a carefully selected library of standard books, purchased from a very limited income, represents an enormous amount of quiet and conscientious work by the painstaking Provost and his chosen staff of assistants.

In his report for 1869 the Provost pays a hearty tribute to Mr. P. R. Uhler, then assistant librarian, "for the accuracy, intelligence, and fidelity which he brought to the service of the Institute, and for the great aid which his extensive knowledge of science has enabled him to give, in selecting books in every department of scientific investigation." Dr. Morison, in a pamphlet published in 1871, on the Management and Objects of the Peabody

Institute, records the devotion of Mr. Uhler in the scientific department of the library and says, "We have worked together in entire harmony, he in science and I in literature, as our tastes have directed us."

Citizens of Baltimore and university students have little conception of the enormous labor involved in the building up of a great library now numbering over 100,000 volumes. As early as 1871 Dr. Morison wrote, in defence of the management of the Institute: "This task of selecting books is not an unimportant or easy one. I have spent upon it four years of the severest labor I have ever performed. Before any purchases are made, all lists of books have to be submitted to the Library Committee for their examination and approval. I am responsible for the selection of the books placed on these lists, and the library will show to what degree of intelligence and faithfulness the committee and myself have performed our duties in these purchases. I am not ashamed of the work performed, nor afraid to have it examined by any competent authority."

In these latter days, when some great libraries are created by the indiscriminate purchase of second-hand collections *en masse*, the Peabody method will, by contrast, commend itself to the lovers of choice literature. The greatest pains were taken by the Provost to secure the best authorities upon every subject represented in the library. He did not depend entirely upon his own individual judgment, but invited the friendly coöperation of scholars in various parts of this country and of Canada. Scientific experts and distinguished men of letters, who had been invited to lecture in the Peabody Institute, were requested to prepare lists of good books

in their special fields of study. Among the early Baltimore advisers who furnished lists of books were Messrs. Donaldson, Reverdy Johnson, John H. B. Latrobe, Brantz Mayer, and Alexander M. Rogers, a scholarly lawyer. Among advisers from a distance were Professors Lovering, Gould, Torrey; and Lowell of Cambridge; Professor J. W. Dawson, of Montreal; Professor G. W. Greene, of Rhode Island; Professors Marsh and Silliman, of New Haven; Professors Schele DeVere and F. H. Smith, of the University of Virginia; Professor John LeConte, of the University of South Carolina; and Professor E. P. Evans, of the University of Michigan. In the later history of the Institute, professors in the Johns Hopkins University have given from time to time useful suggestions for the increase of special collections of literature, history, and natural science.

The Baltimore public for many years did not quite understand the true character of the Peabody Institute. Some thought that it was designed to be a kind of people's palace, for the benefit of the masses. Many demanded that the library should be a free circulating library, not knowing that Mr. Peabody had distinctly enjoined that it should be a reference library, and that the books should not be taken from the building and put into general circulation. Dr. Morison always stood steadfastly by the original conditions of the Peabody trust.

In his defence of the Management and Objects of the Peabody Institute, in 1871, the Provost said: "Without examining Mr. Peabody's letters of instruction, the public seem to have decided that this was to be a free, popular institution, which the great masses of people could use at their pleasure, and without payment of

money. Now I say it deliberately, and after studying the question in its various bearings, that this was never intended to be a popular institution in the usual acceptation of that word ; that is, was never designed, like our public schools, for the personal use of the great body of the people. It is not a charity in any other sense than than that which all college endowments are charities. Like colleges, it cannot draw into its halls the great masses of the people. It cannot furnish that kind of entertainment which will attract or interest them. Its aim is higher and nobler than this, but not so popular. It seeks to instruct, to aid in the culture and development of the best minds in every social rank. It excludes none who comply with its conditions. It seeks in its peculiar way to furnish instruction so good that all classes shall desire it, and so cheap that none who have the requisite culture to profit by its privileges shall be excluded from them.”

The Provost of the Institute, from the beginning of his administration, set himself firmly against the current of popular prejudice which demanded a library of light and ephemeral literature, instead of a solid collection adapted for scholarly research, as the charter required. Uncommon strength of will was needed in those early years, from 1869 to 1876, for Dr. Morison to take and hold this firm position for the Institute. There was then no considerable body of scholars and scientific workers in the city of Baltimore. The Provost frequently lamented this fact, but clearly foresaw that the good judgment of the future would vindicate the position which he and the Board had taken.

As early as 1871 the Provost seemed to have an intui-

tion of what the Johns Hopkins University would be for Baltimore in coming time. Five years before the University was opened, he spoke of this prospective endowment as the most precious gift which Baltimore or the State of Maryland had ever yet received from any individual or body of men. But in those early years there was no institution of the higher learning in Baltimore. Her sons were compelled to go abroad or to other cities for their university education. There was then no gallery or museum of art in this city, no academy of music, no good museum of natural history, no great laboratories, no scientific collections. Peabody lecturers in natural science often had to import their specimens or apparatus from Washington or Philadelphia. Existing institutions such as the Maryland Academy of Sciences, the Maryland Historical Society, and the Mechanics' Institute were all languishing from lack of funds and proper support. During the long period following the Civil War, and preceding the opening of a great university in Baltimore, in 1876, the Peabody Institute stood virtually alone in upholding the standards of pure scholarship, of pure literature, and of pure science.

In his report for 1876, Dr. Morison said: "I think it must be acknowledged by all thinking men who will investigate the subject, that the library is the great central department of the Institute, around which the other departments are clustered, 'as auxiliary to the improvement of the taste, and, through it, the moral elevation of the society of Baltimore.' In the letter of Mr. Peabody, it is the department first and most elaborately described; it is the department which he directs, without the qualification regarding the expense which he em-

employs in speaking of each of the other departments, to be provided with 'an extensive library, to be well furnished in every department of knowledge,' with 'the most approved literature,' and with 'the best works on every subject embraced within its plan'; and it is the only department which is entirely free to the public."

In this same report for 1876, Dr. Morison said to the Trustees of the Peabody Institute: "It is proper to say that our library will be tested as never before by the body of learned men, and of students under their direction, which will be called to this city by the establishment of the Johns Hopkins University. I feel that we ought to meet their wants in the purchase of books, so far as it can be done without injury to a library which is not a technical one, but founded for the use of the general public. In their researches, every facility should be granted to them which is consistent with the security of the books, and their proper order and arrangement."

"THE NATION" ON THE PEABODY LIBRARY.

In an article, by the present writer, on "Libraries in Baltimore," published in *The Nation*, February 9, 1882, and reprinted in the University Circulars, March, 1882, appeared the following paragraphs upon the Peabody Library. They are here republished, because they give at once Mr. Peabody's original ideas regarding his Institute, and an account of their practical realization by his trustees and by Dr. Morison. These remarks were very gratifying to the Provost. He said they were the first public recognition of his work which he had ever received. They have led to the present memorial of his public services.

“In a letter to the original Board of Peabody Trustees, the founder of the Institute provided for ‘an extensive library, to be well furnished in every department of knowledge—to be maintained for the free use of all persons who may desire to consult it—to satisfy the researches of students who may be engaged in the pursuit of knowledge not ordinarily attainable in the private libraries of the country.’ He distinctly recommended ‘that it shall not be constructed upon the plan of a circulating library, and that the books shall not be allowed to be taken out of the building, except in very special cases, and in accordance with rules adapted to them as exceptional privileges.’ Evidently Mr. Peabody’s idea was to establish a library for scholarly research, something like the British Museum. Other provisions for his Institute show that he was aiming to engraft upon Baltimore the offshoots of the highest culture attainable in the great capitals of Europe. He instituted ‘lectures by the most capable and accomplished scholars and men of science.’ He planned for a Conservatory of Music, a Gallery of Art, and an annual exhibition of paintings. He established a system of prizes, not for common schools, but for high schools. He aimed at the higher education, and meant to elevate the masses, not by descending to their standards but by raising theirs to his. And the far-sighted wisdom of the Peabody foundation is now evident in many ways, in a growing interest in libraries and good books, in the development of the ‘high school’ idea into a university, in a wonderful popular interest in scientific lectures, in classical music, and art in general. Nothing proves so well the power of high ideas as their influence in creating a demand for

higher things. The Peabody Institute and the Johns Hopkins University make their influence felt in the mechanic's workshop as well as in schools and libraries.

“It is impossible in a few words to give any adequate conception of the present resources and growing wealth of the Peabody Library. That collection for scholarly research was begun in 1861, and now [1882] embraces 73,000 volumes [in 1892, over 100,000] of a strictly scientific character. Popular works, ephemeral literature, and ‘the latest novel’ have been rigorously excluded. The Trustees of the Peabody Institute, who are among the most respected, influential, and cultivated men in Baltimore, have held firmly to the Peabody idea of securing the highest and the best. ‘Quietly, without pause, without parade, amid much ignorant cavilling and vituperation, they have pursued their work of collecting a library which should furnish to the student the best books in all languages and all departments of human knowledge.’* The collection was begun through the aid of specialists in various parts of the country, who recommended books, many of which were purchased by European agents. Professors at Harvard, Yale, Brown, Virginia, and Michigan Universities, lecturers at the Peabody Institute, scientific men in Washington, specialists and gentlemen of culture in Baltimore, have all co-operated with the Provost of the Peabody Institute in his laborious and responsible work of choosing a library for scholars. At first there was naturally little demand for the original sources of knowledge, works of science in foreign languages, the collections of learned societies,

*From Dr. Morison's defence of the Management and Objects of the Peabody Institute, in 1871.

and the proceedings of the great academies of Europe. 'We cannot create scholars or readers to use our library,' said the Provost in an address to the public in 1871, 'but we can make a collection of books which all scholars will appreciate when they shall appear among us, as they surely will some day.' That day has come. Already in 1871 the idea of founding a great university was in the mind of Johns Hopkins, and already he had chosen upon his board of trustees several of the managers of the Peabody trust. The two institutions now supplement one another. A learned foundation is slowly building, with a library of research for its corner-stone."

THE PEABODY LECTURES.

The Peabody Institute, under Dr. Morison's excellent management, represented a high educational ideal. Lectures were given at the Institute as early as 1866, but the system of public instruction by eminent specialists and distinguished scholars was elaborated by Reverdy Johnson, of the Board of Trustees, and was steadfastly maintained by the Provost of the Institute. It was never intended that the lectures should be popular and entertaining in a vulgar and Philistine sense. They were meant rather to be instructive and educational. In sustaining this high intellectual ideal Dr. Morison was always most resolute and efficient. He spent much of his time, especially in summer vacations, in correspondence and inquiries regarding good lecturers, who had true scientific or literary merit, some special knowledge worth communicating to the Baltimore public. He did not seek out glib-tongued itinerants, either male or female, with no reputation except as platform-talkers

and as exhibitors of miscellaneous views by means of a stereopticon. He always took pains to secure accurate information concerning the qualifications of every lecturer and the exact character of his proposed course. The experience of the man in other cities and other institutions was investigated. Not infrequently Dr. Morison sought the advice and coöperation of personal friends at a distance, who were perhaps in position to hear the candidate and pass judgment upon him, after the manner of a church committee when seeking a new minister. After such careful inquiries as these, Dr. Morison, possessing full and accurate information upon every lecturer whom he had in mind, would present his recommendations to Mr. Johnson, chairman of the committee on lectures, and after conference with him and the committee, their joint propositions were usually ratified by the full Board of Trustees.

Sometimes Dr. Morison was authorized by the trustees to coöperate with the Lowell Institute in Boston in obtaining the services of some distinguished lecturer from abroad. It is safe to say that these two Institutes are to-day the best developed types of the American lyceum for the higher education of the people. Together they have done more than any other two institutions in this country for the support and promotion of a high class of public instruction by means of lectures. They have always favored continuous courses instead of single lectures. While both institutions have maintained a high educational standard, the business management of the Peabody lectures has always been much superior to that of the Lowell Institute. This fact is due to the sound policy of Mr. Peabody, who, in all his public

philanthropy, insisted upon some coöperation on the part of the people whom he desired to benefit. Accordingly, as a condition to the enjoyment of the Peabody lectures, a small fee of \$1.50 has always been charged for a winter's course of thirty lectures. Thus the rate for a single lecture is only five cents to one subscribing for the full course. Twenty-five cents is, however, the cost of a ticket for one night. These modest charges, which cover but a small part of the expense involved, make a great difference in the popular appreciation in Baltimore of the Peabody lectures as compared with those of the Lowell Institute in Boston, where the courses are free. Young people in Baltimore and the fathers of families feel that they have invested something in the Peabody course, and usually make good use of their tickets. In Boston, it is said, the opportunity to hear good lectures is not so highly valued because the tickets can be had for the asking. Dr. Morison once said : " I was told by the manager of the Lowell lectures that the audience which listens to them seldom exceeds, on any one evening, a third of the tickets issued."

In his annual report for 1879 Dr. Morison gives the following valuable historical review of the lecture system of the Peabody Institute up to that time. His sketch is here reproduced because of its permanent historical interest, as affording a rapid survey of the public educational work of the Peabody Institute from 1866 to 1879 : " It may be a matter of interest to review what has been done in this department during the past thirteen years. The first lecture in the general course was delivered by Professor Joseph Henry, of the Smithsonian Institution, on the 20th of November, 1866 ; and not less than thirty

lectures in that course have been given every winter since. Ninety-three lecturers have been employed in this work ; and among them will be found the names of many of the most distinguished men in science, literature, and art which the country has produced. Four hundred and one lectures, embracing a great variety of subjects, have been delivered—all of them instructive, and all tending to educate and improve the usually large audiences that have listened to them. The lecturers have represented all sections of the country and many shades of thought. The latest discoveries in science have been illustrated and presented in a form so popular that no person of ordinary intelligence could fail to derive profitable instruction from listening. It is difficult to estimate the amount of good conferred on the people of this city by courses of lectures so varied and so instructive—lectures given by picked men, many of them of great originality of thought and of the highest culture in their own departments of knowledge. That they have contributed to the intellectual advancement of this community, that they have helped to widen its views, have given it new subjects of thought and new impulses to self-culture, and have made it more kindly disposed to the reception of new ideas, there can be little doubt, I think, in any mind that has thoughtfully watched the intellectual growth of our city during these thirteen years.”

Among the lecturers who have given public instruction at the Peabody Institute during a period of twenty-five years are Professors Joseph Henry and S. P. Langley, of the Smithsonian Institution ; Professors Mendenhall and Soley, of Washington ; Professor John W. Draper, of the

University of New York ; Professors Corson and Tyler, of Cornell University ; Professors Alexander, Young, and Guyot, of Princeton ; Professors Cook, Lovering, Torrey, Lowell, Peirce, Pumpelly, Goodale, Norton, and John Fiske, of Harvard University ; Professors Ware, Niles, Monroe, Kneeland, of the Massachusetts Institute of Technology ; Professors Silliman, Barker, Lounsbury, Whitney, and Weir, of Yale University ; President Coppée, of Lehigh University ; Professors Cabell, Smith, Schele de Vere, McGuffy, Holmes, and Mallet, of the University of Virginia ; Professors Gildersleeve, Remsen, Martin, Hastings, Adams, Brooks, Hall, Elliott, Ely, Williams, and Hartwell, of the Johns Hopkins University ;* Messrs. Morris, Christopher Johnston, Donaldson, B. H. Latrobe, A. T. Bledsoe (editor of the *Southern Review*), E. G. Daves, F. T. Miles, J. J. Chisolm, L. McLane Tiffany, Henry E. Shepherd, Philip R. Uhler, and William Kirkus, of Baltimore ; H. H. Furness, of Philadelphia ; Edward Fontaine, of New Orleans ; Bayard Taylor, George William Curtis, Clarence Cook, William H. Goodyear, Locke Richardson, Felix Adler, Russell Sturgis, W. C. Brownell, of New York City ; James T. Fields, John Weisse, Henry G. Spaulding, Frederick Ober, R. R. Raymond, Henry A. Klapp, W. E. Griffis, Samuel Eliot, F. H. Underwood, B. W. Putnam, G. M. Towle, E. E. Hale, B. J. Jeffries, Alexander Young, Thomas Davidson, Dr. Minot, of Boston ; William Everett, of Quincy ; Ralph Waldo Emerson, of Concord ; Donald G. Mitchell, of New Haven ; Principal Dawson, of McGill

*It was Dr. Morison's custom to invite each year some representative of the Johns Hopkins University to take part in the Peabody Lecture course.

College, Montreal; John Tyndall, Alfred R. Wallace, B. W. Hawkins, John T. Wood, of London; Professor Edward A. Freeman, of Oxford; Richard G. Moulton, of Cambridge; F. G. Lemercier, of Paris. The only woman who ever lectured before the Peabody Institute was Miss Amelia B. Edwards, the Egyptologist.

In his report for 1879 Dr. Morison gives a list of the principal lecturers and subjects up to that date. The above select list is a rapid summary down to the present time. The grouping of lecturers by institutions and cities illustrates the fact that the Peabody Institute, for a period of twenty-five years, has been an important centre of educational influence, not only through lyceum lecturers, but also through university men from some of the leading institutions of America. University Extension has been practically realized in the City of Baltimore upon the largest scale. It was the idea of John P. Kennedy, the first President of the Peabody Institute, that it should be a People's University for the higher education of adult classes.* The educational idea of Mr. Peabody, as defined by Mr. Kennedy in the original letter to the trustees, February 12, 1857, was as follows: "Instructions in science, art, and literature by the most capable and accomplished scholars and men of science within the power of the trustees to procure."

Many of the Peabody lectures are given in groups, or

*John P. Kennedy's address at the opening of the Peabody Institute, pp. 106, 122: "We should, perhaps, best designate this scheme according to its true character if we call it a design to establish a University adapted to the conditions indispensable to the cultivation of a taste for science and letters in the adult population of a large city." This was a very remarkable anticipation of the modern English idea of higher education for adults by means of University Extension, or local lectures by university men.

in continuous, progressive courses upon kindred subjects. The Peabody has always represented ideas of unity and continuity in its educational work, instead of the single lecture system, so characteristic of the degenerate modern lyceum. Mr. Kennedy was particularly strenuous in urging courses of lectures from six to twelve in number.* Peabody lectures have been frequently accompanied by experiments, demonstrations, maps, diagrams, and stereopticon illustrations. Bibliographies have been printed to promote the use of the library in courses of instruction. Dr. Morison's untiring devotion to the educational interests of the Institute is illustrated by the fact that he not only introduced all the lecturers, but attended every course from beginning to end.

Dr. Morison's ideas regarding the proper functions of the public lecture system of the Peabody Institute may be seen in the following extracts from his report of 1871 : "The information conveyed in any course of popular lectures, to a person who was before wholly unacquainted with the subject, must necessarily be small. I conceive that the true objects to be kept steadily in view by those who direct such courses of lectures should be these three: 1. To give the latest and most important results of scientific investigation in every field of knowledge; 2. To present such illustrations by experiments, diagrams, or lantern projections as persons generally have not the means of procuring or the skill to use; and 3. To arouse the attention or excite the curiosity of the hearer to such a degree that he shall be induced to seek further and more exact information on the subject by reading

* See address of the President of the Board of Trustees, February 12, 1870, pp. 16, 17.

or study. A few lectures on a subject, giving graphic descriptions and grand results, will, in most cases, be more effectual in attaining these ends than the introduction of minute and wearying details."

CLASS LECTURES.

In his first annual report Dr. Morison suggested the idea of a hall in the form of an amphitheatre with raised seats for experimental lectures in natural science. This was the first suggestion of a most important educational work under the auspices of the Peabody Institute, namely, the system of class lectures. In 1869 Dr. Morison, in his recommendations to the trustees, again urged the fitting up of a small hall beneath the large auditorium. He desired to have a room seating from 400 to 500 persons, and especially adapted for philosophical and chemical experiments.

The system of class lectures at the Peabody Institute began in the winter of 1870-71, in a course of forty lectures on English literature by Professor Richard Malcolm Johnston, the distinguished novelist of Baltimore. The lectures were given on Friday and Saturday afternoons at 4 o'clock, to an audience of over seventy persons, most of whom were ladies. The course was pronounced "eminently successful" by Dr. Morison in his report for 1871. He adds, "The class was evidently interested in the subject, in the agreeable manner of the lecturer, and in his happy descriptions of the lives and characters, the excellencies and defects, of the great English authors." Some of these Peabody class lectures by Colonel Johnston have lately been printed under the title of "Studies, Literary and Social" (1891).

The following description by the Provost, of Colonel Johnston's method of conducting the course, will remind the reader of some features of University Extension work in these latter days: "In the conduct of these lectures, the following plan was adopted. A syllabus was printed, which gave the student a knowledge of what authors were to be discussed at each lecture during the entire course. The class was requested to prepare for the lecture by reading in Craik's or Shaw's History of English Literature an account of the authors who were to be reviewed at the next lecture. The lecturer then gave a sketch of the lives and times of these authors, with criticisms on their works, and such readings from them as would best illustrate the writer's style and mode of thought. As our library now contains the works of nearly all important English authors, these illustrations were easily obtained.

"Professor Johnston confined his lectures and readings almost exclusively to the great poets of the language. It is proposed, during the coming season, to continue this subject by giving twenty lectures, one in each week, on the great English essayists and prose-writers; and, parallel with this English course, but on another day in the same week, to give a course of ten lectures on French literature, to be followed by a similar course of ten lectures on German literature, making forty lectures in all, or the same number that was delivered this year. From the great satisfaction expressed by those who attended these lectures during the past season, I anticipate a large class for next year."

During the same winter season of 1870-71 a course of forty class lectures on Physics was given by Dr. J. R.

Uhler, of Baltimore, brother of the librarian. The lectures were given in the evening, with the intention of accommodating young men engaged in active business, as well as the higher classes in public schools where physical experiments were seldom performed. A fee of \$5 was charged for the scientific course, as in the case of Colonel Johnston's course on literature. In his report Dr. Morison said: "Very few of the class we aimed to reach attended, while nearly all women were cut off, from the inconvenience of attending at night." The usual hour for all class lectures at the Peabody was consequently fixed at 4 o'clock in the afternoon. The examples of the university lectures at Cambridge, those at the South Kensington Museum, and those at the Royal Institution in London, were quoted by Dr. Morison as precedents for day-lectures. A syllabus was printed for the class in physics, giving an outline of the course of instruction. It is an interesting fact that written examinations were set on this course and certificates were awarded. Thus at least three features of modern University Extension work were anticipated in Baltimore as early as 1870.

In the season of 1871-72, ninety class lectures were delivered at the Peabody Institute: twenty on Physiology, by Professor F. T. Miles, M. D., of the University of Maryland; twenty on English and American writers of the Nineteenth Century, by Colonel R. M. Johnston, of Baltimore; twenty on Sound and Heat, by Professor H. C. White, of St. John's College; ten on Elocution and Reading, by Rev. Dr. J. G. Morris, of Baltimore; ten on French Literature, by M. Leonce Rabillon, of Baltimore; and ten on German Literature, by C. Bohn Slingluff, of Baltimore. The courses on literature and language were

especially successful. Tickets for the entire course of forty lectures were sold at \$5 ; for twenty lectures at \$3 ; and for ten lectures at \$1.50.

Class lectures in the French and German languages were early and strongly favored by Dr. Morison. "It is so manifest a benefit to the student to have one place in the city where he can hear a foreign language spoken in its purity, and can gradually accustom his ear to its sounds, that I think we should not be discouraged if the public do not at once appreciate the advantages we offer them. It is a field which no one else will occupy if we give it up, and the cost is trifling compared with the benefit we may confer. When we remember that many college classes do not number more than twenty, often less than ten, a class of twenty, for the first year, in a foreign language until recently not much cultivated here, should not depress or discourage us. As such lectures belong to that higher culture for which our city furnishes so few advantages, and as they are entirely coincident with the objects of the Institute, I think they should be continued until they become a success, as they must do in the end" (Report of 1873).

INFLUENCE OF THE PEABODY LECTURES.

Concerning the beneficial influence of the Peabody lectures upon the people of Baltimore, and the relation of the lectures to the use of the library, Dr. Morison said in his report of 1874 : "I believe that the lectures at the Institute are contributing largely to the intellectual improvement of the people of Baltimore. Since their establishment a great change has taken place here in regard to the lectures. Many more courses of lectures are sup-

ported than formerly, and yet the audiences attending them are larger. The taste for this kind of instruction has gradually increased ; and I believe that the Peabody Institute, more than any other influence, has contributed to this result. It is not so much the amount of instruction given at the lectures which is to be considered, though that is by no means to be overlooked, as it is that they, in an easy and agreeable manner, make the busy, active minds of men absorbed in other pursuits familiar with the great problems which are engrossing the best intellects of the world, make known the attempted solution of these problems, and stimulate to further and more exact inquiry. Few lectures on any subject are given in the hall which do not call into immediate use a large number of books relating to that and kindred subjects in the library. The intellectual processes go hand in hand. One faculty aroused into activity excites another, until the whole mind is aglow ; and they all, singly or together, rush for aid, for correction, and for guidance to the shelves of a great library—that great storehouse of learning, that repository of all that has been done, or attempted, or thought by man. Such a library has become a necessity in every city whose people expect to rise above the humdrum of common life ; and the lecture-hall, even more than the school-room, leads directly to its doors.”

For many years before the Johns Hopkins University was founded, the class courses at the Peabody Institute served the same public educational purpose as did afterwards the lecture courses in Hopkins Hall. The Peabody was for many years the highest educational institution in Baltimore. In its great auditorium and smaller class-

rooms were gathered, season after season, the most cultivated people in the city, to hear lectures by acknowledged masters on literature, history, art and science ; and concerts by well-trained musicians and singers. There was no such liberal foundation in the whole country as the Peabody Institute. One may discover in it some of the best features of the British Museum and of a German Conservatory of Music, with the educational ideas of the Lowell Institute, the American Lyceum, and of college-class lectures.

It was the earnest desire of Dr. Morison and of the trustees that the lecture courses at the Institute should develop a love of study and lead people to an intelligent use of the Peabody Library. In this high aim they were not disappointed. Slowly but surely public taste was elevated and the appreciation of good books was developed. The Peabody became the recognized centre of intellectual life in Baltimore. Not only did class courses flourish in great variety at the Institute, but its reading-room became the seminary of much scholarly work and quiet research, which went on from day to day almost unnoticed in a great commercial city, whose richest merchant was soon to found two other noble institutions, which, but for the example set by George Peabody, would probably never have seen the light.

THE INSTITUTE AND THE UNIVERSITY.

The Johns Hopkins University was built, institutionally speaking, upon foundations already prepared by the Peabody Institute. It is easy to understand that extraordinary enthusiasm of Baltimore society for those early lecture courses in Hopkins Hall, by reflecting that this

city had been for nearly ten years a lecture-loving community. Its most cultivated people were friends and patrons of the Peabody Institute. Private school teachers and their classes had attended lectures on literature, art and science at the Peabody. Even the public schools were pervaded by the quickening influence of George Peabody, whose premiums,* medals and diplomas are yearly awarded, together with prize tickets to the Peabody lectures. Twelve hundred dollars per annum are thus expended for the promotion of good school work at the City College, the girls' High Schools, and at the School of Design in the Maryland Institute. Mr. Peabody's views regarding the relation of his Institute to Baltimore schools appear in his address, in 1866, to all the school children in the city, assembled in front of the Peabody building, near where his statue now stands.

The lecture courses at the University were instituted by the authority of the trustees, some of the most influential of whom were also members of the Peabody Board. It was very natural that, in their desire to make the new institution immediately useful to the community, they should open freely certain lectures to such audiences as could be accommodated in Hopkins Hall. The very narrowness of the place and the difficulty of obtaining admission made academic courses fashionable.

The effect of this generous policy was unfortunate for the class courses at the Peabody Institute. University lectures began seriously to interfere with subscriptions to the annual course at the Peabody. For several seasons

*The first premiums were conferred upon graduates of the public high schools as early as 1858.

the most cultivated people in Baltimore flocked to the University. Meantime the Institute suffered. Pay courses could not compete with free courses. This unfortunate state of things was greatly deplored by the Provost of the Institute, but he had confidence in the recovery of Peabody prestige.

Indeed, time and experience soon began to restore the lost balance of power. The work of the University was more and more confined to its own students. The Institute gradually recovered its hold upon intelligent adult classes, and a possible way of harmonizing the educational work of the two institutions was slowly and experimentally opened. When the Peabody Institute was enlarged, provision was made by Dr. Morison's plans for two additional lecture-rooms, one seating about eight hundred, and the other nearly two hundred persons. These rooms remained for some time almost unused after the break-up of the Peabody classes. In the winter of 1878-9 Mr. Sidney Lanier organized a Shakspeare course of fifty-two afternoon lectures, which were given in the small lecture-room at the Institute by a group of lecturers representing city and university. Mr. Lanier himself gave forty lectures in this course; Mr. Edward G. Daves, five; Colonel R. M. Johnston, three; Professor B. L. Gildersleeve, two; Professor Ira Remsen, two. In the same place, by special request, Associate Professor Charles S. Hastings and Professor Remsen gave class courses on physics and chemistry to young ladies, with their teachers, from day and boarding schools in the city. Here, too, in the small lecture-room, by the encouragement of the Provost and of Judge Brown, who was a Trustee of the Institute, the Historical Seminary of the

University used to meet around a long table, with all the books they desired from the library above.

In the larger class-room very successful public courses have been given in recent years, under the joint auspices of the Institute and the University, by such eminent lecturers as Professors Gosse and Corson in English Literature, President Andrew D. White on the history of the French Revolution, and Professor Lanciani upon Roman Archaeology. Wide educational possibilities are now opening to the combined energy of the Institute and the Johns Hopkins University, in connection with these Peabody class-rooms. All the best results of the English system can be achieved in Baltimore through the friendly coöperation of these two great educational institutions, as in the case of the University of Cambridge, England, and the Literary and Philosophical Society of Newcastle, which for nearly a century has been doing educational work like that of the Peabody Institute. Essential, however, to the highest educational success of such an institutional combination is a return to the original business principle represented by the class courses of the Peabody Institute, and an introduction of the pedagogical devices of English University Extension.

Dr. Morison clearly foresaw great possibilities of development for the Peabody system of class lectures. As early as 1871 he said: "I believe however, that this department of the Institute is capable of an expansion which will make it more extensively useful to the great body of the people than any of its other departments. By various courses of class lectures, such as have been recently established, instruction of a high grade, with costly

experiments, can be given in every branch of science and literature, at merely nominal prices ; and the people can here acquire such an education in these branches as can only be obtained elsewhere in the highest institutions of learning. Lectures can be given on literature, ancient and modern, on history, physiology and ethnology, and on all the sciences, including botany and natural history, the number of courses being multiplied to suit the wants of the people. The only limit to this expansion will be the difficulty of finding in our midst the right kind of lecturers. Had we a college in the neighborhood, this difficulty would disappear." The presence of the Johns Hopkins University in the city of Baltimore now makes the original idea of Dr. Morison capable of perfect realization.

The Provost had a noble conception of the possibilities of the Peabody Institute for the future good of Baltimore. "The public will gradually learn to appreciate an institution which was designed to aid men to reach the highest culture in those departments to which it is devoted. No benefaction is superior to that which founds institutions of learning, in which the best minds can be trained, and from which they are sent forth to inspire and elevate the human race. The founder of a hospital or an asylum may relieve a more pressing want, but he cannot confer so broad a blessing. Every cultivated intellect, whether in literature, science, music, or art, which shall owe to this institution its stimulus or development, will not only be a living witness of the value of this great benefaction, but will become in the community the centre of an ever-widening sphere of good. Culture spreads from above downward, and the

whole people are, in time, raised and benefited by such influences. The Institute thus becomes a perpetual fountain of good, whose streams flow through a thousand human channels to stimulate and bless. I have an abiding faith in the great future that is before us, if no serious mistakes are made; and, so long as the fund is safe, no mistake is possible which cannot be remedied" (Report of 1870).

CONSERVATORY OF MUSIC.

The name originally employed by Mr. Peabody and his trustees for the musical department of the Peabody Institute was "The Academy of Music," a name since applied to the principal theatre and music-hall of Baltimore. In 1874 the name "Conservatory of Music" was adopted. Public concerts in the hall of the Peabody Institute began in 1866, under the direction of Mr. James M. Deems. At these Saturday evening concerts, music of a high order was afforded the Baltimore public, by the best available talent in the city. Lectures were sometimes given explaining the music. Dr. Morison in his first annual report said: "The great object has been to cultivate the taste of the people, and to elevate it to the enjoyment of the great masses in musical composition. The increasing interest shown by the public in these concerts must be gratifying to the committee which arranged them. At present this department, more than any other, seems to be winning the sympathy of the people and making the Institute a public necessity." The average attendance upon these eleven concerts was 516.

In the autumn of 1868 the instruction of pupils was begun in a house belonging to the Institute in Mount.

Vernon Place. Mr. L. H. Southard, of Boston, was the first director, and Messrs. Courlaender and Allen were the first professors. The number of pupils the first term was 148, including the chorus class of 64. The first year there were altogether 173 students; the second year 213. The second season twelve regular concerts were given on alternate Saturday afternoons, with an orchestra of forty-one members.

The third year of the "Academy of Music," public interest in the concerts and chorus class began to fall off. Mr. Southard resigned his position as director in 1871, and Mr. Asger Hamerik, of Copenhagen, Denmark, was appointed in his place. Under Mr. Hamerik's instruction the classes increased in numbers. Five Symphony Concerts and fourteen "Musical Soirées" were given during the year, and the concerts were better attended than before. The Soirées were designed for the special benefit of the pupils, in whom it was desired to inspire a taste for classical music, by giving them an opportunity of hearing the best musical compositions. Superior pupils were sometimes appointed to perform at these Soirées, in the presence of their friends and invited guests. This was the origin of the so-called "Students' Concerts," one of the most charming features of the Peabody Conservatory of Music. Piano recitals were begun by Madame Auerbach in the spring of 1875.

A proof of Dr. Morison's interest in the promotion of musical culture in Baltimore is seen in all his annual reports. Although not especially fond of classical music, he faithfully attended all the Symphony Concerts. In 1872 he discussed the subject of "Free Pupils." The trustees had admitted meritorious pupils from the public schools,

on nomination of the School Commissioners. In view of the fact that there was no instrumental instruction in the public schools, and very little opportunity of testing the capacity of school children for learning music, Dr. Morison made the following suggestion, which recalls his early experience as a student in New Hampshire: "Instead of confining the competition for these scholarships to persons belonging to the public schools, I would open them to all who shall have the requisites prescribed. We have a conspicuous example of the success of such a plan in Phillips Academy at Exeter, New Hampshire, which has raised itself to the very headship of the schools in this country, by offering a free education to some twelve boys, who are selected solely with reference to character, capacity and indigence; and by sternly dismissing all who do not maintain the requisite standard of scholarship. It is impossible to overestimate the influence of a small body of earnest students, with high endowments and fixed purposes, on the standard of scholarship in any school; and we have it in our power to secure all the advantages of such an influence."

The idea embodied in this recommendation was adopted by the trustees, and certain free scholarships were afterwards filled by the musical committee in charge of the Conservatory. Deserving pupils from the public schools continued to be appointed as free scholars at the Peabody, but the standard of admission was gradually raised, until the Conservatory became a high school for music. The preparation of pupils for Peabody classes was left to private instruction. In his report for 1876, Dr. Morison urged that all candidates for degrees in the Conservatory should be required to pass a satisfactory examination in

prescribed studies, and that they should attain a superior degree of excellence before receiving diplomas.

Throughout the entire history of the Conservatory of Music, Dr. Morison's influence was always strongly exerted in support of higher standards of musical culture. In his report for 1877 there is an interesting review of the history of the efforts of the Peabody Institute to establish in Baltimore a superior class of concerts. He said: "Amidst much that is discouraging, it is gratifying to note the gradual increase of the number of season tickets sold—rising from 119 in 1868-9 to 346 in 1876-7—as these tickets indicate the number of persons really interested in the production of good music, and, therefore, willing to support it." Since that time, popular appreciation of the musical department of the Peabody Institute has grown with each succeeding year, until now the Conservatory, with its Symphony Concerts, Students' Concerts, Piano Recitals, and admirable training under accomplished instructors, has developed a music-loving community.

ART GALLERY.

The first mention of the Gallery of Art, in Dr. Morison's reports, is in 1873, when he records Mr. John W. McCoy's generous gift of Rinehart's statue of Clytie to the Institute. The Provost said: "This beautiful piece of sculpture furnishes a noble beginning for the Art Gallery, which, at no distant day, promises to become the most attractive department of the Institute." In 1873 a plaster bust of William Pinkney was modeled by Mr. Innes Randolph, and one of John P. Kennedy, the first President of the Peabody Institute, was modeled by M. Leonce Rabillon. These busts were copied in Paris,

in marble, under the supervision of M. Rabillon, and are now to be seen in the large auditorium.

In 1876 the Provost records with evident satisfaction the gift of \$15,000 by Mr. John W. Garrett, a member of the Board of Trustees, for the purchase of casts, busts, and copies of the best sculptures to be found in the great galleries of Europe. He said: "This is the first gift in money that the Institute has received since the gifts of its founder; and it is to be hoped that it may prove to be an example that wealthy men will deem worthy of imitation." In the same report he described the suite of rooms which the trustees were preparing for the Art Department.

Dr. Morison took the greatest interest in the development of the Art Gallery. In 1878 a great number of copies of antique statues, busts, and bas-reliefs arrived from London and Paris, and some of them were promptly exhibited in connection with a loan exhibition of paintings, sculpture, and bric-à-brac, held in the art rooms of the Institute under the management of a committee of citizens. Many of the pieces of statuary were broken in shipment and could not be immediately exhibited. In 1880 additional shipments arrived from Europe, including a magnificent copy of the frieze of the Parthenon. The Peabody Institute already owned many copies of antique sculpture, including the Parthenon frieze, works which had been purchased from the Art Institute of Maryland when it was finally closed. These copies were presented by the Peabody Institute to the Maryland Historical Society, where they are now on exhibition. In 1880 a bronze copy of the Ghiberti gates, half the size of the originals in the Baptistery of Florence, was pur-

chased by Mr. Garrett and added to the Peabody Art Gallery.

The Peabody Gallery of Art was first opened to the public in May, 1881, and immediately attracted many visitors, over 2,000 in that month. From 10,000 to 16,000 persons a year have since visited the Art Gallery. "In fitting up the rooms and arranging the casts," said Dr. Morison, "great care has been taken to render the collection as harmonious in its effects as the works we have and the space at our disposal will permit. Statues having a general ideal resemblance have been grouped together, so that the treatment of similar subjects by different artists may be easily compared."

In making this collection Dr. Morison aimed at securing the finest statues of all ages. He always endeavored to obtain the very best. In his report for 1881 he said, very modestly and simply: "A catalogue of the objects contained in the gallery has been prepared and printed." This catalogue was Mr. Morison's own work, and contains the results of most careful study on his part of all the objects of art exhibited in the Peabody Gallery. He took the greatest pains with this compilation from the leading authorities upon art history, and endeavored to make his work an instructive manual for the use of visitors. And such it has indeed proved. Four thousand copies of the work were quickly sold, and in 1888 it passed into its third edition of 2,000. Dr. Morison's catalogue has been sought as an educational work, some of the city schools ordering many copies at a time. The book clearly indicates a revival of Dr. Morison's early interest in practical teaching.

Of special interest in the later development of the Art

Gallery have been the loan exhibitions of (1) John W. Garrett's collection of pictures; (2) T. Harrison Garrett's collection of prints; (3) the objects of antique workmanship belonging to the Baltimore branch of the American Archæological Institute; and the permanent exhibition of the pictures formerly belonging to Mr. John W. McCoy, and by him bequeathed to the Institute. Art students have received permission to copy from the works in the gallery, and thus, as Dr. Morison well said, "The gallery becomes an important auxiliary in the art education of the city."

THE PEABODY CATALOGUE.

The idea of a printed catalogue for the Peabody Library is first mentioned by the Provost in his report for 1870. Before that time great pains had been taken in the preparation of a card catalogue of subjects and authors, and especially in the analysis of the contents of important books. Any student or reader knows how misleading and inadequate mere titles are, and how important it is that the subject-matter be duly indexed. One of the very best features of the Peabody library is its analytical catalogue, begun on slips of paper at least fourteen years before the first volume of the great catalogue was printed.

In his report for 1870 Dr. Morison said concerning the work upon the catalogue: "It is very important that it should be done thoroughly, as we wish it to be a credit to the Institute when completed." The dominant idea in his mind, even at that early date, was to mass all available authorities upon specific subjects. He said:

“That catalogue is best for use which most readily and intelligently answers the questions: Is a given book in the library? What books does the library contain relating to a given subject? Such an arrangement of matter, such a division of subjects, and such an analysis of works as shall help the reader to answer these questions most readily are most desirable to be made.”

In 1871, speaking of the management of the Institute, the Provost said: “Every spare moment of our librarian’s time is now occupied in preparing a catalogue for printing, which will open to the public as complete a knowledge of our collection of books as it is possible to present in such a work. We intend to make this catalogue a real help to our readers, and an honor to the Institute and to the city.”

The first volume of the catalogue of the Peabody Library was published in 1883. In the preface to that volume it is stated that “this catalogue was begun in the autumn of 1869, and has been continued, without other interruption than the ordinary demands of the library service, for fourteen years. The number of persons employed upon it has been small, and no one has been exclusively devoted to this work. On the Provost of the Institute, who is also its principal librarian, devolved the whole responsibility of preparing the plan, which was submitted to the Library Committee and received its approval; and he has had the general supervision and control of the entire work, attending minutely to the arrangement of its parts, to the selecting of paper and type, to the printing, and the final proof-reading. The execution of this plan has been under the immediate charge of Mr. P. R. Uhler, the librarian, whose training

as a naturalist has given him great advantages in all work requiring minute accuracy and close attention to details. He has devoted himself to this heavy task with untiring zeal and energy, and I cannot too strongly express my sense of his individual services in every part of the work."

Dr. Morison proceeds to give personal credit to other members of his staff, who had been more or less engaged upon the work of the catalogue. Like all great literary undertakings, the Peabody catalogue was undoubtedly the result of a development process, in which the best experience of previous workers was duly utilized. The Provost says that when the work was begun in 1869, Mr. Jewett's catalogue of the Boston Public Library and Panizzi's rules for the catalogue of the British Museum were the only valuable guides then accessible. All problems not already solved by these authorities had to be worked out independently by the Peabody cataloguers. The rules for cataloguing that have now been so well developed by Mr. Cutter, librarian of the Boston Athenæum, had not then been published. Indeed, the first volume of the catalogue of the Athenæum library did not appear until 1874.

The work of preparing the great catalogue went on quietly in the Peabody library for many years before the scheme of publication was finally matured. The typographical model actually chosen by Dr. Morison appears to have been the Index-Catalogue of the Library of the Surgeon-General's Office, prepared by Dr. J. S. Billings, of Washington, D. C., the first volume of whose magnificent work was published from the Government Printing Office in 1880. While the general typographical appear-

ance of the two works is much the same, there are radical differences and many original features in the Peabody catalogue. Dr. Billings' Index-Catalogue deals only with medical science, surgery, and kindred branches of human knowledge, whereas the Peabody catalogue attempts to cover the entire range of art, science, and literature. In both works subjects and authors are interblended in strictly alphabetical order, and in both all possible references are grouped under specific subjects in the form of suggestive bibliographies; but the Peabody catalogue has the distinguishing feature of alphabetical analyses of the contents of serial volumes, for example, of the proceedings of learned societies. This work of analyzing the contents of books and serials began, as we have seen, very early in the history of the Institute, and the great Peabody catalogue is the practical result of this long, laborious process.

In the preface to the first volume, Dr. Morison thus explains his plan: "This catalogue is constructed on the idea that the best possible catalogue is that which best makes known to the average reader the entire contents of a library. It is intended to answer the three important questions: Is a given book in the library? Are the works of a given author there? What books, articles, and information does the library contain on a given subject? A perfect catalogue would furnish complete answers to all these questions. The plan of this catalogue is that of a single alphabet, in which every book whose author is known is entered three times—under its author's name, under its title, and under its subject. Periodicals, bound pamphlets, the publications of the great academies and learned societies (except their scientific divisions), and

historical, antiquarian, and other miscellaneous collections are all indexed and the references distributed under their appropriate heads, the number of pages in each article, the volume and page where it may be found, with the author's name when known, and, if a periodical, the year in which it was printed, being carefully marked." This account shows that the Peabody catalogue was simply a development of the plan outlined in Dr. Morison's annual report of 1870, already quoted.

A review, by the present writer, of the first sheets of the Peabody catalogue appeared in the form of notes printed in *The Nation*, March 16, 1882, more than a year before the publication of the first volume. The following favorable judgment of the beginnings of a great work, which steadily improved as it advanced, was especially gratifying to Dr. Morison, and it is here reprinted :

“THE NATION” ON THE PEABODY CATALOGUE.

“The Peabody Institute of Baltimore has now in type something over 150 royal octavo pages of its catalogue, upon the preparation of which, by means of an analytical card catalogue, the working force of the library has been employed for the past thirteen years. It will require four or five years longer to complete the arrangement and printing of the catalogue, and it will then probably embrace over 4000 pages, published in four or five volumes. The proof-sheets, covering thus far about two-thirds of the subjects and authors catalogued under the letter A, promise certain valuable improvements in the art of cataloguing public libraries in this country. Under a given subject, or author, will be found not merely an

alphabetical arrangement of the main authorities and titles, but also an alphabetical grouping of the chief collateral material, monographs, essays, magazine articles, and the like, that may be found in the Peabody Library touching the subject or author in hand. For example, under the head of 'Aesthetics' we find, first, an alphabetical list of authors who have written more or less systematic works upon this subject; and, second, in finer type, an alphabetical list of minor authorities, dissertations, and miscellaneous articles. The name of the author, if known, is the guiding principle of this arrangement, otherwise the catchword of the essay or monograph is given, like the names of authors, in bold, heavy type, so as to attract the eye at once upon the closely printed page. Under the head of an author, for example, 'Arago, Dominique François Jean, 1786-1853,' we find an alphabetical analysis of his 'Œuvres complètes,' seventeen volumes. Instead of reprinting the table of contents for each volume, the contents of the whole series are arranged alphabetically, the *catchword* (not necessarily the initial word) of the title serving as a guide in the classification. . . This system of registering articles by alphabetical catchwords becomes of immense value when applied to the publications of learned societies, like the literary collections of the French Institute, Cambridge Philosophical Transactions, the Publications of the Royal Irish Academy, and of the academies of St. Petersburg, Berlin, Vienna, Brussels, and the archives of Munich, and even to English and American reviews. Most catalogues, if they take any notice at all of the contents of a long series of volumes, simply give the contents of each volume by itself, the result being, in the case of a very long

series, that a student is sometimes obliged to look through several pages of chaotic titles, in order to ascertain whether there is any material relating to the subject he may have in hand. This annoyance and grievous waste of time will be entirely spared if the Peabody idea is systematically carried out and subject-titles are arranged alphabetically with appended references to volumes, but without regard to the succession of volumes. It should be as easy to find one's way through a vast collection of monographs and special treatises, as through a complete dictionary of the English or French language. The body of existing science should be an encyclopædia of knowledge, properly indexed for the use of students, so that they may add to its volume without duplicating the work of predecessors.

“ The practical difficulties and labor involved in such a classification are beyond all estimate, for the present state of the world's scientific papers is but little removed from chaos. The Peabody idea has not yet been applied to the classification of the special articles on natural science to be found in the journals of European academies, but very much has been done in the fields of literature, art and history. The idea is capable of indefinite expansion, and is only a suggestion of what the art of cataloguing a great public library of research may one day become. The responsibility of the Peabody undertaking falls upon the Provost of the Institute, Dr. N. H. Morison, who, in his personal direction of this great work, is ably seconded by Mr. Philip R. Uhler, the official librarian of the Peabody. The pains these gentlemen have taken in simply laying the foundations for this catalogue is not, and cannot yet be, appreciated by the general public.

The special, analytical card catalogue, registering not merely all books entered upon the public card catalogue, but all magazine articles, analyses of journals and literary collections, was an indispensable preliminary to a published catalogue. The work, when finished, will be a vast collection of bibliographies—literally thousands of classified lists—which will prove of the greatest value to Baltimore specialists, in showing what resources are already available, and will also be of the greatest convenience to the public at large.”

The printing of the Peabody catalogue has been continued from 1882 to the present time. The work, being one of the largest ever undertaken by any library, has necessarily advanced slowly, at the rate of a volume every two years. The working force and the available funds were very limited. The whole work has proved a remarkable success, and “has received unstinted praise from some of the best librarians in this country and Europe, and from men of the highest literary attainments.” Copies of the catalogue were sent to all the libraries and institutions to which the Peabody was specially indebted for publications received, also to the large reference libraries of Europe and America, and to many leading universities of the world. Students and librarians who have frequent occasion to consult this wonderful Peabody catalogue, justly regard it with admiration. In addition to this useful work in preparing a catalogue, the Peabody staff has indexed one hundred and seventeen serial volumes of scientific magazines for the new edition of Poole’s Periodical Index, which was completed with the combined aid of the great libraries of England and America.

Dr. Morison directed the work on the Peabody catalogue, and nearly ruined his eyesight in the final proof-reading. He decided all questions regarding the printing, especially those involving nice points of scholarship and literary accuracy. He regarded this catalogue as the literary monument of his administration, and such it really is, for he planned, shaped, and directed it from its beginning to the last volume, which was left incomplete at his death, but which will be finished according to his idea.

PEABODY LIBRARY BUILDING.

Dr. Morison not only planned the catalogue, but also the extension of the Peabody building, with the technical aid of Lind, the architect. The East wing was begun in 1875 and was completed in 1878. Existing diagrams in the possession of his family contain written directions in his own hand, and show to what extent the reconstruction of the Peabody Institute was Dr. Morison's own work. Pictures of the interior and exterior of the Peabody Institute, with plans and descriptions of every floor, are given in his report for 1879. Speaking of the construction of the new Peabody building, Dr. Morison, in his report for 1878, said : " I have watched its progress with the keenest interest, from the laying of the first brick till now, visiting it two or three times every day, and, as it rose, following it up to the highest ridge of its roof, and I have seen nothing but faithful, honest work everywhere."

The Peabody is undoubtedly the best example in the country of what may be called the cathedral-effect in a library interior. Although in striking contrast to

the stack system of Mr. Justin Winsor, the librarian of Harvard University, and to the warehouse or department system of Dr. W. F. Poole, of the Newberry Library, Chicago, the Peabody plan will always have its friends and admirers. There are few visitors of the Peabody Institute who are not impressed with the architectural dignity and manifest beauty of that vast library-nave, with its chapel-alcoves. The mere sight of a grand collection of books, nobly placed and representing the wisdom of all ages, may not in itself be a liberal education, but it undoubtedly has a profound influence upon the imagination, like a glimpse of a Gothic cathedral or of the Great Pyramids. Object lessons in art and science are by no means to be despised in these latter days, when both architecture and learning are often subordinated to mere utility.

In the Johns Hopkins University Circulars for August, 1883, there is a note from Dr. Morison regarding the Peabody Library building. The note is here reprinted, because it best represents the Provost's views regarding library construction :

“ Statements, utterly erroneous and misleading, in regard to the capacity and cost of this library building, have been widely circulated, and I have been repeatedly urged to correct them. In these estimates the capacity of the library is put at 150,000 volumes, and the cost of storage at \$2 per volume. I have gone carefully over the calculations once more, and find the capacity of the main hall for books to be 300,000 volumes, allowing but eight volumes to the running foot on the actual shelving—all that our large volumes will permit. The other rooms in which books are stored will hold, on the same basis of

eight books to the foot of actual shelving, 28,000 volumes, making the capacity of the library 328,000 volumes.

“The cost of the fire-proof marble wing containing the library, including shelving and furniture, was \$342,000. Seven-fifteenths of this wing, by actual floor measurement, are occupied by art galleries and lecture-halls; and must have cost at least one-third of the whole, or \$114,000, leaving the actual cost of the library building \$228,000, or less than 70 cents per volume for storage instead of \$2.

“But the capacity of libraries is usually estimated on the basis of ten books to the square foot of shelving instead of eight books to the running foot. This library, on account of its many folios and other large books, averages at present but eight volumes to the running foot. Allow ten books to the running foot, and the result will be a capacity of 410,000 volumes and a cost of fifty-five cents a volume for storage; but make the usual count of ten books to the square foot of shelving, and the capacity becomes 500,000 volumes and the cost of storage forty-five cents a volume. In regard to the statement that this library is so constructed that it can never be enlarged, it may be said that the lecture-halls and art galleries can all be thrown into it, and thus its capacity for books be more than doubled.

“After having given many years to the study of library economy and library architecture, after having visited all the great libraries of the world, and examined plans innumerable of both the old and new styles of building, I have been forced to the conviction, that, for any library, like that of a university, where the readers are to have access to the shelves, the central hall with surrounding alcoves is by far the most convenient and the most beau-

tiful of all library structures ; and that it can be made as economical as any yet devised which will furnish the same amount of light, air, and general accommodation to reader and attendants. It is the only form of library that admits of fine architectural proportions and decoration ; and surely the settings and surroundings of books are as suitable for ornamentation, are as legitimate objects on which to display artistic beauty and taste as title-pages, paper, print, margins, and bindings. A grand hall, filled with the gathered wisdom of ages, visibly set in alcoves chastely but richly ornamented, will impress the young student with a respect for books and a sense of their importance which he will never forget, and which no multiplication of 'stacks' will ever give. I can but think that the present rage for 'stacks' and warehouse packings—fit only for popular circulating libraries*—is a temporary mania which must soon pass away. The falling of dirt and the rising of heat through the perforated or grated floors required for light in the warehouse plan of building, and the danger of leakage and drip from glass roofs placed over the books, are fatal objections to their use. Solid floors alone, as this library has shown, will keep the highest alcoves at as low a temperature as the lowest, and that is a fact of the utmost importance in library architecture.

N. H. MORISON, *Provost.*

PEABODY INSTITUTE, *May 11, 1883.*"

* Dr. Morison favored the stack system for the Pratt Library, which he largely planned, even to its exterior decorations.

CONCLUSION.

After Dr. Morison's death the administrative mechanism which he so carefully devised continued to run on without break, smoothly and efficiently. Everything was so perfectly adjusted and all matters were in such absolute order that his successor in office, Mr. Philip R. Uhler, who had been with Dr. Morison from the beginning of his administration, found no difficulties or obstructions in the way. By a kind of institutional momentum the machinery moved on without jar or confusion.

The Peabody Institute will never cease to feel the influence of the master mind and shaping hand of Dr. Morison, whose genius for organizing and directing a great institution, even in the minutest detail, was only excelled by the strength, firmness, individuality, character, and integrity of his long and faithful administration. His accounts of the earnings and expenditures of the Institute were always scrupulously exact. Over eight hundred thousand dollars, in annual appropriations, were disbursed by the first Provost in the discharge of his honorable stewardship. He regarded his office as an inviolable trust. To the immortal honor of Dr. Morison be it said, he never swerved from his sovereign sense of official duty nor yielded to the clamor of men. He held to his high ideals and let the storms beat upon him and the floods rage around him. Like a rock upholding a beacon-light, he stood firm and unshaken. There was something of the strength of the granite hills in his iron will and constitution, some survival perhaps of the stern spirit of the old Scotch Covenanters from whom he sprang, some influence of heredity from that

hardy race which once dwelt on the Island of Lewis, amid the storm-beaten Hebrides.

If institutions are, as Emerson well said, the lengthened shadows of men, posterity may see in the Peabody Institute the continued life-work of its first Provost, the strong son of New Hampshire.

“Monadnock is a mountain strong,
Tall and good my kind among;
.
Ages are thy days,
Thou grand affirmer of the present tense,
And type of permanence!
.
Still is the haughty pile erect
Of the old building Intellect.”

The motto which appears upon this memorial of Dr. Morison appears also in nearly all the carefully numbered volumes of his private library. “*Pretio Prudentia Praestat*” is the ancient and historic motto of the Morison family. Prudence is indeed above price, as wisdom is better than rubies. Above all material estimate was the native good sense which characterized the private life and public services of Nathaniel Holmes Morison. Having served faithfully his generation, he was gathered unto his fathers, having the testimony of a good conscience; in the confidence of a certain faith; in the comfort of a reasonable religious and holy hope; in favor with his God, and in perfect charity with the world.

III.

TRIBUTES TO THE MEMORY OF DR. N. H. MORISON.

FROM THE TRUSTEES OF THE PEABODY INSTITUTE.

“PEABODY INSTITUTE, BALTIMORE,
February 12, 1891.”

“At a meeting of the Board of Trustees of the Peabody Institute this day, the president announced the death of Nathaniel H. Morison, late Provost, and the following minute was directed to be recorded, and a copy sent to the family of the deceased:

“When, in the future, the history of the Peabody Institute shall come to be written, no name will be entitled to greater honor than that of Provost Morison, whose death we now so deeply deplore. When Mr. Peabody's benefaction came to us, there existed among us no example of an institution so varied in its design, and so broad in its scope, having the obvious purpose to diffuse its benefits through the whole community, under such conservative restraint as to free it from the danger of popular abuse. The trustees whom he selected to carry his purpose to success were happily impressed with the importance of the duty confided to them, and they sought and found in Mr. Morison the assistant, whose previous education and personal dignity of character gave earnest of his fitness for the office. It was not to be ex-

pected that in any one person would be found the highest excellence in all the subjects embraced in the projected career of the Institute, but it was nevertheless deemed necessary to find in him the foundation of accurate and appreciative scholarship, the wisdom which could best direct the teachings of the lecture forum in a way not to endanger their usefulness by an effort to make them too popular, and the æsthetic sense which recognized and valued the requirements of the highest aims in music and the fine arts. This desirable combination of qualities the trustees found in Mr. Morison, and they promptly called him to their aid in the beginning of their trust, the responsible labor of which he continued most satisfactorily to perform to the time of his death.

“The evidence of his ability and zeal is to be found (1) in the library which he was chiefly instrumental in forming, which for its extent is admitted to be second to none; (2) in the instructive lectures which have been yearly provided for the education of the people; (3) in the steady maintenance of a Conservatory of Music, the aims of which are satisfied with nothing less than the most scientific teaching, and the exhibition of the best illustrated examples of the art; and (4) a Gallery of Art, as yet only in its beginning. In all these departments, conducted with the coöperation and advice of competent committees of the Board, Mr. Morison exercised the most potential voice, under the admitted belief that his judgment was without fault. In contemplating a character in its business relations so worthy of all praise, it is happy that we can recognize as blended with it the moral and social qualities which adorn the gentleman. He was

amiable, just and dignified in his relations with all others, and especially warm-hearted and generous to those who had the privilege of his friendship. With feelings of deep sorrow we record this memorial of our loss.

By order of the Board of Trustees,

FARIS C. PITT, *Secretary.*”

FROM MR. REVERDY JOHNSON.

“As head of several committees of the Peabody Institute, I was for many years intimately associated with Mr. Morison. From such relations with him I was in a position to judge the great service he rendered the Institute in its various departments. He came to it in its earliest days, when everything and every department was new and untried. It required great judgment to guide the early steps, for they were sure to shape and control the whole working of Mr. Peabody’s noble gift. I have never known an executive more careful or more alive to the interests of his charge. His whole mind was centered in his work, and no sacrifice of time or health was deemed too great when necessary to attain an end. In those early formative days, as through his official life, the Provost was always equal to the demands upon him. Though anxious at all times to consult his associates in everything, he generally had matured plans to recommend, and they had, as a rule, controlling weight with the Board.

“In one department, that of the Library, his interest was especially centered. From his prior course of life, books and literature were the natural bent of his mind. At the time the Institute opened its doors there was no

large collection of books in our city, and the task was to gather such a body of valuable material as would promote students and advanced readers in all branches of useful education. This was the express purpose of the library as laid down by the founder in his directions to the trustees. A general collection of light literature and current reading, almost any one familiar with books could have easily brought together; but to carry out Mr. Peabody's views called for great judgment, study and a well-directed discretion. The result has been a collection of such a treasury of advanced literature as may well claim to be of unique value to this whole section of country. It has been the seed of extended and extending educational work all around us. Out of it have sprung the Pratt and New Mercantile Libraries of our city, and its presence here was largely considered in the formative days of the Johns Hopkins University. With unflagging patience and industry Mr. Morison labored at the periodical buying lists submitted to the Board, marked out the shelving and storing capacity of the library, and contrived the rapid and ingenious plan of rapid access to the books required.

“The catalogue, too, will always mark his especial merit in the position he so long and ably filled. A work that has won the encomiums of all librarians of the country, as to its plan and thoroughness, was principally his. To it he devoted the entire earnestness of his character. A work that has taken over twelve years to finish was day and night upon his mind. Its first conception was in his days of health and vigor. Its completion had left him worn out with years and toil. I was for nearly the whole time one of the Library Com-

mittee, and therefore familiar with the catalogue work. I cannot say that it started with a clearly defined plan, to be pursued to the end, but it grew as it went, as all such undertakings must do. During a period of so many years, suggestions and modifications would naturally present themselves ; but in all this Mr. Morison was the guide and responsible head of the undertaking. It was his pride, and he considered it the work of his life by which he wished to be known to those who should come after him."

TO MRS. MORISON FROM THE PEABODY STAFF.

" PEABODY INSTITUTE, BALTIMORE, *Nov. 19, 1890.*

Dear Madam :

We, the professors, officers and others employed in the Peabody Institute desire to express to you our deep grief on account of the great bereavement which has come alike upon us and upon you. We feel, that in the death of Dr. Nathaniel H. Morison, the Peabody Institute has lost a most efficient and valuable officer, the community an able and esteemed citizen, and the faculty and employees of the Institute a wise, consistent, conservative, executive head, as well as a kind, considerate, firm but gentle friend. We desire to present the assurance of our profound sorrow and the deep sympathy we all feel for you and your family in this our great and irreparable loss.

ASGER HAMERIK,
B. COURLAENDER,
HENRY A. ALLEN,
FRITZ FINCKE,

P. R. UHLER,
ANDREW TROEGER,
JOHN PARKER,
SAMUEL HILL, JR.,

R. BURMEISTER,	F. D. CRUDEN,
HAROLD RANDOLPH,	W. R. ATKINSON,
ADAM ITZEL, JR.,	ALBERT C. CRAWFORD,
ANNIE MAY KEITH,	SAMUEL E. LAFFERTY,
	SUSAN MULLIN,
	VIRGINIA M. CARTER,
	WILLARD G. DAY."

FROM THE TRUSTEES OF THE PRATT LIBRARY.*

Almost prophetic of the foundation of a free circulating library for the City of Baltimore is the following extract from Dr. Morison's annual report of 1875: "The day cannot be far distant when the city will find it necessary to establish a free circulating library for its people; and, when that time comes, it will be found that such a library can be established and maintained for a much smaller sum than has been spent for this purpose by other cities in the country, because the Peabody Library already supplies the rarest and most expensive class of books required by students—books which need not be duplicated in another free library of the same city."

Next to his public services in organizing and directing the Peabody Institute are Dr. Morison's labors on behalf of the Pratt Library, founded in 1882. Few persons in the City of Baltimore are aware that the actual plans of this noble building were largely shaped by the Provost of the Peabody Institute. Intimately associated with Mr. Enoch Pratt, who is one of the Trustees of the Insti-

* An account of the Pratt Library, by the writer of this sketch, appeared in *The Nation*, February 9, 1882. It is reprinted, with Mr. Pratt's letter, in the University Circulars, March, 1882.

tute, Dr. Morison was naturally consulted by the founder of the new library, which is a unique municipal institution, established upon an individual foundation, with a self-perpetuating Board of Trustees, originally selected by Mr. Pratt himself. Over his own name, as President of the Board, appears the following record of the action of the Trustees of the Pratt Library, concerning the valuable services of their late colleague :

“In recording the death of Dr. Nathaniel H. Morison, his colleagues of the Board express their sense of his great services in perfecting the organization and promoting the usefulness and success of the library.

“Peculiarly fitted by natural gifts and special training through long experience in the equipment and administration of other great libraries, to be one of the original Trustees, his earnest and effective coöperation in the work to which he was called, and the unstinted and unvarying devotion with which he labored to advance the great ends of the foundation, contributed in an eminent degree to the unexampled results which have been attained.

“The Founder of the Library here places on record his appreciation of the value of Dr. Morison’s wise and helpful counsel in determining the plans of the Library Building and the details of its establishment and practical working.

“Individually the members of the Board each and all profoundly feel the loss of one whose elevated character and enlightened aims were attested by a long life of the highest usefulness and by the respect and confidence of all those so fortunate as to know him.

ENOCH PRATT, *President.*

BALTIMORE, *December 8, 1890.*”

FROM PRESIDENT D. C. GILMAN.

In the fifteenth annual report of the President of the Johns Hopkins University there is an appreciative obituary notice of Judge George William Brown, brother-in-law of Dr. Morison and a trustee of the University as well as of the Peabody Institute, who died September 5, 1890, and also an appreciative mention of "another friend of the University, not indeed officially connected with it, but always interested in its proceedings. I refer to Nathaniel H. Morison, LL. D., Provost of the Peabody Institute, to whom all the scholars now assembled in Baltimore, and all who have been here for many years past, are deeply indebted. To him is chiefly due the honor of building up a library of costly, scholarly books, which ranks among the noblest libraries of the country. It is a collection wisely chosen, carefully catalogued, well arranged, and constantly accessible. Dr. Morison has many other claims to grateful and honorable remembrance, but to us, the members of a University, his greatest service has been the collection of that great library on a plan so definite and so thoroughly carried out that it is supplemented by and is supplementary to all the other libraries of Baltimore. There are but few cities, if any, in this country, and not many in Europe, where books of the highest character, as well as books of popular interest, are so readily accessible to all classes in the community, as they are in this place. The variety and excellence of our library system is largely due to the distinctive character that the Peabody Library has always maintained."

FROM THE "BALTIMORE AMERICAN."

"In the death of Dr. Morison it may be truly said that a great man has fallen among us. Tall and manly, of commanding presence and dignified bearing, his venerable form will long hold its place in the memories of the people of Baltimore when the places that knew him shall know him no more. A man of the most absolute integrity, it was difficult for him to conceive of any mode of human life except that of the strictest devotion to duty. Health and life, in his view, might be left to take care of themselves, but duty must be done at all hazards. His views on all subjects, although large and liberal, were economic and conservative. He could plan for the needs of coming generations in his work, while carefully and scrupulously scrutinizing all the details of affairs in the present. He deliberated long over all new projects, but seldom made a mistake in his conclusion. Once determined, he was never swayed from his purpose by the persuasion of friends or by the opposition of enemies. One of his principal anxieties was to live until he had finished the great catalogue which he began ten years ago for the Peabody Library. This he considered would be his most enduring monument. He lived, if not to finish the work, at least long enough to see that it would soon be completed, even without his own final supervision.

"At the beginning of the present season he was quite doubtful whether he would live to see the end of it, but he spoke of the probabilities very cheerfully and without the slightest personal apprehension. 'I may die any day,' he remarked lately, 'but I am glad everything in the Institute is in such shape that it will go on in exactly

the same way without me.' When advised to take a winter vacation to prolong his life, he said: 'No, my duty is here, and when death comes he shall find me in the harness.'

"Although a man of stern manners, his severity was always accompanied with the utmost kindness of heart. One of his greatest desires was to save trouble to those around him. He never asked even a servant to do a thing that he could as well do for himself. He had the most profound respect for manhood even in the lowest, and he would have taken as great pains to do a kind action to a slave as to a prince. His friendship was not easily gained; but being formed, it was solid as the granite quarries in his native hills. However the world might frown on his friend, if he deemed him worthy, his heart and hand were open to him; but if he deemed a man unworthy, he would withdraw his endorsement at the peril of any personal sacrifice whatever. . . .

"Dr. Morison's stately and erect figure was a familiar one to Baltimoreans. He was quite tall, and of late years his head has been crowned with silvery hair. He had a pleasant face, and his voice as well as his manner was as mild and sympathetic as a woman's. He was greatly esteemed and beloved by many friends and acquaintances. He was a dignified, but at the same time a polite and agreeable gentleman."

FROM "THE BOSTON POST."

"In announcing the death at Baltimore of Mr. Nathaniel Holmes Morison, Provost of the Peabody Institute of that city, *The Post* mentioned some of the chief facts in

his career, but his connection with Massachusetts, especially with Cambridge, as well as the nobility of his character and the high value of his work, would amply justify a more extended notice. Mr. Morison was present at the Harvard Class Day exercises when his youngest son was graduated, and he then looked well and vigorous, his tall form being perfectly erect, and his white hair crowning a venerable but still animated face. He spent last summer, as usual, in Peterboro, N. H., where he was born, but the greater part of his life was passed in Baltimore. Mr. Morison had the sturdiness of character and the industrious habits of a New Englander, but his courtly and dignified manners were suggestive rather of a Southern than of a Northern origin. The great work of his life was the creation of the library connected with the Peabody Institute at Baltimore, of which he had entire charge. This library is of a character unique, we believe, in the United States, being solely a reference library; intended not for the general public, but for students of literature, science, and the arts. The sum of money at his disposal for this purpose was comparatively small, but Mr. Morison made such good use of it, relying mainly upon his own judgment, but sedulously availing himself of such advice and assistance as could be obtained from scholars and authors, that he built up a wonderful collection of books. Students in special subjects have frequently expressed their surprise at the richness and thoroughness of the library. Next in importance to this undertaking was the series of lectures delivered at the Peabody Institute under Mr. Morison's charge. "A list of those who have delivered lectures there," the *Baltimore Sun* remarks, "would include a

large proportion of the most eminent names in this country, and many from abroad in literature, science, and art." Mr. Morison's last appearance at the Institute was on November 4, when, although suffering from the illness which proved fatal, he, as usual, introduced the lecturer to the audience and took his seat on the platform.

"Mr. Morison leaves a widow, one daughter and five sons, three of the latter being well known citizens of Boston. His death, at the ripe age of seventy-four, occurring without the intervention of a protracted or painful illness, fitly closes a long, useful, conscientious and happy life."

IV.

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