Those who have written in the praise of books, from Richard de Bury and Petrarch to Emerson and Carlyle, have mostly been content with the assumption that books are meant to be read. The other use of books, that made by the student, who considers them as the implements or apparatus of his work, has been largely ignored by such eloquent panegyrists of literature as those above named. In spite of an occasional suggestion, such as that made by Bacon when he tells us that "some books are to be read only in parts," the second function of literature has been left for the modern bibliographer fully to recognize, and even he has by no means reached as yet the general consciousness of the intelligent public. Dr. William Frederick Poole, the veteran librarian, whose faith and works have gone hand in hand for nearly half a century, has done as much as anyone among modern bibliographers to call attention to the uses of books for reference rather than for reading, to their employment as intellectual tools rather than as means of mere gratification. The subject has been recalled to us by a little book just published by Dr. Poole, and a few remarks upon so interesting a theme may not be inappropriate.

Dr. Poole's book is a university address, and has to do with the relations of the library to educational work. Its essential plea is thus stated: "I wished to show that the study of bibliography and of the scientific methods of using books should have an assured place in the university curriculum; that a wise and professional bibliographer should be a member of the faculty and have a part in training all the students; that the library should be his classroom, and that all who go forth into the world as graduates should have such an intelligent and practical knowledge of books as will aid them in their studies through life, and the use of books be to them a perpetual delight and refreshment." All this is admirably put, and we give it the most cordial assent. But possibly the author does not quite realize the extent to which the aims which he thus outlines have already reached fulfilment. Although he gives due credit to the bibliographical work done in some half a dozen of our leading universities, he is

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evidently still haunted by recollections of his own student years, when "Yale College Library might as well have been in Weathersfield or Bridgeport as in New Haven, as far as the students in those days were concerned." Certainly the state of things in which "books, outside of the text-books used, had no part in our education" no longer exists in any American college having any standing at all. At that time, we read, books "were never quoted, recommended, nor mentioned by the instructors in the class-room." To-day, it is safe enough to say that in our higher institutions of a progressive sort, books of reference are mentioned, quoted, and recommended to an extent that must help compliant students to enter into the feelings of a Strasburg goose. And in the *Seminar*, rapidly becoming naturalized in our better universities, the work done is almost wholly of the sort that Dr. Poole pleads for.

Yet it would be possible to progress one step further in this direction, and the gist of Dr. Poole's address may be found in what he says upon this point. The class-room lecture, with its frequent references to the literature of the subject dealt with, and the graduate *Seminar*, which brings the student into actual contact with that literature, and sets him to delving in it, are praiseworthy as far as they go, but their effect (from the bibliographical standpoint) remains special, and therefore incomplete. Dr. Poole dreams of a time when the student may be given the keys, not only of his own subjects, but of all others that he may possibly at some time in the future wish to make his own. Not, we are told, "that he should learn the contents of the most useful books," but "that he should know of their existence, what they treat of, and what they will do for him." And the author goes on to say: "He should know what are the most important general reference books which will answer not only his own questions, but the multitude of inquiries put to him by less-favored associates who regard him as an educated man. If a question arises as to the existence, authorship, or subject of a book, an educated man should know the catalogues or bibliographies by which he can readily clear up the doubt. The words Watt, Larousse, Graesse, Quérard, Hoefer, Kayser, Hinrichs, Meyer, Hain, and Vapereau should not be unmeaning sounds to him. He should know the standard writers on a large variety of subjects."

There is no doubt that a certain amount of this sort of knowledge would prove a useful equipment to the educated man, whatever his specialty; and there is likewise no doubt that the process of getting it for one's self unaided is a laborious task. We believe, with Dr. Poole, that every university having a library should also have a librarian, and that cataloguing and custodianship should be but a part of his duties. His rank as a member of the faculty of instruction should be undisputed, and he should act not only as a general adviser to students, but also as the teacher of his specific subject. He should be both a competent professional bibliographer, and a man of the broadest general culture, familiar with the outlines of many subjects, and conversant with the literature of the languages of culture. From such an instructor the student might get a knowledge of the resources of the general library sure to stand him in good stead upon many occasions, and by such a colleague even the department professor might often be directed to sources of information that would have escaped his own search. The true function of the university librarian has already been apprehended in some of our higher institutions of learning, but he claims a far more general recognition than has yet been accorded him, and we are glad that Dr. Poole has given us this opportunity to supplement his own vigorous and convincing appeal made in behalf of the bibliographical educator.

MAXIME DUCAMP, member of the French Academy, died in Paris on the ninth of this month. He was born in Paris February 8, 1822. When a young man, he made a journey in the East, which he described in his "Souvenirs et Paysage d'Orient" (1848). In the insurrection of 1848 he fought in the ranks of the National Guard and was decorated. Sent by the government upon a second Eastern journey, which occupied the period 1849–51, he returned to write of his experiences in "Egypte, Nubie, Palestine, et Syrie" (1852), and "Le Nil, Egypte, et Nubie" (1854). He devoted the following years to the composition of poems and novels. In 1860, the conservative of 1848 had become radical enough to take part in the Sicilian expedition of Garibaldi and the Thousand. This was written up in his "Expédition des Deux-Siciles." Another volume of travel, "Orient et Italie," appeared in 1868. His greatest work, "Paris, Ses Organes, Ses Functions, et Sa Vie" (1869–75) fills six volumes. Next in importance is "Les Convulsions de Paris," a history of the Commune, in which he again figured as a conservative, and earned the hatred of the radicals. He was a realist in art, and as a student of history and society had pronounced affiliations with Taine, who held him in high regard.

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