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CINCINNATI, MAY, 1882.

ANNUAL ADDRESS.

BY JUSTIN WINSOR, LIBRARIAN OF HARVARD UNIVERSITY.

LADIES AND GENTLEMEN OF THE ASSOCIATION:—We pay to-day our first visit as an Association to the Valley of the Mississippi. Since our initial meeting in 1876 the principal seaboard cities have welcomed us. We have now moved somewhere near the centre of our American population, and I cannot but hope it augurs an increased library development in the Western, or, I should rather say, in the middle regions, of our country. It is, I am afraid, true, that with all its wealth of books, for the student and the people, the seaboard seems still to develop more conspicuously. Within a half year we have seen—you will allow me to say it—a native of Massachusetts lay the foundation in a Southern State of a great popular library to supplement the scholarly collection given to it by another native of that same State; and these two merchants—never so much princes as when patrons of learning and instruction—have caused the city of Baltimore long to remember the names of Peabody and Pratt. It is to be hoped that the time is not far distant when Chicago will associate with the name of Newberry an active work equally shining and equally or even more munificent in its inception. And what shall be the name which Cincinnati is to honor? Its excellent free library, nobly sustained by the people themselves,—always, it must be confessed, the best resource for such

an institution,—could, I doubt not, to the advantage of learning, lend its organization to the creation of some special department should such become opportunely the foster-child of any of its liberal citizens. For while it is true that the generalizing of libraries best fits them for the work of popular instruction, it is equally certain that conspicuous strength in one direction gives a collection rank in the community of libraries; and rank of this sort is not a mere vain-glorious pretension,—it means substantial scholarship, the pushing of the bounds of knowledge, and upon this follows fellowship with the great collections and repute among scholars, wherever they are. It makes the library, which has such strength, the Mecca of devotees. It makes it friends wherever there is learning. It gives it a fame that tells for its advantage in many ways. I cannot too strenuously impress upon all whose lot it is to control the development of libraries, the great desirability of giving a part of their energies in making their libraries noteworthy in some way. Of course it is only the large libraries that can hope to take one of the great departments of knowledge and make it an exemplar; but every library can find some minor topic of local interests, like the history of its neighborhood, like the growth of some controlling thought or power which sprung from a brain nurtured in its clustering homes. I must confess I take

and its pride. There has seemed to be always, among men of special learning, some taint of personal feeling, not altogether generous, in their quite common objections to a working classification of literature, as distinguished from a theoretic methodology. They have scorned it, perhaps, very much as the old pioneers of the American wilderness might have scorned guide-boards and finger-posts in the forest, and resented the compass-work of the surveyor, blazing township lines and staking roads. It was not in nature that Natty Bumppo should be friendly to a kind of work which cheapened his wood-craft, taking something from the value of the lore that he had spent his life in acquiring. The trackless thicket was full of pointing fingers for him. He found his chart in the mosses upon the boles of the trees, in the bend of their boughs, in the course of the streams, and in all "the lay of the land." His sufficient compass swung always in the heavens, through night and day. What wonder if he scorned the ignorant folk who needed highways and maps? What wonder if he looked jealously at the opening of the roads which let them in, to swarm over his hunting estates? There is something of that feeling, I fancy, rather instinctive and unconscious, in the mind of the scholar, very often, disposing him to be unfriendly to the classification of books. He is at home in the literary wilderness; relishes the exploration of it; loves the exercise of his own craft in feeling and finding his way. He tracks author to author, back through references to prior authorities and from citations to original texts, with the zest of a hunter tracking game. I can well understand that the systematic cataloguer who invades his library with plans of formal classification, proposing divisions and subdivisions, sections and sub-sections, in the rectangular symmetry of a Dutch garden, with every tree of knowledge and bramble-bush of folly nicely ticketed and numbered, and with trim paths leading straightly to each—I can well understand that the economical inventor of such vulgar contrivances is more than likely to be obnoxious to the scholarly soul.

But democracy must have its way, not in politics alone, and all things are given over to

it. The public library is no longer the sequestered academic retreat of a studious few; it is the common town-school of the inquisitive people. The scholar loses nothing in it; his wants are as well considered as of old; the treasures that he values are as carefully sought and kept; there is a cloister or two reserved for him in some quiet corner of the place; but he must elbow in and out with the crowd. He must come and go on equal terms with the school-girl, who is under orders to compose a class essay on the Invention of Printing and who is looking for a helpful book; with the boy who has been fired by a story of the "Four Years of Fighting" and wants more of the same sort; with the lady who is going to Europe and must instruct herself as to what she shall see; with the speculator who has bought shares in a Colorado silver mine and proposes to look into mineralogy and metallurgy a little; with the clergyman who has a sermon in mind on the moral bearings of the Chinese question, and needs to fortify himself with pertinent facts; and with all the young and old who are moved, by special occasions, or by the hunger that is in them, to go gleaning here and there, by random paths and by-paths, in the great field of book-knowledge which a public library aims to enclose, more or less, for their satisfaction. It must be as hospitable to the least of these, and to the smallest of their wants, as to the greatest of scholars and the profoundest of the researches that he pursues. It must be *more* helpful to them than to him, because they need help more, and because there are really better harvests for mankind to be gathered from the broadcasting of little seeds in common fields, than from the planting of the rare acorns which produce great oaks. So the library must be shaped and organized to meet the popular and common demand upon it, and it is that which makes careful classification a necessity now, if it was not in earlier times.

In his paper upon the subject last year, Mr. Cutter, speaking only of the classed arrangement of books on the shelves, put the prominent reasons for it in a few apt words. If the public which makes use of a library can have access to the shelves, "no catalog," he says, "will compare, for educational power, with the

sight of the books themselves, or, for convenience, with a thuro and minute shelf-arrangement." If the public must be excluded from the shelves, the librarian, on his own part, needs as perfect a shelf-arrangement "to assist him in recommending books to his readers." But, I confess, it seems to me that the advantages of classification are but half obtained if it is confined to the shelf-arrangement. I believe that a systematic catalogue, which repeats the classed arrangement of the books in a classed arrangement of its cards, will go farther than any other form of catalogue, or than any possible exertion of the most accomplished librarian, can go toward compensating a public which is barred from handling and examining the books in their places. I know that I am with a small minority in holding to this belief; and I know that, being scarcely more than an apprentice in library work, it is very presumptuous in me to hold an opinion against the majority of the master craftsmen; but I cannot help it. I have tried as hard in this matter as in some others to be orthodox, without success. I can well understand that a catalogue systematically arranged, without a subject-index, and without an accompanying finding-list of authors and titles arranged alphabetically, must be a snare and a torment. But put it into a library with the full complement of tools which belong with it, and I firmly believe that nine in ten of the patrons of the library, young and old, scholarly and otherwise, will find more help and comfort in it than in the best dictionary catalogue that ever was made.

In the library which I have charge of, we adopted, substantially, a few years ago, the system worked out by Mr. Dui. We modified it in some particulars, and Mr. Dui will pardon me for saying that if I had then possessed the small increase of experience which I have gained since, I should have modified his classification quite extensively in some of its parts; but that is an "aside." Our books had been previously in fixed locations. There had been a certain rough shelf-classification of them, going only so far as to distinguish the principal departments of literature. We had a very good dictionary catalogue, quite lately put in print, at heavy cost, and with a card

supplement to it on the same plan. But the troubles of the fixed location of books had come upon us, and our classification, such as it was, was being thrown into dire confusion. We accordingly undertook an entire reconstruction of the library, and adopted the ideas of Mr. Dui in their completeness. That is to say, we not only marshalled our books upon the shelves in the open order of the ingenious system of classification and location which he proposed, and thereby secured perpetual freedom for the expansion of classes, and for future sub-classification to almost any desirable extent, but we also made a subject catalogue for public use, in which the primary cards are arranged exactly as the books are arranged, but with many secondary reference cards added, to represent the same book under different subject-headings, whenever it is many-sided. We prepared and printed a subject-index to this catalogue, enlarged somewhat from Mr. Dui's model; and we made an alphabetical card catalogue or finding-list of authors and titles, for the immediate use of the librarian and his assistants. We have now been working with these tools for three or four years. We had been working for a longer time before with our dictionary catalogue.

There has been, therefore, some experience in our library on both sides of the question, and the result with us is so entirely favorable to the systematic catalogue, *indexed*, for exploration of subjects, with an alphabetical finding catalogue for particular book-calls, that I do not know one person making use of the library who would willingly see our present catalogues give place to a dictionary arrangement of the cards.

The great advantage which seems to me to belong to the systematic catalogue is in the juxtaposition of related subjects; and I do not value the mere convenience of that so much as I do its suggestiveness, and the helpful leading it affords in many investigations. You may have in a dictionary arrangement the same subject-entries, under the same headings, but they are scattered as the accidents of orthography fling them. You have "America" in all its aspects at one end of the catalogue, with the "United States" as a political division

of America at the other end; with thirty-eight subdividing States strewn here and there between, and with the cities of the Union sprinkled chance-wise in the medley like plums in a pudding. Taking an illustration or two from the great printed catalogue of the Boston Athenæum, which is the exemplar of its kind, you have "Religion" in Vol. 4, "Mythology" in Vol. 3, "Atheism" in Vol. 1, "Deism" in Vol. 2, "Theism" in Vol. 5; you have "Medicine" in Vol. 3, "Pathology" in Vol. 4, "Therapeutics" in Vol. 5, "Hygiene" in Vol. 2, "Anatomy" in Vol. 1, "Physiology" and "Surgery" in Vol. 4; you have "Banks and Banking" in Vol. 1, "Money" in Vol. 3, "Wages" and "Trades Unions" in Vol. 5, "Labor" in Vol. 3, "Free Trade" in Vol. 2, "Political Economy" in Vol. 4.

It is true you may have your references to ricochet you from one set of entries to another; but it is tiresome leaping, and you lose, by forgetfulness, a great deal on the way. I do maintain that an arrangement which brings universals and particulars—the general and the special—the whole and its parts—the family and its members—as much together as it is practicable to bring them, in due order of relationship and subordination, is very greatly helpful to almost any quest in bibliography that one may wish to make.

Of course the many-sided relations of many subjects will be very incompletely and imperfectly represented in the best working system of classification that can be attained; but if it reasonably brings together the things and thoughts and the classes of things and thoughts which are most importantly connected to one another, it cannot fail to make all common research an easier matter than it can ever be made by other methods.

Within the past year an elaborate scheme of classification has been published by Mr. F. B. Perkins, of the San Francisco Public Library. It is entitled by the author "A Rational Classification of Literature, for Shelving and Cataloguing Books in a Library, with Alphabetical Index." In calling his scheme "a rational classification" I do not understand Mr. Perkins to claim that he has reconciled the practical exigencies and conveniences of a library arrangement with the

strictly rational or logical classing of literature; but he has used the term rather to signify the rational freedom of his plan, as distinguished particularly from the artificial limitations of Mr. Dui's "Decimal System." He says: "The plan here offered wholly neglects decimalism, and seeks to give to each subject just as many subdivisions as it requires. Under 'Europe,' for instance, it allows, not ten countries, but as many countries, divisions, etc., as there are." But there is more than decimalism neglected in Mr. Perkins' plan. He has secured entire freedom in arranging the divisions and subdivisions of subjects, by casting every artificiality of system aside. He has trammelled himself by no invention of that systematic notation, or "sign language," as Mr. Cutter has called it, by which most classifications are expressed and represented. He has made his divisions and subdivisions "to coincide with facts," as he remarks, not caring for the order in which they fall. The result is eight "classes," divided into seventy "chapters," and those subdivided again into some fourteen hundred "sections;" but there is no scheme of signs or artifice of notation to signify the relation of each section to its chapter and each chapter to its class. The sections are numbered in one series of Arabic figures, from the beginning to the end, and the numbers are, of course, without signification. It is this which constitutes, as I understand, the *rationality* of Mr. Perkins' plan—the rationality of a perfect natural freedom of classification, constrained by no systematic artificialities.

Without doubt there is importance in that freedom, and it seems to me that Mr. Perkins has used it most excellently. I have gone over his scheme many times and found its details hard to criticise. Every kind of book seems to be happily provided for, with perhaps the least possible duplication of the places which the same book will equally fit. Some librarians object, I believe, that the classing is too minute, and that it is carried into divisions which are rather theoretical than suggested by actual books demanding to be placed. I do not find it so. I have not been able to put my finger upon a section that would not be tenanted in any library which is fairly well proportioned

for general use. And can there be too much minuteness of classification in a library that is organized upon the movable or relative plan of book-location? I can readily see that where the fixed location is adhered to there may be a limit, soon reached, beyond which the assorting of books becomes troublesome; but it does not seem to be so in the other case. When books are marshalled, like the units of an army, by corps, by divisions, by brigades, by regiments, by companies, and by files, and the place of each book, like the place of each man, is fixed by lines of relative definition which no movement disturbs, the grading and classing arrangement becomes then a feature of simplicity rather than of complexity, and it can hardly be carried too far for convenience. In fact, we probably owe the recent increase of attention which classification has received to the introduction of the plan of relative location in libraries, and the more elaborated schemes which have been produced during a few years past are in natural response to its demands.

Of course the general scheme of Mr. Perkins is abundantly open to criticism. I say "of course," because I assume that nobody can work out a plan of classification that will satisfy anybody else, nor satisfy himself longer than twenty-four hours after he has finished it. There is no *best* arrangement. There is no structural law that is absolute enough to be recognized by two persons together, nor by the same person in two different states of mind. The reasons for and against this adjustment and that, in a hundred particulars, are too slight, too nicely balanced, and too unimportant for different minds to be determined by them identically. To a very great extent it is a matter of whim, of idiosyncrasy, like the planning of a house. So we can all of us criticise every scheme of classification that ever has been or ever will be produced. I see a dozen prominent points on which I might put myself in dispute with Mr. Perkins; but to what purpose? It would scarcely be criticism. It would only be setting notions of mine against notions of his, and also, without doubt, against notions of yours. For example, I have a certain notion of my own concerning the treatment of biography. If I ever ventured to frame a scheme of classification

for myself, I think I should nearly extinguish Biography as a class division in it. I should associate the lives of men with the several matters on which their lives were spent. I should distribute the biographies of statesmen, soldiers, and like public characters, through the divisions of political history to which they respectively belong. I should annex the biographies of authors to the departments of literature in which they worked; those of artists to their several arts; those of divines to church history and theology, and so throughout. But how many would agree with me?

If, however, Mr. Perkins' classification is to escape criticism, I cannot let his notation for it pass so easily. That seems to me to be the limping part of his system. As I mentioned before, he has simply numbered his partitions, principal and subordinate, general and particular, in one consecutive series, straight through from beginning to end. There is nothing to represent the distinction between one main class and another, nor to mark a boundary between them. The last section in Science is 3,533, and the first section in Arts is 3,534. There is no flag nor monument on the line, neither there nor elsewhere. To provide for the additional subdivisions which special libraries may need in certain places, or which may be called for by the future development of new phases of knowledge, new epochs in history, and the like, there is a liberal allowance of blank numbers dropped here and there through the series, where the possible need for them may be reasonably guessed. Now, this contrivance exhibits to my mind two very serious defects: One is, the total want of elasticity in it. It is of a texture that will not stretch to fit different growths and needs. It is a pattern of set proportions, cut in inflexible stuff. And the device of blank numbers, to be a substitute for elasticity in the texture of the plan, is awkward and aggravating. It reminds one of the expedient of a prudent mother, who makes garments too big for her child, and then gathers up the clumsy surplus in "tucks," that are to be let out as the urchin grows. The tucks may be well distributed, and there may be quite enough of them, and they may serve their purpose perfectly, but they offend the æsthetic

sense. I am sure that Mr. Perkins might invent something less primitive and more ingenious if he would take the trouble.

The other defect is the sheer, unrelieved strain which this long serial numeration of class divisions makes upon the memory of those who must learn, in practice, more or less perfectly, to identify each subject by its number. There is no mnemonic aid—not a peg for the memory to lay hold of in climbing or descending the long arithmetical slide. Even a jog in the numbers, at the eight main class-dividing places, would be something of an easement; but Mr. Perkins has denied even that. I am sure there must be an experience of trouble from this cause in the working of his plan. No doubt it is possible to attach too much importance to mnemonic features in arranging the notation of a classifying plan, and to secure them at the expense of too many artificialities. I think that has been done in Mr. Dui's decimal system, although the conveniences produced are very great, as I have found. But such features are of too much value to be thrust entirely out of the account. Mr. Perkins wished to escape the fetters of "decimalism," and he has an equal prejudice against combinations of figures and letters, with which prejudice I can sympathize; for there is a cabalistic look to the

sign-language of that mixture which is appalling to ordinary minds. The key to it may be simple enough and easily learned, but it has the appearance of a hieratic mystery, and is irksome for that reason. I do not wonder that Mr. Perkins wished to escape from it; I do not much wonder that he ran away from Mr. Dui's imperious decimals. But is there not some mode in which he could joint and articulate his system without resorting to either? That is the question which I hope he will take seriously into consideration.

I have been somewhat leisurely in discussing the "Rational Classification" of Mr. Perkins, because it has proved to be the single subject-matter of my report, as far as I am acquainted with the work of the year in this department. I had expected to have the privilege of reviewing a scheme of classification worked out by Mr. Schwartz, of the Apprentices' Library, New York, and another by Mr. Smith, of the Philadelphia Library Company, concerning both of which there have been whispers in the air for some time; but neither of these is yet published. They have been reserved, I believe, for presentation at this meeting, and will probably bring the whole subject of classification into discussion, in the broadest possible way.

PROGRESS OF LIBRARY ARCHITECTURE.

YEARLY REPORT, BY W. F. POOLE, LIBRARIAN OF THE PUBLIC LIBRARY, CHICAGO.

PERHAPS the Executive Committee assigned to me the duty of making a report on the "Progress of Library Architecture" because I am known to favor progress. At the last meeting of the Association at Washington, two papers on "Library Architecture," and the discussion which followed them, brought the subject into prominence, and elicited from the librarians present the expression of an unanimous opinion in favor of a radical reform. In one of these papers I had the honor to set forth objections to the conventional and typical style of building, and exhibited plans of construction by which these

objections may be obviated. In the other paper, Mr. J. L. Smithmeyer, of Washington, displayed and explained the plans which he had made, under instructions from the Joint Committee of Congress, for the new building of the Congress Library. In Mr. Smithmeyer's plans were embodied everything which is conventional and venerable, and everything which I had condemned.¹

¹The two papers named were printed in the *Library Journal* (v. 6, pp. 69, 77); and Mr. Poole's paper was printed, with the drawings, by the United States Bureau of Education (Circulars for Information, 1881, Nov. 1); and with the drawings in the *American Architect* for Sept. 17, 1881 (v. 10, p. 131).

The resolution offered by Mr. Edmunds, of Philadelphia, expressing the opinion of the Association, and adopted by a unanimous vote, was as follows :—

“*Resolved*, That, in the opinion of the Association, the time has come for a radical modification of the prevailing typical style of library building, and the adoption of a style of construction better suited to economy and practical utility.”

This resolution could not be regarded as an indorsement of any specific plans which had been under discussion; but it was a significant indication that the whole library profession is in arms against the absurd, extravagant, combustible, and inconvenient library buildings which have hitherto been constructed. It will be the purpose of this report to state what progress, if any, has been made in library construction since the last meeting of this Association; to speak of the buildings now in process of erection, and the plans on which it is proposed to erect other buildings.

A new and practical interest was imparted to the subject, when we met at Washington, from the fact that the two largest libraries in the country, the Library of Congress, and the Boston Public Library, were about to erect new buildings of a size and with requirements such as we have had no experience with. Their old buildings, which were erected less than thirty years ago, are in the conventional ecclesiastical style of the fourteenth century, and faulty in every respect. They cannot be enlarged; the books are in inaccessible galleries, where they perish from heat; readers have insufficient accommodations for study, and the administrative force of the library has no proper facilities for doing its work. Here was an opportunity for striking out into new methods of construction, and for introducing improvements, such as will not occur again in a century. If mistakes be made here they will be a barrier to future progress. The smaller libraries will copy the plans of the larger libraries; for it is assumed—and the assumption ought to be true—that the highest intelligence and the results of the largest experience are embodied in the largest structures. It becomes, therefore, a necessary part of this

report to consider what has been done, and what is doing, in maturing the plans for these new buildings.

With regard to the Library of Congress building I addressed a note to the Librarian, Mr. Spofford, several weeks ago, stating that I had been delegated to make this report, and asking for the latest information on the subject. I have received his reply, in which he says: “As to our building there is no new information, save that its special day fixed by the House last month, by a decisive vote which indicates passage, has been postponed two or three times to give what they call bigger matters a chance. The interior arrangement has not been fixed (whatever the newspapers may say), but will rest with the Commission to determine. So, give us more light.”

Our interest in the Library of Congress arises not simply from the fact that it is one of the two great libraries of the country, but largely from the other fact, that it is a National Library, and that our citizenship gives us a proprietary interest in it. We have, therefore, a right to meddle with its concerns, and to give our advice when we think it is needed. As individuals, and as an Association of American Librarians, there are duties which we owe to that library. We can serve it by getting the ears of the Senators and Representatives from our own States, and influencing them in its favor. As an Association, we can, by our united action, strengthen the hands of our worthy colleague, its chief executive officer, who asks for our advice and support. For the past ten years the interests of the library have been sadly neglected by Congress in not providing proper accommodations for its books and its readers. With shelving capacity for 200,000 volumes, it has now 400,000 volumes, and the surplus books are stacked up like cordwood in the galleries and upon the floors, where they are inaccessible. Nothing like order and systematic arrangement is possible under such circumstances. “I know nothing,” says the chairman of the joint committee of Congress on the new library building, “more humiliating to the character of Congress, or, indeed, to our national character, than the present deplorable condition of our great and

invaluable library." An earnest appeal has been made every year by the Librarian for more room; and, although there have been many reports on the subject and many schemes suggested, nothing as yet has been done. The delay has arisen partly from the indifference of Congress, and partly from the conflict of opinions as to the best method for obtaining the room needed. Many members of Congress have clung to the idea that the library in its present location could in some way be supplied with room by taking more space in the Capitol, or by throwing out wings. The unanswerable objection to all these projects is that the location itself is in a fire-trap. The old Capitol building, in which the library is, was erected before the modern principles of fire-proof construction came into use. The roof, rafters, flooring, and timbers are of wood. The attic is filled with documents and papers on file; and as there are no division walls of brick, a fire would sweep from one end of the attic of the old Capitol to the other, as it did through the Patent Office building a few years ago. The Library of Congress has twice been burned, and it is a wonder it has not been burned a third time. The Commissioners appointed by the President, after the burning of the Patent Office, to examine the public buildings in Washington and report on their security or insecurity from fire, brought out these facts as to the insecurity of the old portion of the Capitol. It was a question in the minds of the Commission, whether, in case of fire in that building, the great dome would not fall. (See Ex. Doc. No. 10, 45th Cong., 2d Sess., and Senate Reports, No. 753, 46th Cong., 3d Sess., p. 25.) The Library of Congress and the Library of the Supreme Court are under that dome.

Fortunately, of late, the attention of Congress has been drawn away from all the futile schemes of providing for the library in the Capitol, and is now directed to the erection of a separate building on some outside lot. A bill to that effect is pending in Congress at this time. The location of the building has been discussed with much interest in Washington; but the questions of location and of its external features do not concern us. We are

interested in the internal structure and arrangement of the building which will be erected, and their bearing upon the progress of library architecture. As our National Library, it will be a building of great cost, and, as a specimen of tasteful and appropriate architecture, should be worthy of the noble purpose to which it will be dedicated. It will, indeed, be a misfortune if the venerable errors which were laid before us at the Washington meeting, as "the proposed plan,"—which were eulogized as "the adopted plan" by Mr. Voorhees, in his speech on the Library Bill in the Senate on March 2d, and against which the whole library profession protests,—are to be reproduced in this building. It is consoling to be assured by Mr. Spofford that "the interior is not fixed, but will rest with the Commission [of which he will be one] to determine," and that he appeals to us for "more light." It would be gratifying to see this assurance in the form of an amendment to the bill now before Congress. The plan which Mr. Voorhees says has been "adopted by the Committee," and to which Mr. Spofford objects as earnestly as any other member of this Association, is a part of the bill itself. It is not easy to see why, if the bill passes in its present form, it will not carry the Committee's plans with it. Large pecuniary interests attach themselves to so important an undertaking; and it is doubtful whether the Commission, having the best intentions, could radically change the plans unless this power was specifically conferred upon them by Congress.

The objections to the Committee's plans may be stated briefly thus:—

1. They will make a show building, and not one practicably adapted to the uses of a library.
2. The building will be needlessly extravagant. A vast amount of space will be wasted in order to obtain what is falsely called "architectural effect." Such treatment would be proper in a large church or cathedral, but is wholly out of place in a library.
3. The arrangement for storing the books is the worst that could be devised. The alcoves are carried five stories high, one story higher than in the present Congress Library. The books

are made inaccessible, and the binding of such books as are stored in the galleries will perish from heat. Mr. Spofford gave his experience in this matter, at the Washington meeting, in these words :—

“ If you go into the upper galleries of the Library of Congress on any day of the winter and take a book from the shelves, the chances are that it will almost burn your hand. It has occurred to me that if these warped and shrivelled and overheated volumes were not inanimate beings—if they could only speak—they would cry out to their custodians: ‘ Our sufferings are intolerable.’ In the library I speak of, moreover, there is only the injury resulting from the rising heat to which the books are subjected, since no gas is burned. When to the fearful and almost incandescent heat that gathers under every ceiling is added the well-known destructive influence of coal-gas burned through many hours of each day, the effects upon the books and bindings are simply deplorable.”

Mr. Spofford here speaks only of the heat in winter. The effect of summer heat upon the bindings of books stored in galleries is ever more deplorable. The blazing sun of a Washington summer, pouring down through the skylights of the roof of the structure planned by Mr. Smithmeyer, will raise the temperature to a height far in excess of that caused by artificial heat in winter. Mr. Dyer, of the St. Louis Mercantile Library, says the temperature of his upper gallery frequently rises in summer (and he has no skylights) to 140 degrees. It is folly and madness to place books under such conditions that their bindings are sure to be destroyed by excessive heat.

It seems unnecessary to speak of other features in the plans adopted by the joint committee of Congress, which are as faulty as those which have been named. Mr. Voorhees, in his elaborate speech of March 2d, stated that the adopted plans were carefully examined by the principal librarians of the country, who attended the meeting of the American Library Association, at Washington, in February, 1881; that the committee had the benefit of their experience and observation, and that the plans were warmly approved. Mr. Voorhees has

been strangely misinformed as to the opinions and the proceedings of this Association.

The library bill has not yet come to a general discussion in the Senate and House; and if it should be so amended as to refer all questions relating to plans to the three Commissioners, with full power to act, and with the authority to consult with expert librarians, no reasonable objection can be raised to the bill. In its present form it is likely to meet with opposition from the best friends of the Congress Library and the library interests of the country.

A senseless opposition to the appropriation of public money for the expansion of an institution which is likely to become a National Library must be expected, and can do little harm. Already the Washington correspondents of several metropolitan newspapers, whose appreciation of literature is limited to the “ *Turf Register* ” and “ *Stud Book*,” are turning their oracular wisdom into this channel. They tell us that the Library of Congress is becoming an ambitious and dangerous institution; that the librarian is now helping members prepare their speeches, and soon he will write them; that he is a power behind the throne greater than the throne, and can carry any measure he sets his heart upon; that the library building scheme is an ambitious project to promote his own political importance, and that he will soon demand a seat in the cabinet. They tell us that the copyright literature of the country, which by law is deposited in the library, is trash; and that the proper disposition to make of these books is to build or hire a cheap storehouse, and pack them away, like so many red-herring. They need not be catalogued or placed on shelves, for nobody will ever ask to see them. This is a cheerful view of American literature! The estimate is so absurd it needs no comment, for it carries its refutation upon its face.

The service which the Library of Congress is doing in the registration, cataloguing, and preservation of the copyright publications of the country, alone justifies the expense of erecting a new building for its accommodation. It is the Census Bureau of our national literature. Its functions ought to include the registration

and preservation of every book and pamphlet publicly and privately issued in the country, whether copyrighted or not. No institution, except it be under the auspices of the government, could do this. The registration of a new book is as important as the registration of a new baby. It matters not whether it be a large book or a small book, a good book or a poor book, a book with covers or a book without covers. It is enough for the purpose of registration and for preservation in a national library that it is a book. Every little picaninny in the South, even if it be humpbacked and have the rickets, is registered by the patient census-taker, — the name written out in full, with age, nativity, and social condition, and with as much

pains as if he were a millionaire, had stolen a railroad, or was owner of a trotting mare with a record of 2.10½. Cannot the Government do as much for a book? We can make no reasonable guess as to which of the books and pamphlets of our day will be rare and priceless two hundred years hence; but of this we may rest assured — they will be publications which we now regard as trifles or trash.

As we all have a deep interest in the welfare of the Library of Congress; as the present is an important crisis in its history; and as our colleague, the accomplished librarian, cannot be present and speak to us in its behalf, this report has treated its affairs more freely than would otherwise have been deemed necessary.

BOSTON PUBLIC LIBRARY.

On the 22d of April, 1880, the State of Massachusetts gave to the city of Boston a lot of land on the corner of Boylston and Dartmouth streets, measuring thirty-two thousand five hundred square feet, for the erection of a new Public Library building, and with the condition that the city should begin to build within three years. As the trustees for ten years have been complaining of their old building, and when they submitted their annual report, in June last, had had under consideration for more than a year the new enterprise, it was expected that the report would throw some light on the matter of library construction. This expectation was not realized. If the trustees had any views as to plans of construction they were carefully concealed. The only passage in the report bearing on the subject was the following, the meaning of which is obscure: "No elegant edifice is to be designed in which the books are to be deposited in conformity to the architectural or ornamental structure of the building; but it should be erected over the books, the arrangement and classification of which for convenience of use must determine the form and details of its great hall in which they must necessarily be stored, and thus outline the walls of the building. The other conditions of the library can be easily fashioned to conform with this first necessity."

If this means that the new building will have "its great hall in which they (the books) must necessarily be stored" (which the trustees regard as "this first necessity"), it is a repetition of the plan of the old building, which they have so persistently and eloquently condemned, and at last propose to abandon.

In order to obtain the latest information, I addressed a letter of inquiry to Judge Chamberlain, the librarian, and I will give the following extract from his reply, dated April 8:—

"We have done absolutely nothing in respect to the plan of the new library building. Mr. Greenough [the president of the trustees] was abroad last summer, and looked at many buildings, both in England and on the Continent; and the same may be said of the city architect, Mr. Clough. A year ago the trustees passed a vote recommending that the City Council should authorize the city architect, in consultation with the trustees, to prepare plans for the construction of a fire-proof building. As yet there has been no conference that I am aware of between the architect and the trustees. In fact, the trustees have had all they wanted to do in securing the requisite land."

Judge Chamberlain, having described the lot given by the State, says that the trustees are unwilling to build on so small a lot, which is equivalent to a lot 250 X 130 feet. They desire

to buy an adjoining lot of equal size, giving them 65,000 square feet, — a lot 25,000 square feet, or 62½ per cent. larger than the one on which I proposed, in my paper on "Library Construction," to erect a building with a capacity of three million volumes. The Legislature has authorized the city to condemn the adjacent property; but the City Council has not yet voted the money to pay for it. In the

meanwhile the proposition has been considered of taking the new High School property, on Montgomery street, for the Library; and no practical results have been reached. Judge Chamberlain closes by saying that he will look with interest for the views of the Association on the subject of library architecture expressed at this meeting.

MICHIGAN UNIVERSITY LIBRARY.

The University of Michigan is erecting a very tasteful library building from plans made in Boston. The reading-room is semi-circular in front, with a radius of forty feet, and has a depth of about sixty feet. The necessary rooms are numerous and convenient. The Harvard Library stack plan is adopted for the storage of books, and will shelve one hundred thousand volumes. The Harvard plan is modified in several particulars. The cases are placed three feet apart instead of two feet four inches; the stack has a central passage-way, and three instead of six galleries or floors, — all of

which changes are improvements. The first floor is of stone, and the second and third floors of hammered glass, except the passage-ways, which are of stone. The height of stories is seven feet six inches. The building which encloses the stack is in its exterior measure 55.6 by 43.4 feet. A passage-way three feet six inches wide surrounds the stack. Mr. Winsor is the advocate and defender of the stack system; and, as I am not its patron, I shall leave him, in the general discussion which is to follow, to explain its merits.

THE ENOCH PRATT LIBRARY.

Mr. Enoch Pratt has presented to the city of Baltimore a large sum of money, for the purpose of founding a free public library for the circulation of popular books, provided the city will accept the gift and administer it as a public trust. It is intended to supplement the work of the Peabody Institute Library, which is solely a library of reference. Mr. Pratt, like Mr. George Peabody, the city's earlier benefactor, is a native of Massachusetts, and in business has made his fortune in Baltimore. Without waiting for the city to accept the gift, Mr. Pratt has gone about the erection of a building on his own land. His lot has a frontage of 81 feet on Mulberry street, and a depth of 140 feet to a 20-foot alley. As the lot has no light of its own except on the front and rear, in order to get light into the middle portion of the building it was necessary to draw in the walls twenty feet on each side, giving the building a width of only thirty-seven

feet. The only peculiar feature of the structure is that the first story of the middle portion, thirty-seven by seventy-five feet, and eighteen feet high, is to be used for the storage of books. Two stories are made of this room, each nine feet high, which are connected by stairs and lifts. The architect estimates that these two stories will shelve one hundred and fifty thousand volumes, which, in practice, I think, will be found an over-estimate. Above the book-room is a reading-room of the same size, and twenty-five feet high. Connected with it, on the Mulberry-street front, is a book-room thirty feet square, divided as before into two stories, each nine feet high, and which, it is supposed, will contain fifty thousand volumes.

There seems to be little in the general plan of this building to be commended, and nothing worthy of being copied. The lot is inappropriate. The building should have been placed on a corner lot, where the light would be

ample. The light portions of the building are devoted to directors' room, offices, janitor's quarters, and packing-room, and the darkest portions to the books. It is a unique idea to store books in rooms nine feet high. In conversing with the architect, after the contracts

were awarded, I was surprised that he had taken the advice of no practical librarian, and had read none of the papers on library construction which have appeared in the publications of this Association.

GENERAL.

A Public Library will soon go into operation in the city of Lafayette, Ind., and, as the plans of the building have been prepared by myself, I need only say that they embody views of mine which are well known. Colonel Charles G. Hammond, of Chicago, is building at his own expense a library building for the Chicago Theological Seminary, which will have a capacity of fifty thousand volumes. The necessary rooms for reading and study will be models of good taste and common-sense. The Chicago Public Library, with eighty-seven thousand volumes, still occupies rented quarters; but it is hoped that a new building is in the near future. A bill is pending in Congress, with every indication of passing, by which the United States will release a nominal claim to Dearborn Park, that it may be occupied by the Public Library. The legal questions concerning the time for distributing the Newberry fund, which must eventually be applied to the establishment in Chicago of the Newberry Public Library, are still pending in the Supreme Court of Illinois. When this great fund of three or four million dollars becomes

available for a library of reference — as it doubtless will be — one of the most interesting problems in library construction which have occurred in this country will then present itself.

The most encouraging feature in the progress of library architecture during the past fifteen months is that there has been a greater advance than appears in the practical results which have been laid before you in this report. Public attention has been awakened to the subject. Librarians are losing respect for antique absurdities, and are not afraid to think for themselves. Committees ask not whether the plan is old and typical, but whether it is convenient, useful, economical, and sensible. Architects are now seeking information from those to whom they formerly dictated conventional rules. Whatever improvements are to be made in library construction must come from the experience and suggestions of our own profession. The future is full of promise, and doubtless before the next meeting of the Association we shall see the proof that our faith in progress is not groundless.

SELECTING AND TRAINING LIBRARY ASSISTANTS.

BY JAMES L. WHITNEY.

THE President has asked me to say a few words as to the best method of selecting and training library assistants.

I am sorry that Judge Chamberlain is not here to take the part originally assigned to him, for, no doubt, there are few subjects which have impressed themselves more strongly on his mind, since he joined our brotherhood, than this.

To you, Mr. President, the task might also most appropriately fall, for no one has had occasion to feel the importance of this subject more than you. You will remember the great pressure of those seeking places in the Boston Public Library, when you were there, and the long queue of applicants who stood in waiting. To select from such a company the best assistants was no easy task.

As a means of expediting the business a series of questions was printed, with blank spaces for the answers, and a copy was given to each applicant. These questions were both numerous and searching, covering the points of education, health, and character, and the standard set was a high one. As might be expected, few of those who took these papers home had the courage to return, and, in this way, much time was saved and annoyance escaped. From the papers that were returned it was easy to throw out those of applicants who were evidently unworthy, and to narrow down the number to a few. Even with these precautions it was found that sometimes mistakes were made, so far are we influenced by prepossessions or prejudices, and so liable are we to be imposed upon by glibness and a fair exterior.

We have often been informed of late that librarians have proved to the world that theirs is a profession worthy of being classed with the liberal professions. However that may be, we are determined, or ought to be, to admit to our ranks only such as are worthy to become members of the highest professions, realizing, as we do, that there are few positions where the difference between an educated and an uneducated assistant is so marked as in a library, or where poor work is so fatal. For a library may be compared to a watch, each part in which depends on the proper action of the other, and where poor work in the least member affects the whole.

In the catalogue department, for example, the perfection of each person's work depends largely on the thoroughness of that done by the one who goes before him. Some persons are sure to be correct, or as near to it as is possible, and the reviser goes on with certainty, rapidly, and with the minimum of exertion. Others have a fatal facility in blundering, and this is a severe trial to the strength and temper of the reviser, often paralyzing his own ability to do good work.¹

It has been thought that these defects from

¹ One is tempted in such cases to repeat Petrarch's invectives against the professional copyists of his time: "Who will discover a cure for the ignorance and vile sloth of these copyists, who spoil everything and turn it to nonsense?"—*Symonds. Renaissance in Italy, ii.*, 129.

an insufficient education, which are so common in library assistants, may be overcome by teaching and training within the library. It has been suggested that classes be formed for instruction, and that lessons and lectures be given by the librarian and others—outsiders, it may be—in the various branches of knowledge. Much, no doubt, might be accomplished in this way, if the pupil should prove to be bright and ambitious; but the labors of both librarian and assistant are in too great demand to allow of much time for such instruction. The librarian cannot expect to usurp the functions of the school-master and to add them successfully to his own. The work of study and training must be done, for the most part, in the school-room, and the new-comer must be thoroughly tested as to the fruits of this study before he is admitted to library service.

In examining a candidate, having discovered that he is of good stock physically, and likely to bear the strain of continuous library service for a series of years; that he is accustomed to habits of order and punctuality; that he is studious and accurate, and, above-all, amiable; the most thorough examination should be made as to his intellectual ability. He should, first of all, have an aptitude for languages, and a considerable proficiency in them, for in a library, if anywhere, the proverb is true, "He who knows four languages is equal to four men." I do not see how any one can attempt to be a librarian lacking a knowledge of Latin and Greek. Without this, in a large library, one must stand appalled before the open pages of books that daily come before him. How can one hope, for example, to wrestle with the terminology of botany, medicine, and the other sciences, unless he has the sixth sense, which a linguistic training gives? The applicant should also have at least the groundwork prepared for the other sciences which is formed by a college education.¹

I have said that this examination must be a thorough one, and it may well go back of the candidate himself to his ancestors, to see what of intellectual as well as physical quality he has

¹ Especially would I urge the importance of the study of history.

inherited from them. This necessity is not felt by myself alone. The librarian of the Boston Athenæum recently said to me, "The older I grow the more I believe in cultivated assistance and the Brahmin blood." Such an assistant naturally springs at once to the front rank, stripping those of ordinary abilities and those who take up library work merely as a means of making a living, and often with little ambition beyond it. Some one has said of the people of a certain community that they are constantly "shinning up genealogical trees." There cannot be too much of this when there is any serious work at hand.¹

When an assistant has been found possessing these qualifications he should be made the most of and given every possible help and facility. The librarian should personally revise his work and assist him at every point, at least until he is able to stand alone. If desirous of perfecting himself in any language or other study he should be allowed a little time every day for such study, and be encouraged to still further effort outside library hours. Here he may be helped, as has been the case in Boston, by the free or cheap evening classes such as those which have been formed in the languages and other studies by the Young Men's Christian Union of that city. He should be told that it is hardly possible to be too thorough and accurate, and that every mistake will be likely at some day to rise up in judgment against him. He should be made to understand from the very beginning that his position in the library is as important as that of any officer, and that the library expects of him just as good work as from any one. He should be made to feel that advancement is sure if he is faithful to his calling, and that in the higher work of a library the opportunities for an education are very great. There have been cases, even, where

¹ It hardly seems necessary to say that applicants for positions in libraries who have already served in other libraries should be required to bring testimonials from their former employers. Yet there are at the present time persons filling positions of trust in libraries who have been found incompetent where they have already served. It is too much the habit to regard persons who say that they have had experience in a library as fitted for undertaking even difficult work in a new position, without finding out what that "experience" may amount to.

young men and young women have come to a library, having had but slight opportunities for an education, who have been so persevering in their efforts for improvement that they have risen to the highest rank in the profession. We can all point, in unhappy contrast, to many cases where assistants, lacking this ambition, have gone on year after year without progress, and each year deepening their own ruts.

It is hard to understand the extent of the knowledge which comes from routine work in a library where one apparently has time only to be familiar with the titles of books; yet there can be no doubt of the value of this intellectual training. A librarian's knowledge is, to be sure, spread over a vast range of subjects, in no one of which can he hope for the thorough knowledge of the specialist. Happily, however, it has been found that this diffusive, partial knowledge serves a good purpose, and that the strength of the chain is not that of its weakest link.

As a help in this training I would suggest that the library assistant, from the very beginning of his service, make it a point to read certain literary papers. The knowledge of books and of events that comes from the systematic reading of such papers as the *Nation*, the *Literary World*, the *Athenæum*, the *Academy*, and the *Spectator*, will prove of great service. To these may be added, if time allow, some of the more bulky reviews, and also French and German periodicals. As a means of keeping up a knowledge of the modern languages, a novel or descriptive work, or a play in some one of those languages might always be kept in hand.¹

With the development of libraries in this country, the need of a higher standard of education in librarians and their assistants has become a pressing one. It is well that this Convention should put itself on record as recognizing this fact. It is a matter for congratulation that young men on leaving college are enter-

¹ As helps in this direction the editions of the New Testament, published in various languages by the American Bible Society, might be mentioned. As occasion offers, the reading of these, which are more convenient than other less familiar books, which require a more frequent use of the dictionary, has been found helpful in fixing in the mind the meaning of words.

ing in increasing numbers the service of libraries, and that the newly established girls' colleges have already furnished many educated

persons, who are doing good work in the same field. From this the most beneficial results are to be anticipated.

AIDS AND GUIDES FOR READERS.

YEARLY REPORT, BY S. S. GREEN, LIBRARIAN OF THE FREE PUBLIC LIBRARY, WORCESTER.

IN accordance with a request of the Executive Board of the American Library Association, I herewith present a report on the progress which has been made the past year in furnishing aids and guides for readers.

Catalogues.

The British Museum has made the important announcement that it is beginning the work of printing its catalogue. The *additions* to the library are to be catalogued in print, and volumes of the manuscript catalogue, that have become distended by numerous entries, are to be printed, as funds are forthcoming. Thus, very valuable lists of books, interesting to students of Dante, Shakespeare, Homer, etc., will probably become accessible to readers throughout the world. It is estimated that it will be forty years before the whole catalogue can be printed, unless the appropriation for the work (about \$8,000 a year), made by the government, is increased, and that when completed its 3,000,000 entries will fill 200 volumes. This estimate, as I understand it, applies to an author-catalogue alone, as the Museum has no subject-catalogue.

The Lenox Library has issued No. 5 of its Contributions to a Catalogue. This includes the books in the library on the subject of Shakespeare, and this volume, with the catalogue of books on Shakespeare, in the Barton collection of the Boston Public Library, makes the contribution of the United States a valuable addition to the bibliography of the writings of the great English dramatist.

The valuable catalogue of the Boston Athenæum has been completed during the year. The trustees of this library are deserving of

unreserved praise, for the liberality shown by them in issuing this catalogue, and Mr. Cutter will always be remembered by librarians and readers with profound gratitude, for the successful efforts he has made to render it the most substantial aid to investigators in general literature to be found in the printed catalogues of the libraries of England and America.

Dr. J. S. Billings has increased the sum of obligations under which he has laid students of the theory and practice of medicine, by issuing a second volume (Berlioz-Cholas) of his invaluable Index Catalogue of the Library of the Surgeon-General's office, U.S. Army.

Mr. Scudder, of Harvard College Library, is introducing devices into the subject-catalogue of the college to make it more useful to the general student, and the progress made in this direction every year is noted in the annual reports of Professor Winsor, the librarian.

The Boston Public Library has issued during the past year a catalogue of works in the Arts and Sciences contained in the Lower Hall, and added between the years 1871 and 1881, with references to books in the Bates Hall.

Indexes.

The announcement that the new edition of Poole's Index will probably be on sale December 1 has given unalloyed satisfaction to readers and students and to librarians.

It is stated that over 200 periodicals, in 5,000 volumes, have been indexed in this work, and that the 300,000 references which it contains will fill 1,500 closely-printed pages. It includes entries to December 31, 1881.

All honor to William F. Poole and William I. Fletcher, and to the libraries whose officers

have seconded these gentlemen in their efforts to accomplish an undertaking which is so great, and which seemed likely to be unremunerative. This work is the fruit of the spirit of coöperation which has sprung up among librarians since 1876, and which the American Library Association and the *Library Journal* have done much to foster and increase.

This association undertakes no business enterprises, but has conferred lasting benefits upon readers, by aiding and encouraging efforts in their behalf. Nothing it has done will reward more to its credit for good judgment and wise management than the firm support and ready assistance it has afforded Mr. Poole in bringing out the new edition of his Index.

Four new indexes have been issued the past year by William McCrillis Griswold, of Bangor, Maine. Mr. Griswold is one of our associates, and is known to the community generally by his assumed name of Q. P. Index.

The works lately published are: A General Index to Scribner's Monthly; A General Index to Lippincott's Magazine; A General Index to the Eclectic Magazine (vols. 1-96), and to vols. 37-148 of *The Living Age*, and *The Q. P. Index Annual* for 1881: *An Index to The International Review*, *The Popular Science [Monthly]*, *The Century*, *Lippincott's*, *The Nation*, *The Atlantic*, *The Living Age*, *Harper's*, and *The Eclectic*, for 1880-81.

These indexes can be had by addressing Q. P. Index, Library of Congress, Washington, D.C.

It is desirable that Mr. Griswold should be encouraged to continue his work as an indexer. His indexes will not be superseded by Mr. Poole's great work. The latter will, of course, be indispensable to large libraries and useful in all. But, even in large libraries, indexes will still be needed that refer in greater detail to the contents of particular periodicals than is possible in a work which indexes in a single, although large, volume a great number of magazines and reviews. Mr. Poole's work will be interesting in small libraries, in enabling students to find out in what periodicals information is to be found, even although the libraries cannot themselves furnish the books. Still, for smaller libraries, a few indexes with many

references to sets of periodicals in their possession, or taken by citizens of towns where they are situated, must be more useful than one volume which makes comparatively scanty references to a great number of magazines and reviews, most of them not readily accessible to inquirers.

Palmer's Index to the Times Newspaper has, as usual, worked backwards as well as forwards, and now covers the issues of the great English daily from April 1, 1861-December 31, 1881.

The New York Daily Tribune has continued its series of indexes by issuing "The New York Daily Tribune Index for 1881."

William Cushing has continued his index of the North American Review by issuing a "Supplementary Index to the North American Review, Vols. 126-131 (1878-1880)." This Supplement, as well as the original index, and an Index to the Christian Examiner, may be had by addressing Rev. William Cushing, 18 Wendell street, Cambridge, Massachusetts.

The Royal Geographical Society has published, in v. 50 of its Journal, List of Papers in the "Journal" and "Proceedings;" List of Maps, and other Illustrations; List of the Authors of Papers. See v. 50, pp. 153-242. London.

Mr. William I. Fletcher has done a favor to that large portion of the community which believes there is profit or entertainment, or both, in novel-reading, by allowing two indexes, prepared by him, to be published in the *Library Journal*, namely, Index to Serial Stories contained in bound volumes of leading periodicals, and List of important Serial Stories published in the *Revue des Deux Mondes* to 1880, inclusive (L. J., v. 6, p. 166). For a list of the periodicals, the stories contained in which have been indexed in the former list, and for the Index itself, see *Library Journal*, v. 6, p. 42. On page 167 of the same volume of the Journal may be found a few additions to this list by W. M. Griswold. It may be also stated that Mr. Frederick Leypoldt, 13 and 15 Park Row, New York, reprinted a few copies of Mr. Fletcher's first list, which he has sold for five cents a copy.

Of other indexes published during the past year, it may be enough to call attention to an

Index to Neander's General History of the Christian Religion and Church, and an Analytical Index to the works of Hawthorne, by Eva M. O'Connor. Both of these indexes are published by Houghton, Mifflin, & Co., of Boston; but before buying them the intending purchaser should see to it that the references are to the particular edition of the works of these authors which he owns.

The same precaution should be observed before buying Percival Clark's Index to Trevelyan's Life and Letters of Macaulay, cabinet edition, 1878, London, Longman's.

This index was issued by the Index Society, which has its head-quarters in London, and of which our minister, James Russell Lowell, is president.

The other publications of this society received since our last meeting are: Report of the second annual meeting of the Index Society; to which are added three indexes: 1. Indexes of Portraits in the "British Gallery of Portraits," Jerdan's "Portrait Gallery," Knight's "Gallery of Portraits," and "Lodge's Portraits." 2. Index of Abridgment of Patents. 3. Index of Obituary Notices for 1879.

Guide to the Literature of Botany, by Benjamin Daydon Jackson.

The Index Society has other indexes ready for printing.

The following indexes have been completed. It is to be hoped they may be published:—

They are: Index to the Biographical Notices of the first fifty volumes of the Gentleman's Magazine, by R. H. Farrar, and a Hebrew and Topical Index to Lange's Commentary of the Old Testament, by Professor Pick.

Libraries as Educational Institutions.

The first thing a library has to do, if it wishes to exert a beneficial educational influence, is to see to it that the selection of its books is carefully made by competent persons.

In buying *additions*, substantial aid may be had by consulting the annotated lists of books purchased, from time to time, by some of the larger libraries, and the Library Purchase Lists which, prepared by Mr. Cutter of the Boston Athenæum, have appeared in successive num-

bers of the *Library Journal*, beginning with Vol. 6, No. 1.

Among valuable lists with notes now issued, which it will be well for smaller libraries to make use of, are the bulletin of new books recommended by the State Board of Education of Rhode Island, prepared by W. E. Foster, of Providence, and issued quarterly; the bulletins of the Hartford Library Association and the Boston Public Library, and the lists of additions to the Boston Athenæum and the Young Men's Library of Buffalo.

Librarians may also make the card-catalogues of their libraries more useful to readers by subscribing to publications such as these, cutting out some of the notes and pasting them on the cards.

It may not be amiss to remind managers of small libraries that the best sort of information regarding books may be obtained by reading the book-notices of such papers as *The Literary World*, *The New York Evening Post*, or its weekly issue, *The Nation*, in the United States, and the *Academy* and the *Athenæum*, in London.

In order to make libraries, in which readers are admitted to the shelves, attractive, the books must be well arranged, and care should be taken to make the plans of arrangement known.

A decided influence in behalf of the education of the community may be exerted by making large numbers of reference-books, such as *Encyclopædias*, *Biographical Dictionaries*, *Dictionaries of Mechanics*, etc., accessible to readers.

It is important also to provide quiet study-rooms for really studious persons.

Knowledge of the progress that has been made during the past year in improving plans for the arrangement of books, for the indication of the arrangement, and for facilitating in other ways the use of libraries by students and readers, may best be obtained by reading the numbers of the *Library Journal* issued during the year, and the reports of the most enterprising librarians.

"How to Use the Reading-room," is a useful little publication, prepared by W. E. Foster, for use in the Providence Public Library.

"Suggestions to Students," printed for the benefit of pupils in the Edinboro' State Normal School, Pennsylvania, may be found on page 160 of Vol. 6 of the *Library Journal*.

The Thomas Crane Public Library, of Quincy, Massachusetts, has issued two Children's Book Lists, one containing books under the heads Fiction, Fairy Tales, and Historical Fiction; the other, books under the heads Biography, History, Science and Natural History, Travel and Adventure, Miscellaneous. The lists are intended to be short, containing, both together, only a few hundred volumes. The second list seems meagre, but both must be useful, although not above criticism as regards the selection of books appearing in them.

In response to an application made by me to Mr. Charles Francis Adams, Jr., for information regarding the results which have followed the use of the Children's Lists, he has caused a copy of a recently issued report of the School Committee of the town of Quincy to be sent to me. I make the following extract from this document: "The liberal appropriation for books and stationery, last year, has supplied us with means sufficient to add much good reading-matter to our stock; and, in addition to this, a set of encyclopædias has been placed in each building. The children are making much use of these as books of reference, and are daily learning not to rely upon other persons for information which they can find out for themselves. Our home-reading has been greatly facilitated by the preparation of the Children's Book Lists, under the direction of the Trustees of the Thomas Crane Public Library. Of these lists two numbers have already appeared, and others are to follow. Many of these books have been on trial in our schools, as in the preparation of the lists all teachers were requested to furnish the names of those books that have been proved to be interesting and instructive. Facts are continually presenting themselves which prove that the connection between the Public Library and the Public Schools is gradually growing stronger and stronger, which must be especially gratifying to all interested in the education of the young. In this connection it may be said that the trustees have indicated their desire to do all

that lies in their power to aid the schools, and have expressed their willingness to place in the library, for the use of teachers, Barnard's Journal of Education, in thirty volumes, which is a complete cyclopædia of educational literature. It would seem that the school department should do as much at least as the trustees to increase the professional knowledge of its teachers. Much study upon the history, theory, and practice of education is necessary on the part of teachers, in order that mistakes may be avoided and the best results obtained; yet it is manifest that a teacher, on a salary of four hundred dollars or less, will have little left, after defraying expenses, to invest in books of any kind. Permit me to suggest that a small sum of money be invested under your direction, so that a few of the best works on education may be placed in the Public Library beside the books furnished by the Trustees, thus forming a nucleus around which, in the future, may be gathered all of those books that would be useful to teachers."

Mr. J. N. Larned, of Buffalo, has issued during the year a catalogue of books in the Young Men's Library suited to young persons, indicating in it such books as he knows to be wholesome. He writes me as follows, in reply to inquiries of mine: "I think our little catalogue of Books for Young Readers has had, and is having, considerable influence on the reading of young people in this library. I have had testimony to that effect from a good many parents and teachers who are systematically using it, and who have been prompted to exercise more supervision over, and guidance of, the reading of their children by the help which this little book gives them. The boys and girls themselves seem to value it. That the books recommended in the catalogue are much more in use than they formerly were is a fact which the assistants in the library say is very noticeable. Many good books that had fallen into neglect, and were always catching dust on the shelves, are now in lively demand, and going and coming like the newest ones.

"I am satisfied that the results will more than repay the labor of preparing the list, and would, indeed, more than repay a much larger undertaking in the same direction."

Mr. Larned published a large enough edition of his catalogue to enable him to sell copies to other libraries.

In Indianapolis the Library Committee of the Public Library selected fourteen volumes for a small reference library, which the School Board of that city has placed in the schools.

School libraries have been formed in Providence. Mr. Foster writes, in his third report, "That these 'branch' collections, as they may appropriately be considered, are so administered as to be used under peculiarly favorable circumstances, for they circulate under the teacher's own eye, giving him an opportunity for judiciously following up the use of each book by the most effective suggestions, instructions, and supervision."

It is stated that the Boston Public Library is now supplying small libraries to schools. Some of the schools in Worcester have libraries; a few, large libraries, and it has been the practice of the School Board to buy a few reference books for use in every school building.

It is the custom of the library in Worcester to allow every teacher who wishes, to take out eighteen books for school uses; and some of the instructors, availing themselves of this privilege, and making use of cards held by scholars also, have out fifty volumes at a time. These books are selected from the catalogues of the library, and from manuscript lists of choice books kept in the librarian's room. They can be changed as often as desired. The practice of this library is to buy a number of duplicates of really good books, and to supply the demand for them.

Mr. Foster, of Providence, has continued to publish, during the year, his monthly Reference Lists. Many of us subscribe for these, and we all value them highly.

He has also continued to send weekly lists of books on current topics of interest to two of the Providence papers, and to supply to readers in his library daily a list of books on subjects of present inquiry.

Mr. Foster also provides lists of books for the use of students in Brown University, in connection with subjects which they have to investigate.

Librarians in Baltimore and Providence have even gone so far, in one instance in each city, in supplying the wants of the community, as to distribute a bibliography of the subject of a lecture among the auditors.

To such persons as have not yet availed themselves of the results of Mr. Foster's labors I wish to say, that no library can well get along, if it wishes to do an educational work, without having in hand the monthly Reference Lists.

As a specimen of their contents, I give, in a note, a list of the subjects illustrated in the last four numbers, namely, those for January, February, March, and April, of the present year.¹ They are in Vol. 2. A table of contents is supplied with Vol. 1. The lists are furnished by W. E. Foster, at \$1.00 per year, or at 10 cents per copy.

Mr. Foster is deserving of the highest praise, both for the amount and the excellence of his work. It should be borne in mind that his efforts in "practical bibliography" have the purpose of meeting an immediate need, and are intended only to meet the requirements of the occasion, and not to be exhaustive bibliographies of subjects adapted to the wants of profound investigation.

Prof. Winsor continues to supply lists of books, pamphlets, and articles bearing on the subjects of themes and discussions which students in Harvard University have to prepare for. These are not printed, however.

In a paper read before this association at Philadelphia, in 1876, on Personal Relations between Librarians and Readers, I wrote: "Place in the Circulating department one of the most accomplished persons in the corps of your assistants. . . . Instruct this assistant to consult with every person who asks for help in selecting books."

The Boston Public Library has recently tried the plan here recommended, and with the happiest results, in raising the character of the reading of persons frequenting the lower hall of that institution, that is, the portion of the

¹ *Æstheticism*, Florence, The Suez Canal, Henry Wadsworth Longfellow, The Roman Catacombs, The Nibelung-entlie, The German Empire, Elements of Unity in South-eastern Europe, The Chinese in the United States, The Venus of Melos, Burke, and the French Revolution.

building which contains the more popular books that are given out for home use.

For particulars regarding this interesting work, I refer you to recent reports of the librarian of the Boston Public Library.

A distinguishing feature of the Free Public Library of Worcester for the last eleven or twelve years has been, that it has cordially invited all inquirers, whatever their age or position, to come to the reference library and propound their questions, assured that as much time as is necessary will be taken in every case to satisfy their inquiries, if answers to them can be found in books. This work grows in importance every year. Instead of having a reference library that is not used at all, as was the case twelve years ago, there began to be a large use of books at once under the new system, and there has been a great increase in its use every year since. Last year we gave out to inquirers, to use in serious investigations within the library building, 42,000 volumes, in addition to such works as they helped themselves to from unusually well-supplied shelves of reference books, to which access is allowed without obtaining permission. I have no doubt this use will be increased 5,000 volumes the current year. Questions that are put to us at the library are, I believe, almost invariably answered; but much time is, of course, taken in answering them, and many books have to be bought or borrowed in carrying on the work.

I have no doubt that, in its extent and variety, we are doing a work in Worcester that is unique.

I should like, to take a single branch of the work, to speak of the close connection that has been brought about between the library and the industries of the city, and to show what is being done to advance their interests and to spread technical knowledge among workmen; but a paper would be needed to treat of this subject, and its full treatment would be out of place in a report such as this.

There is in our building, as I stated at the Washington meeting of this Association, a hall, warmed and lighted, and furnished with tables, chairs, and settees, in which the officers of the library can meet the teachers of the public schools, to confer with them on work which the

schools and the library are doing together, classes from the schools and societies which desire the benefits which come from looking at costly illustrated works, and in which clubs and associations can hold meetings when costly books and plates are required for purposes of instruction and entertainment. This hall has been much used the past year.

For example, the Women's Club listened here to a lecture by one of its number, illustrated by works in the library, on Eastern Antiquities. A class from one of the grammar schools, whose members had become interested in Armor and in deeds of Chivalry, were brought by their teacher to the library and shown Myrick's Ancient Armour and Le Croix's books on the Middle Ages.

A class came from the High School to look at the great work of the Piranesi on Roman Architecture and Antiquities.

Soon after Christmas I sent notices to the teachers in several grades of the public schools, that, between certain hours on a specified Wednesday afternoon, I would have on exhibition two hundred or more recently issued books that, it seemed to me, would help the teachers in their work. They came to the library in large numbers, and spent a great deal of time in examining the books.

The Art Society has had a meeting at the library, in which one of its number gave an account of the history and purposes of the Arundel Society; another, a description of the processes of chromo-lithography; and still other members explained to the company, broken up into groups, the publications of the Society, which had been arranged by a committee on curtains hung about the rooms, or, when bound, on easels and tables.

As soon as I return home, a class connected with one of the churches in Worcester, which has lately been making a stay-at-home tour through England, is coming to the library for an evening to look at representations of scenes and objects of interest in Stratford-on-Avon, and pictures of Kenilworth, Warwick Castle, etc.

The library in Worcester was a pioneer in doing work in connection with schools. There have always been the most friendly relations

between the Superintendent of Schools, the teachers, and the officers of the library, and our collection of books has been freely used by teachers and scholars of the higher grades of the public and private schools in which Worcester abounds, since the introduction into the library, eleven or twelve years ago, of the system now prevailing.

An account of the manner in which we brought about closer relations between the library and the 7th, 8th, 9th, and some lower grades of the public schools, was given in a paper which I read at a meeting of the American Social Science Association, held in Saratoga a year ago last September.

All that it is necessary to say here in regard to this matter is, that the work described in that paper is still carried on, and that much aid continues to be afforded by the library in the study of geography, in helping the scholars to make little investigations, and in making the reading-lesson interesting.

The principal development of the work among these lower grades of schools has been in the increased use of the library by teachers for taking out books for the use of scholars needed in the work which they are doing, in trying to substitute wholesome reading for that which is a waste of time.

Some interesting new connections have been made with the High School the past year.

Squads of boys and girls now come to the library from this school during school hours. The plan is working well. The teacher in history, who has about one hundred and fifty scholars studying Greek and Roman History under her charge, is, by my advice, sending all of these scholars to the library, in parties of ten each, to look at illustrations of Greek and Roman antiquities. I show them such works as "Falke's Greece and Rome: their Life and Art," translated by our associate, William Hand Browne, of the Johns Hopkins University Library; "Stuart and Revett's Antiquities of Athens," "Parker's Archæology of Rome," "Wey's Rome," "Josef Langl's Denkmäler der Kunst. Bilder zur Geschichte vorzugsweise für Mittelschulen und verwandte Lehranstalten," which is being published in Vienna, and give them, for additional descriptive matter,

such books as "Mahaffy's Old Greek Life" and "Wilkins's Life of the Romans," two volumes of the series of History Primers, "Mahaffy's Old Greek Education," "Guhl & Koner's Life of the Greeks and Romans," "Smith's Dictionary of Antiquities," "The Encyclopædia Britannica," etc., etc.

The object of this method of study is, of course, to aid the imagination of pupils, and to make real to them whatever they read and study about. Thus, for example, they are shown a picture of the Forum as it is to-day, perhaps also a picture of it as it appeared in the last century, when the Piranesi represented it, before the excavations of later years had been made; and a picture of the Forum as it was in the times of Cicero, reconstructed according to the directions of competent scholars, as given in the work of Falke and elsewhere. So, too, views are given of the remains of the Parthenon and a representation of this vast pile of buildings as it appeared in the days of its glory.

Pictures are shown, too, of the dress and houses and domestic utensils of the Greeks and Romans.

The scholars are required to write out an account of different objects which they see pictorially represented. The teacher who is conducting this exercise also has her scholars review history by topics, and sends them to the library, where the proper books are given them for pursuing their investigations.

Every member of her class is engaged to-day in preparing an elaborate essay descriptive of some class of objects, — Basilicas, the Catacombs, Baths, Theatres, and Amphitheatres, the dress of the Greeks and Romans, or of Greek and Roman educational facilities, or concerning Greek heroes.

Work similar to that done by Mr. Metcalf and other teachers in schools in Boston is done in the High School in Worcester; but, while the Public Library in Boston supplies the books needed, the pupils themselves are required with us to furnish the volumes studied.

It is intended to give the pupils as good a knowledge of Bryant, Irving, Longfellow, and Hawthorne, as can be obtained in a course extending over two years, every scholar in the

High School being engaged for six months in studying each one of these authors.

Much work has to be done at the library, in connection with this study of American literature. Allusions have to be looked up, for example. An interest developed in the Alhambra of Irving leads to the desire of seeing such representations of the remains of Moorish architecture, and particularly such remains of the Alhambra as the library possesses.

The principal of the High School came to me a few months since and stated to me that he was dissatisfied with one feature of the English course of study, and wished to substitute something in the place of book-keeping for a portion of the class. He had received permission from the Superintendent of Schools to talk the matter over with me and arrange some new exercise agreeable to him, if the library could aid him. We considered the matter carefully, and concluded that, as the scholars were studying Greek history, it would be well to give them a taste of Greek literature. We formed this plan: I, having the power to buy duplicates, agreed to furnish six copies of each of the two little volumes in the series of ancient classics for English readers about Homer, namely, one on the Iliad, and one on the Odyssey, and six copies each of good translations of the poems of the Iliad and Odyssey. The members of the class would never have the opportunity of becoming acquainted with Homer in Greek, and as young people enjoy reading his poems when their attention is fixed upon them, the experiment seemed worth trying. The class has gone through the little books, which were intended to give the members a preliminary general knowledge of the story of the poems before attacking the big books which contain Homer's writings themselves, and are now at work on the Iliad and Odyssey themselves. The teacher in charge tells me the plan has proved successful, and that the class is enjoying a very pleasant and profitable exercise.

Bibliography.

It seems unnecessary to give a list of the bibliographical publications of the past year, for their appearance has been duly chronicled in the department "Bibliography," in the *Li-*

brary Journal. It is desirable, however, to notice a few works.

Two valuable publications have been issued from the British Museum, namely, a Hand-list of bibliographies, classified catalogues, and indexes placed in the Reading-room of the British Museum for reference, by G. W. Porter, and The book of British topography; a classified catalogue of the topographical works in the Library of the British Museum, relating to Great Britain and Ireland, by J. P. Anderson.

Two timely lists of books are, The literature of civil-service reform in the United States, by W. E. Foster, published by the Young Men's Political Club, Providence, and a list of works on Political Economy, and Political Science, compiled by W. G. Sumner, David A. Wells, W. E. Foster, R. L. Dugdale, and G. H. Putnam, and issued as Economic Tract No. 2, by the Society for Political Education, New York.

A revised edition has been published of Books and Reading, by Noah Porter, President of Yale College. This is a valuable book for popular use. The present edition is enriched by an appendix, containing a select catalogue of books, prepared by Mr. James M. Hubbard.

This list of Mr. Hubbard is excellent, and cannot fail to prove useful. The works given, however, under the headings "Bible" and "Christ," are utterly inadequate to give a record of the thought and scholarship of the present time.

A book to which particular attention should be called is a manual of historical literature by Prof. Charles K. Adams, published by Harper & Brothers. It comprises brief descriptions of the most important histories in English, French, and German, together with practical suggestions as to methods and courses of historical study, and is a very valuable bibliography. (See notice in *The Nation* of May 4, 1882.)

Gardiner and Mullinger's introduction to the study of English History contains valuable lists of books.

In connection with the Bibliography of the Pre-Columbian discoveries of America, published in the *Library Journal* recently, it is well to call attention to "Notes on the Bibliography of Yucatan and Central America," by Ad.

F. Bandelier, published in the Proceedings of the American Antiquarian Society, at the meeting held at Worcester, October 21, 1880.

Bibliographies of the writings of Dickens and Thackeray; a list of the published writings of Herschel on astronomical subjects, by E. S. Holden, and many other interesting lists of books, pamphlets, and articles have appeared since our last meeting. Particulars regarding them may be found by consulting a recent file of the *Library Journal*. The paper, "Library Aids," which I read at the meeting of this Association in Baltimore last February, has been published as a circular of information by the Bureau of Education in Washington, and is probably in the hands of all librarians.

Lists of good books are appended to many of the articles in the *Encyclopædia Britannica*.

The Birmingham Free Libraries have just issued a preliminary list of Bibliography in the new reference library, Birmingham, 1881-82.

Very valuable bibliographical aid is to be had from the Bulletins of the Boston Public Library and of Harvard University. Twelve numbers have been issued of Bibliographical Contributions prepared in the Library of Harvard University, and edited by Justin Winsor.

Among the latest issues in this series are: 11. Samuel H. Scudder, *The Entomological Libraries of the United States*. 12. *A List of the Publications of Harvard University and its officers, 1870-1880*. 14. William H. Tillinghast, *Notes on the Historical Hydrography of the Handkerchief Shoal in the Bahamas*. 15. J. D. Whitney, *List of American authors in Geology and Paleontology*.

It is announced that No. 17 of this series will be: *A List of the most useful Reference Books*, by Justin Winsor.

Cornell University has begun the publication of "The Library." The first number was issued with the date January, 1882, and contains notes, list of additions, etc. This number has two bibliographical lists, namely: Works relating to architecture, in Cornell University Library, and Petrarch Bibliographies.

Twelve monthly bulletins a year are issued by the Cincinnati Public Library. When gathered into volumes, indexes are provided, namely, a subject-index and an index of authors, anonymous works and collections.

In closing this branch of my subject, I must call attention to an important work ononyms and pseudonyms, the first volume of which bears the imprint of the present year, namely, Halkett, S: and Laing, J: *Dictionary of the anonymous and pseudonymous literature of Great Britain, including the works by foreigners written in, or translated into, the English language*. Vol. I. Edinburgh. £2. 2. (Boston agents, Lockwood, Brooks, & Co. \$10.50.)

For current information in regard to pseudonyms and anonyms, reference is made to this heading of the *Library Journal*.

While finishing this portion of my report the welcome news comes of the publication, by Trübner & Co., of a second edition of their *Catalogue of Dictionaries and Grammars of the principal languages and dialects of the world*.

Miscellaneous.

In conclusion, I will mention the titles of five books recently published, which librarians will at once recognize as sources from which to obtain information very generally sought for.

Who wrote it? An index of the authorship of the more noted works in ancient and modern literature, by William A. Wheeler. Edited by Charles G. Wheeler. Boston: Lee & Shepard, 1881.

Familiar Allusions. A hand-book of miscellaneous information, by William A. Wheeler and Charles G. Wheeler. J. R. Osgood & Co., 1882.

The reader's hand-book of allusions, references, plots, facts, and stories, by Rev. E. Cobham Brewer. J. B. L. & Co.

Words, facts, and phrases. A dictionary of curious, quaint, and out-of-the-way matters, by Eliezer Edwards. J. B. L. & Co., 1881.

Ogilvie, J. *Imperial dictionary of English*. New edition, by C. Annandale. Vols. 1 and 2.

Of this work, which is practically a new work, by Mr. Annandale, and which claims to contain many thousand more words than any other dictionary of our language, the *London Spectator* of November 26, 1881, says: "We have no hesitation in saying that it will prove a most thorough piece of workmanship, and that, among reference-books of its class, it will hold the first place, both as an authority and a source of instruction and entertainment."

A NEW CLASSIFICATION AND NOTATION.

BY J. SCHWARTZ, LIBRARIAN OF THE APPRENTICES' LIBRARY, NEW YORK.

IN 1870 I was requested to examine the various systems of shelf-arrangement then in use, with the view of recommending one for adoption in the New York Apprentices' Library, which had been successively arranged on the numerical and alphabetical plans, and had found both unsatisfactory. None of the schemes examined seemed to be free from objection, and a careful study of them was made, with the idea of combining their best features in one system. It soon became evident to me that all the possible methods of shelf-arrangement might be reduced to three fundamental forms: the Numerical, the Alphabetical, and the Classified. It then occurred to me that if a system could be devised that combined the three forms in one, it would approach nearer perfection than any other, and it is this leading idea that forms the basis of the "Combined system," devised by me in 1871, which has been in successful operation in the Apprentices' Library since that time. A brief account of the plan will be found in the preface to the catalogue of the Apprentices' Library, published in 1874, and a fuller explanation, written at the solicitation of the editor, appeared in the *Library journal*, Vol. 3, No. 1. Without any effort on my part, other than the above, the scheme has attracted considerable attention, and has been adopted, with more or less modification, in at least ten libraries in this country. Indeed, I may say that, either directly or indirectly, it has suggested all the systems of shelf-arrangement, devised since 1871, that have come to my knowledge. Most of these plans have been published in the *Library journal*, and have been taken up for consideration at the annual conventions of the Library Association. In reading the proceedings of these meetings I have been unable to discover any reference to myself as the originator of the method of combining the three fundamental forms of shelf-arrangement, although elsewhere, and in private, most of the authors of these

modified systems have freely acknowledged their indebtedness to me. I make the above explanation not only in justice to myself, but to prevent any possible misconception in the minds of those who are unacquainted with the facts.

The system submitted in the present paper is substantially the same as the one devised by the author in 1871, but contains such improvements and modifications as have suggested themselves in an experience of ten years with the plan in its crude form. The changes introduced are considerable, but do not in any way affect the essential and fundamental principles. In its present dress I believe the system to be worthy of consideration and examination, and, if not accepted in all its details, it may still be of value, as it was in its original form, in suggesting improvements and modifications to others.

The points in the present system that seem to me to require special consideration and explanation, are: A, the classification; B, the author-number; C, the title-number; D, the treatment of duplicates and editions; and, E, the manner of indicating the size. I will consider each of the points in order.

A. The Classification.

There are 23 main departments, of which 20 are devoted to the 8° and smaller sizes, and the remaining three to the 4° and larger sizes. Twenty of these departments are designated by the initials of their names. In the remaining three the class letter designates the size, Q being used for the quartos, F for the usual folios, and X for the Xtraordinary sizes, such as elephant folios and the like, that have to be placed in cases, or specially constructed shelves.

Each of these 23 departments, except class N (novels), is divided into *nine* classes, which are designated by the Arabic figures 1 to 9. They are also arranged alphabetically. In the 22 departments arranged on this plan there are

(22 × 10) 220 classes, including the 22 general classes.

A final division of these 220 classes is made by dividing each into four sub-classes, designated in the tables by the letters *a, b, c, d*. These letters are only for reference, and are not actually used in applying the scheme. How one division is distinguished from another will appear when we come to the explanation of the author-number.

I call the classification mnemonic because it is alphabetical and self-explanatory. The order of the alphabet is peculiarly adapted for mnemonic purposes, as it is universally known and understood. I could easily have thrown the tables into a logical form, but I have carefully refrained from so doing, as I am sure that, like its innumerable predecessors, it would have been satisfactory to no one but its maker. There are many libraries arranged in logical order; but no two of them are arranged alike, and the only thing that the classifiers from Aristotle to Messrs. Cutter and Perkins are agreed upon is—to disagree. There must be something radically wrong in a method that results in discord. As the basis of each new logical scheme depends upon some preconceived metaphysical idea in the mind of the classifier, I would call it the *Subjective* method, and would substitute for it an alphabetical or *Objective* method, in which the order of the classes is conditioned by something outside of the mind of the classifier, that is to say, by the *names* of the subjects themselves. Assuming that an alphabetical arrangement of classes is desirable, there would probably be very little difference of opinion as to the order and nomenclature here chosen, as I have endeavored, as far as possible, to select the names most generally associated with their respective subjects. Still, in this respect, the scheme is, to a great extent, only tentative, and is open to improvement. If space permitted, much additional argument might be advanced in favor of the proposed arrangement, but I will content myself, at present, with one that seems to me to have considerable weight. If the Alphabetico-classed method of classification, as exemplified in the catalogues of the Harvard, Congress, Brooklyn,

and Apprentices' libraries, is the best way of harmonizing the rival claims of the Systematic and Dictionary catalogues, it is not clear why the same method should not work just as well on the shelves. Precisely the same arguments will apply in the one case as in the other.

In laying out the details of the classification the law of proportion has been strictly observed. If we divide human knowledge into the three well-defined groups, HISTORY, LITERATURE, and SCIENCE, it will be found that each has just seven departments in the present scheme. The same law is observed in the minor divisions, as far as practicable, so that although there are only 887 heads, every important subject about which books are written, or that is likely to be sufficiently represented in a library, is provided with a separate rubric. In some of the later schemes very little attention is paid to this law. We find, for instance, minute subdivisions of Philosophy, Photography, and Engraving, the three classes embracing 120 out of 1,000 classes, or 8½ per cent. of the whole; whereas Geography and Travels, which in most libraries have ten times as many works as all three combined, have no more sections than Photography! On the other hand, Fiction, which is the most largely represented class, in circulating libraries at least, is relegated to an obscure corner of Literature. The natural consequence of this unphilosophical proceeding is a multiplication of numbers where economy is most desirable, and the evil is sought to be overcome by either omitting the class symbols altogether, or by substituting some arbitrary mark in their place.

B. The Author Number.

Having a system of alphabetically arranged classes from A.0 to Z.9, the problem is to unite with them a series of numbers sufficiently large to provide for the probable acquisitions in each class. I have selected 999 as the lowest admissible number. The usual method of numbering the separate works in each class, in the "Movable" system, is to take them in the order of their acquisition and call the first No. 1, the second No. 2, and so on. This is essentially arbitrary, as there is no reason whatever, aside from the mere accident of purchase,

why a book should have one number rather than another. As the subject treated of determines the place of each book in a scheme of classification, it would be more logical and consistent to have the *number* conditioned by something in the book itself. It was this consideration which led me, in 1871, to devise my system of alphabetical notation, which forms one of the essential and peculiar features of my original plan, and which has been adopted with more or less variation in most of the schemes devised since that time. The 999 numbers in our table might be arranged in one series of alphabetical combinations; but in that case only 230 classes could be numbered, and our tables have 880 exclusive of Fiction. If we want to number more than 230 classes, we must divide the 999 numbers into as many series as there are subdivisions in each of the classes A.o to Z.9. I have selected four divisions as sufficient. This gives three series of 300 each and one of 100 numbers. In the numbering table these four series are headed a, b, c, d, and correspond to, and are to be used in numbering, the similarly designated sub-classes in the mnemonic classification. Care has been taken that the series of 100 numbers is always used for the less important classes.

If we take a number of alphabetically arranged works, such as Directories, Cyclopedias, and Catalogues, and average the space occupied by the several letters, we shall find that we can make nine nearly equal divisions with the following letters: No. 1 beginning with A, 2 with B, 3 with D, 4 with G, 5 with I, 6 with M, 7 with O, 8 with S, and 9 with T. This scheme of division is easily remembered, as the vowels A, E, I, O, and U, have the *odd* numbers 1, 3, 5, 7, and 9. It not only forms the basis of the several numbering tables, but has been applied in numbering the classes. It will, therefore, serve as a *mnemonic key* to the whole system, and will enable one to not only give the class number of every important subject, but to make a pretty shrewd guess as to the author number. Thus: British kallography is K. 2; British history, E. 2; Music, D. 6; Chemistry, C. 2; Biblical theology, T. 2; and Engineering, U. 3. In the few cases where this idea could not be

entirely carried out, it will be found that there is a variation of only one number.

In applying the key to the first table of 100 numbers, we get 9 divisions of $11\frac{1}{9}$ numbers each; consequently the key letters will be numbered as follows: A. 0; Br. $11\frac{1}{9}$; D. $22\frac{2}{9}$; G. $33\frac{3}{9}$; I. $44\frac{4}{9}$; M. $55\frac{5}{9}$; O. $66\frac{6}{9}$; S. $77\frac{7}{9}$; T. $88\frac{8}{9}$; and the letters will be found so numbered in the table, the fractions being of course suppressed. In table *b*, of 300 numbers, the key letters are numbered A. 100; Br. ($11\frac{1}{9} \times 3 + 100$) 133; D. 166; G. 200; I. 233; M. 266; O. 300; S. 333; T. 366. In table *c* these numbers are increased by 300 each, and in table *d* by 600 numbers each.

C. Title-Numbers.

Where a class contains several works by the same author, it is necessary to add a character of some kind to distinguish one individual work from another. I have chosen, as the simplest and most expressive, the 9 Arabic figures, and the 26 letters of the alphabet. As an author number may also be used alone, we have ($9 + 26 + 1$) 36 possible variations for each alphabetical combination. The separate works of an author can be arranged either alphabetically, or in the order of their acquisition. An alphabetical arrangement is more convenient and useful in Fiction, Biography, and Literature, but may be applied to other classes, if thought desirable, although it is of very little account outside of the classes just named. To secure an alphabetical arrangement the title-numbers should be used as follows:—

In the case of popular authors of fiction, biographies of celebrated characters, such as Napoleon, Washington, etc., and in voluminous and noted authors in other classes, the whole 26 letters can be utilized, the 9 Arabic figures being reserved for less important authors, the initial of the title (where letters are selected as title-numbers), and the figures corresponding to the key-letters (where the 9 figures are selected), being used to maintain the sub-alphabetical arrangement of the individual books. Where the exact initial or figure is already occupied the next vacant one can be taken.

The foregoing method of applying the title-numbers, if carried out in all the classes, would

give a uniform average of two authors for each number. But 26 title-numbers is much too large for one author, except in Fiction and the other cases enumerated, and it will be found that 9 title-numbers are quite sufficient for most authors. Our 36 title-numbers will, therefore, generally enable us to number, alphabetically, four authors with each combination. By writing the figures and letters under the 9 key letters, we shall have four series, beginning with figure 1, and letters a, j, and r. If more than four authors in the same combination are to be provided with numbers, any of the unoccupied title-figures or numbers can be used for the purpose.

As our 36 title-numbers are not intended to be used exclusively for one author, but may accommodate two, four, or more, and as 36 is about the maximum number of works for a shelf, it would be better, perhaps, to call each of our alphabetical combinations an *ideal shelf*. When all the title-numbers of a combination are used the *ideal* will correspond with the *real* shelf. Bearing this in mind, there is no difficulty in providing for certain exceptional cases that may arise. There may be, for example, authors who will need more than the 9 or 26 numbers reserved for them in our plan. The remedy is simply to continue the same series of title-numbers in the nearest vacant combination, either preceding or succeeding. As such cases can only arise when the proper *ideal shelf* is filled, the new series will, as a matter of course, be continued on the next shelf, and all the separate works with the same initial or number will be immediately underneath those in the first series. It is, therefore, easy to provide for the most voluminous authors, and keep up the sub-alphabetical arrangement of their works. Taking, for example, an extreme case where an author has written 75 works in the same class, three shelves will accommodate them all, and any separate work can be found with ease, as all the a's and b's, etc., will be found together, only instead of being side by side they will be placed immediately underneath each other.

If the 36 title-numbers and 300 ideal-shelf-numbers should prove insufficient to provide for all the works in a class, the numbering capacity

can be increased to any desirable extent by subdividing the class by means of the 26 letters, added to the department letter. I do not think such division will be found necessary or even desirable, as the number of special heads is large enough for a library of 2,000,000 volumes, and the number of libraries that exceed this is limited. I merely indicate the possibilities of the system to provide for any contingency that may arise. As our 887 classes can be increased to 23,062, and each of these can accommodate 10,800 works, it is difficult to imagine a case where the system would not be able to provide every work with a special and distinct number, and still use no more than seven characters in any case.

In class N, Novels, where the number of individual works of most authors is very large, and where a satisfactory division into classes is hardly feasible, the system has been modified as follows: the series b, c, d, of author-numbers are extended to 3,000 each by allowing ten variations for each combination. The first series of 3,000 is devoted to English, the second to French, Spanish, and Italian, and the third to German and Teutonic fiction. The series of 100 combinations headed "a" is similarly extended to 1,000 numbers, and is divided into four sub-classes, as shown in the tables. In each of the series of 3,000 numbers, each number is uniformly divided among two authors, the title-numbers 1 to 9 being used for the less voluminous authors, and the 26 title-letters being reserved for the more popular writers. Each of our three grand divisions of Novels will, therefore, provide for 6,000 separate authors, and if these should be insufficient they can be increased to 156,000 by adding one letter to the class letter.

Our system of notation consists, then, of six characters only for the largest classes, viz., a department letter, four figures, and a title-number of one character. The ordinary shelf systems, using Arabic figures only, have just as many characters, and it would not be possible to number a library of 100,000 works with less, if restricted to Arabic figures; but our system is capable of marking 8,000,000 works without using more.

As I use 35 characters in my title-numbers,

and as Mr. Dui's new numbering-base consists of the same characters, I think it is proper for me to state that I am not a convert to his system, and that there is nothing in common between our two methods of applying these characters. I use the characters for a specific purpose, as explained in this section, for individual works alone, whereas Mr. Dui's plan is, if I understand it correctly, to use the numbers and letters interchangeably in place of the ordinary decimal system of ten characters. I first used the 35 title characters in precisely the same way as explained in this section, in 1878, whereas Mr. Dui's system was not published until 1879. Without expressing an opinion on the merits of his peculiar manner of using numbers and letters, I would say that I have not found it necessary to avail myself of his method of economizing characters, nor have I found it desirable to amplify them by means of the decimal system as applied in the plan of my friend Mr. Cutter, in which III stands before 2, and 299 before 3. The body of my system of notation consists of Arabic numerals only, used in the usual way, where III is placed after 110, and 299 before 300. I have found the ordinary decimal system of Arabic figures fully adequate to meet all the requirements, and the proof is that I do not need as many characters as any of the schemes devised since 1871. Mr. Dui, for example, requires seven characters to number 1,000 novels, and eight for a collection of 10,000. Mr. Edmands's fiction catalogue has seven in most cases without counting the class letter, which is understood. Mr. Massey generally uses seven, and Mr. Cutter, in a table he sent me, finds that he needs seven and eight characters in 40 per cent. of a class of 3,000 works, although, according to his calculation, his average for a library of 250,000 volumes would not exceed six or seven characters. In all these cases duplicates are excluded. While the number of characters would probably remain the same as at present if the libraries represented were twice or three times as large, the fact remains, that the largest number of characters are used in the most popular classes, such as Fiction and Biography.

To show the capacity of my system, it is

only necessary to consider that each *ideal shelf* admits of 36 works. A class with 300 ideal shelves has, therefore, room for 10,800 works, and a department for $(10,000 \times 36)$ 360,000. The whole scheme of 24 departments consequently provides for (360×23) 8,280,000 works, or 16,560,000 volumes, if we may assume that each work will average two volumes. Allowing 90 per cent. for waste, we shall still have room for nearly 2,000,000 volumes, without counting duplicates, or, in other words, for more books than are now in any library in the world.

D. Duplicates and Editions.

Duplicates, that is, other copies of the same work, should have a letter in addition to the title-numbers. Another edition of a work, that merely differs in form, should be treated as a duplicate; but, if it contains additions or changes in the matter, it should receive a separate title-number. As a rule, it will be found that editions in fiction must be treated as duplicates, and, in other classes, as separate works. As there may be several copies of editions treated as duplicates, and as it is desirable to keep them together, the first edition should be numbered *a*, the second *i*, the third *o*, and the fourth *u*. This allows eight copies of *a*, and six each of *i*, *o*, *u*. Should there be more than four editions to be treated as duplicates, the letters *e*, *l*, *r*, and *x* could be used for numbering the first copy of each. This would provide for six editions with three copies, and two with four copies each. Assuming that four editions of David Copperfield are in a library, they would be designated as follows: N.1722.*d* would be the first copy purchased; N.1722.*da*, an edition in two volumes, of which N.1722.*db*, N.1722.*dc*, and N.1722.*dd* would be other copies; N.1722.*di* would be an edition printed in Boston, and N.1722.*do* and N.1722.*du*, editions printed in Philadelphia and Chicago, of which N.1722.*dp* and N.1722.*dv* were other copies.

E. Size.

In my original plan I distinguished one size from another by using a different series of numbers for each of the four sizes, 12^o, 8^o, 4^o, and

folio. For example, a work in 12°, by Smith, would be numbered 412; in 8°, 747; in 4°, 883; and, in folio, 983. It is better, however, to use the same number, or the same number increased by a uniform addition, for the same combination in every class, and to distinguish the unusual sizes by class letters, as I have done in the present plan. The 12° and 8° sizes, which I formerly arranged in two alphabetical series, I have thought it best to combine in

one, not only to facilitate reference, but because the difference between the ordinary 12° and 8° is too trifling to serve any practical purpose by the separation of these two sizes.

To make the foregoing explanations more intelligible, I have added a number of examples, showing the application of the system in various classes. They immediately follow the author tables.

I. — MNEMONIC CLASSIFICATION: HISTORY.

Class A. — American History and Travels.

Sub-Class No.	Sub-Classes.	Division A.	Division B.	Division C.	Division D.
0	General works	Antiquities	History	Voyages and travels	Geography.
1	British and North America	Alaska	British Amer. history	British Amer. travels	Canada.
2	Discovery and colonization	General	Pre-Columbian discovery	Columbus and others	Colonial history.
3	{ English wars	Braddock, etc.	Amer. hist. of Revolution	Brit. hist. of Revolution	War of 1812.
4	{ General hist. and travels	Antiquities	History	Travels	Geography.
5	{ Indians	General works	History	Travels	Manners and customs.
6	{ War with Mexico, incl. Cen- tral America and W. I. ..	War with U. S.	General works on Mexico	Central America	West Indies.
7	{ Rebellion	Companies and regi- ments	Northern histories	Southern histories	Political history.
8	{ Separate states	Cities	New England and Middle. North and East	Southern	Western and territories.
9	{ South America	General	North and East	South	West.

Class B. — Biography.

0	General works	General and miscell.	Historical	Literary	Scientific and philosophical.
1	American	Collective	Historical	Literary	Scientific and philosophical.
2	British	Collective	Historical	Literary	Scientific and philosophical.
3	French	Collective	Historical	Literary	Scientific and philosophical.
4	German and Teutonic	Collective	Historical	Literary	Scientific and philosophical.
5	Italian	Collective	Historical	Literary	Scientific and philosophical.
6	Latin and Greek	Collective	Historical	Literary	Scientific and philosophical.
7	Oriental and Slavonic	Collective	Historical	Literary	Scientific and philosophical.
8	Spanish and Portuguese	Collective	Historical	Literary	Scientific and philosophical.
9	Welsh, Scotch, and Irish	Collective	Historical	Literary	Scientific and philosophical.

Class E. — European History and Travels.

0	General.....	General history	Early history	Later history	Geography and travels.
1	British.....	General history	Early history	Later history	Geography and travels.
2	Denmark, Sweden, and Norway ..	Scandinavia in gen'l ..	Denmark	Sweden.....	Norway.
3	France	General history	Early history	Later history	Geography and travels.
4	Germany.....	General history	Early history	Later history	Geography and travels.
5	Italy	Islands	History	Separate states.....	Geography and travels.
6	Netherlands and Switzerland.....	Belgium	History of Holland.....	Travels in Holland	Switzerland.
7	Russia and Slavonic countries.....	Poland	Russian history	Russian travels	Hungary and Bohemia.
8	Spain and Portugal.....	Islands	History	Travels	Portugal.
9	Wales, Scotland, and Ireland	General	Wales	Scotland	Ireland.

Class G. — Geography: General Works.

0	General works .....	.....	.....	.....	.....
1	Arctic and Antarctic regions.....	Hist. of Polar disc.	Arctic regions.....	Antarctic.....	Greenland.
2	Directories	General and miscell.	American	European	Oriental.
3	Encyclopædias and gazetteers	In foreign languages.	Encycloped. and gazetteers	Guide books.....	Coll. of voyages and travels.
4	Geography	Mathematical geog.	History of geog. discovery	General geog's in English..	Gen.geog's in foreign languages.
5	Latin and Greek geography.....	General works.....	Latin authors.....	Greek authors	Modern works.
6	Maps	General	America	Europe	Oriental.
7	Physical geography	General and miscell.	Geognosy	Hydrology	Meteorology.
8	Statistics	General and miscell.	America	Europe	Oriental.
9	Voyages and travels	Art of travel	Circumnavigation	Voyages	Travels.

Class H. — History: General Works.

0	General works	General and miscell.	Encyclopædias.....	Study of history.....	Philosophy of history.
1	Ancient.....	Chronology	History	Manners and customs	Unclassified nations.
2	Chronology	Tables.....	General works.....	Ancient.....	Modern.
3	Ethnology	General and miscell.	Ethnology	Archæology	History of civilization.
4	Greece.....	Chronology	History	Manners and customs	Modern Greece.
5	Inscriptions, numismatics, heraldry and knighthood	Inscriptions	Numismatics	Heraldry and genealogy ..	Knighthood and chivalry.
6	Manners and customs	General works.....	Costume	Social customs.....	Birth, marriage, and death.
7	Rome.....	General histories..	Kings and Republic	Empire	Ancient Italy.
8	Secret societies	General works.....	Freemasons, etc.....	Religious	Political.
9	Universal.....	General and essays	Medieval	Modern.....	Universal.

I.— MNEMONIC CLASSIFICATION: HISTORY: HISTORY. — Continued.

Class O. — Oriental History and Travels.

Sub-Class No.	Sub-Classes.	Division A.	Division B.	Division C.	Division D.
0	General works	General and miscell.	History	Travels	Geography.
1	Africa	General	East and Central	South	West.
2	China and Japan	Thibet	History of China	Travels in China	Japan.
3	Egypt, Nubia and Abyssinia, and Northern Africa	Abyssinia and Nubia	Ancient Egypt	Modern Egypt	Morocco, Algiers, etc.
4	Holy Land and Syria	Modern Jews	History of the Jews	Travels in the Holy Land ..	Syria.
5	India and Indo-China	Ceylon and islands	Indian history	Indian travels	Indo-China.
6	Oceania	General and miscell.	Malaysia	Australasia	Isolated islands.
7	Persia, Afghanistan, etc.	Afghanistan	Persian history	Persian travels	Assyria; Babylonia, etc.
8	Siberia and Tartary	Kamtschatka and islands	Siberia	Tartary	Mongolia and Mantchuria.
9	Turks and Saracens	Arabia	Turkish history	Travels in Turkey-in-Europe	Travels in Turkey-in-Asia.

Class S. — Sociology.

0	General works .....	.....	.....	.....	.....
1	Benevolent societies	General works	American	European	Oriental.
2	Commerce and finance	Whits and measures	Book-keeping	Commerce	Finance and money.
3	Education	History	General works	Local	Reports.
4	Government	General works	American	European	Oriental.
5	Legislative annals	General works	American	European	Oriental.
6	Military and naval science	General works	Military science	Naval science	Ship-building and navigation.
7	Political economy	General works	Capital and labor	Protection and free trade ..	Trade-unions, strikes, etc.
8	Social science	General works	Slavery	Crime and criminals	Pauperism.
9	Women	General works	Education	Rights	Suffrage.

II.—MNEMONIC CLASSIFICATION: LITERATURE.
Classes F, Q, and X.—Folios, Quartos, and Xtraordinary Sizes.

Sub-Class No.	Sub-Classes.	Division A.	Division B.	Division C.	Division D.
0	General works	Pamphlets	Bibliography	Encyclopædias	Collected works.
1	Annuals and periodicals	Newspapers	Historical	Literary	Scientific.
2	Cosmology	General and miscell.	Astronomy	Physics	Chemistry.
3	Fine arts	General and miscell.	Architecture	Painting	Music.
4	History and geography	General and miscell.	History	Geography	Biography.
5	Language and literature	General and miscell.	Language	Literature	Poetry and drama.
6	Medicine and natural history	General and miscell.	Botany	Zoölogy	Medicine.
7	Political and social sciences	General and miscell.	Law	Politics	Political economy.
8	Theology and philosophy	General and miscell.	Theology	Ethics	Philosophy.
9	Useful arts	General and miscell.	Agriculture	Engineering	Useful arts.
Class K.—Kalligraphy or "Literature."					
0	General works	General works	Drama	Poetry	Essays and miscellany.
1	American	General works	Drama	Poetry	Essays and miscellany.
2	British	Anglo-Saxon	English drama	English poetry	English essays and miscellany.
3	French	Provençal	French drama	French poetry	French essays and miscellany.
4	German and Teutonic	Dutch and Scand- navian	German drama	German poetry	German essays and miscellany.
5	Italian	Wallachian and Romsch	Italian drama	Italian poetry	Italian essays and miscellany.
6	Latin and Greek	Modern Greek	Latin and Greek	Latin authors	Greek authors.
7	Oriental and Slavonic	Oriental	Russian	Polish and other Slavonic	Hungarian and Bohemian.
8	Spanish and Portuguese	Portuguese	Spanish drama	Spanish poetry	Spanish essays and miscellany.
9	Welsh, Scotch, and Irish	General works	Welsh	Scotch	Irish.

II. — MNEMONIC CLASSIFICATION: LITERATURE. — *Continued.*

Class L. — Language.

Sub-Class No.	Sub-Classes.	Division A.	Division B.	Division C.	Division D.
0	General works	General works.	Origin of language	Comparative grammar.	Comparative lexicology.
1	Anglo-Saxon and English.	Anglo-Saxon	English language	English grammar	English lexicology.
2	Composition and rhetoric	General works.	Elocution	Rhetorical collections.	Speeches.
3	French	Provençal.	French language.	French grammar	French lexicology.
4	German and Teutonic.	Dutch and Scand- navian.	German language	German grammar	German lexicology.
5	Italian	Wallachian and Ro- mansch	Italian language	Italian grammar.	Italian lexicology.
6	Latin and Greek	Modern Greek.	Latin and Greek languages	Latin and Greek grammar.	Latin and Greek lexicology.
7	Oriental and Slavonic	Oriental	Russian.	Polish and other Slavonic.	Hungarian and Bohemian.
8	Spanish and Portuguese	Portuguese	Spanish language	Spanish grammar	Spanish lexicology.
9	Writing	General works.	Alphabets	Phonography	Psigraphy.

Class N. — Novels.

Sub-Class No.	Sub-Classes.	Division A.	Division B.	Division C.	Division D.	
0	Classic and Oriental.	General and critical works.	Latin and Greek	Oriental	Slavonic.	
1	Nos. 1,000-1,999 for authors in A-F	} } } } } } } } }	English	French, Spanish, and Italian	German and Teutonic.	
2	" 2,000-2,999 " " " G-N		.....	.....	.....	.....
3	" 3,000-3,999 " " " O-Z		.....	.....	.....	.....
4	" 4,000-4,999 " " " A-F		.....	.....	.....	.....
5	" 5,000-5,999 " " " G-N		.....	.....	.....	.....
6	" 6,000-6,999 " " " O-Z		.....	.....	.....	.....
7	" 7,000-7,999 " " " A-F		.....	.....	.....	.....
8	" 8,000-8,999 " " " G-N		.....	.....	.....	.....
9	" 9,000-9,999 " " " O-Z		.....	.....	.....	.....

Class P. — Periodicals.

0	General works	General works.....	History.....	General and unclassified periodicals	In dexes.
1	Annals and newspapers	General and miscell.	Annals	Weeklies	Dailies.
2	Cosmological	General and miscell.	Physics	Geology and chemistry	Astronomy.
3	Fine arts	General and miscell.	Music	Painting, etc.	Architecture.
4	History and geography	General and miscell.	History.....	Geography	Statistics.
5	Language and literature	General and miscell.	Philological	Literary	Poetry and drama.
6	Medicine and natural history	General and miscell.	Botany	Zoology	Medicine.
7	Political and social sciences	General and miscell.	Law	Politics	Political economy.
8	Theology and philosophy	General and miscell.	Theology.....	Ethics	Philosophy.
9	Useful arts	General and miscell.	Agriculture.....	Engineering.....	Useful arts.

Class R. — Reference and Rare Books.

0	General works	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
1	Annals and periodicals	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
2	Cosmology	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
3	Fine arts	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
4	History and geography	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
5	Language and literature	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
6	Medicine and natural history	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
7	Political and social sciences	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
8	Theology and philosophy	Xtraordinary sizes..	Octavos	Quartos.....	Folios.
9	Useful arts	Xtraordinary sizes..	Octavos	Quartos.....	Folios.

Class W. — Works (Collected.)

0	General works	General	Rare and curious books	Block books & early printed	Manuscripts.
1	Bibliography	General and miscell.	Catalogues	Library catalogues.....	Library economy and reports.
2	Cosmological pamphlets	General and miscell.	Physics	Useful arts	Fine arts.
3	Encyclopedias	In foreign languages	Alphabetical	Systematic	Encyclopediana.
4	Historical pamphlets	General and miscell.	History.....	Geography	Biography.
5	Literary pamphlets	General and miscell.	Language.....	Literature	Poetry and drama.
6	Medical and zoological pamphlets	General and miscell.	Botany	Zoology	Medicine.
7	Political and legal pamphlets	General and miscell.	Law	Politics	Political economy.
8	Theolog. and philosoph. pamphlets	General and miscell.	Theology.....	Ethics	Philosophy.
9	Works (collected)	General and miscell.	Collections ("Libraries")	Single authors in English	Single authors in foreign languages.

III.—MNEMONIC CLASSIFICATION: SCIENCE.

Class C.—Cosmology.

Sub-Class No.	Sub-Classes.	Division A.	Division B.	Division C.	Division D.
0	General works	History.....	General works on science .	Encyclo. and dictionaries...	Philosophy of sciencé.
1	Astronomy	History.....	General works	Solar and lunar	Stellar and planetary.
2	Chemistry	Spectrum analysis..	General works	Inorganic	Organic.
3	Electricity	General works.....	Electricity.....	Magnetism	Galvanism.
4	Geology.....	Collec. and museums	General works.....	Local	Special.
5	Mathematics	General works.....	Arithmetic	Algebra.....	Geometry.
6	Mineralogy.....	Collec. and museums	General works.....	Local	Special.
7	Optics and general physics	General works.....	Light and optics	Heat	Acoustics.
8	Paleontology	Collec. and museums	General works.....	Local	Special.
9	Statics and dynamics.....	General works.....	Solids	Fluids	Gases and air.

Class D.—Decorative and Fine Arts.

0	General works	Museums, etc.....	General works.....	Esthetics	Philosophy of art.
1	Architecture	Warming and ven-tilation	General works.....	Styles	Carpentry and building.
2	Drawing	General works.....	Free hand	Mechanical.....	Perspective.
3	Engraving.....	Lithography	Engraving	Photography	Books of prints.
4	Games	History and criticism	General works.....	In-door	Out-door.
5	Keramics.....	Collec. and museums	General works.....	Local	Special.
6	Music.....	History.....	General works.....	Instrumental	Vocal.
7	Painting	Collec. and galleries	General works.....	Schools	Special.
8	Sculpture.....	Collec. and galleries	General works.....	Schools	Special.
9	Writing and ornament	Penmanship.....	Illumination and lettering .	Decorative art and design..	Anc't and mediæval design.

Class J. — Jurisprudence.

0	General works	History.....	General works.....	Encyclopedias.....	Philosophy of law.
1	Ancient, feudal and civil law	Oriental law.....	Ancient.....	Feudal.....	Civil.
2	Criminal	General works.....	American	European	Oriental.
3	Ecclesiastical	General works.....	American	European	Oriental.
4	Evidence, equity and forms	Parliamentary law	Evidence	Equity	Forms.
5	International	General works.....	American	European	Oriental.
6	Mercantile	General works.....	American	European	Oriental.
7	Property and real estate	General works.....	American	European	Oriental.
8	Statute and common	General works.....	American	European	Oriental.
9	Trials	General works.....	American	European	Oriental.

Class M. — Medical Science.

0	General works	History.....	General works.....	Encyclopedias.....	Philosophy of medicine.
1	Anatomy and physiology	General works.....	Bones	Muscles and nerves	Viscera and vessels.
2	Disease and pathology	General works.....	Special diseases.....	Mental disorders	Special systems.
3	Forensic medicine	General works.....	American	European	Oriental.
4	Health and hygiene	General works.....	Dietics.....	Stimulants and narcotics	Alcohol and temperance.
5	Institutions	General works.....	American	European	Oriental.
6	Materia medica	Medical chemistry.....	Materia medica	Pharmacy	Toxicology.
7	Public health	General works.....	American	European	Oriental.
8	Surgery	General works.....	Vulnar surgery.....	Normal surgery	Topical surgery.
9	Woman and sexual science	General works.....	Diseases of males	Diseases of females.....	Obstetrics.

Class T. — Theology and Philosophy.

0	General works	General works.....	Encyclopaedias.....	Patristic theology	Modern collected theology.
1	Biblical	Apocrypha.....	General works.....	Old Testament.....	New Testament.
2	Doctrinal.....	History.....	Doctrinal	Evidence and nat. theology	Scepticism and infidelity.
3	Ethics	History.....	General and theoretical	Practical	Etiquette.
4	Historical	General histories.....	America	Europe	Oriental.
5	Logic and metaphysics	History of philosophy	Logic	Metaphysics.....	Psychology.
6	Mythology	Comparative mythol.	Judaism and Mohammedanism	American and European	Oriental religions.
7	Practical and devotional	Ecclesiastical polity	Devotional works	Sermons	Ritual.
8	Sectarian	General works.....	Catholics	Protestant sects.....	Special and peculiar.
9	Witchcraft and occult science	General works.....	Astrology and alchemy	Mesmerism.....	Witchcraft and spiritualism.

III. — MNEMONIC CLASSIFICATION: SCIENCE. — Concluded.

Class U. — Useful Arts.

Sub-Class No.	Sub-Classes.	Division A.	Division B.	Division C.	Division D.
0	General works	General works	Encyclopedias	History of inventions	Exhibitions of industry.
1	Agriculture	General works	Agriculture	Horticulture	Animaliculture.
2	Chemical technology	General works	Distilling and brewing	Dyeing and tanning	Soap and perfumery.
3	Engineering	General works	Civil engineering	Machinery	Mining.
4	Household science	General works	Cookery	Dress and needlework	Household art and taste.
5	Leather and rubber goods	General works	Saddlery	Shoes and boots	Rubber goods.
6	Metal and mineral manufactures	General works	Assaying	Metallurgy	Jewelry and instruments.
7	Printing and telegraphy	Phonograph and telephone	Printing	Bookbinding	Telegraphy.
8	Textile fabrics	General works	Cotton	Wool	Silk.
9	Wood manufactures	General works	Cabinet-work	Carriages	Other.

Class Z. — Zoölogy.

0	General works	Collec. and museums	General	Local	Special.
1	Botany	Collec. and museums	General	Local	Special.
2	Darwinism and biology	Biology	Darwinism and evolution	Animal psychology	Microscopy.
3	Fishes	Collec. and museums	General	Local	Special.
4	Herpetology	Collec. and museums	General	Local	Special.
5	Insects	Collec. and museums	General	Local	Special.
6	Mammalia	Collec. and museums	General	Local	Special.
7	Ornithology	Collec. and museums	General	Local	Special.
8	Shell fish	Collec. and museums	General	Local	Special.
9	Zoölogy	Collec. and museums	General	Local	Special.

IV.—ALPHABETICAL TABLE OF AUTHOR NUMBERS.

Alphabet Combination.	Division A.	Division B.	Division C.	Division D.	Alphabet Combination.	Division A.	Division B.	Division C.	Division D.	Alphabet Combination.	Division A.	Division B.	Division C.	Division D.
Aa	0	100	400	700	Chal	.....	150	450	750	Gaa	33	200	500	800
Ac	.....	101	401	701	Che	17	151	451	751	Gal	.....	201	501	801
Ad	.....	102	402	702	Chr	.....	152	452	752	Gar	.....	202	502	802
Ai	1	103	403	703	Ci	.....	153	453	753	Ge	34	203	503	803
Al	.....	104	404	704	Cla	18	154	454	754	Gia	.....	204	504	804
Am	.....	105	405	705	Cle	.....	155	455	755	Gil	.....	205	505	805
An	2	106	406	706	Cli	.....	156	456	756	Gl	35	206	506	806
Ap	.....	107	407	707	Col	19	157	457	757	Goa	.....	207	507	807
Ar	.....	108	408	708	Coa	.....	158	458	758	Gol	.....	208	508	808
As	3	109	409	709	Con	.....	159	459	759	Gor	36	209	509	809
At	.....	110	410	710	Coo	20	160	460	760	Gra	.....	210	510	810
Au	.....	111	411	711	Cou	.....	161	461	761	Gre	.....	211	511	811
Baa	4	112	412	712	Cr	.....	162	462	762	Gri	37	212	512	812
Bai	.....	113	413	713	Cua	21	163	463	763	Gua	.....	213	513	813
Bal	.....	114	414	714	Cun	.....	164	464	764	Gun	.....	214	514	814
Bara	5	115	415	715	Cy	.....	165	465	765	Haa	38	215	515	815
Barn	.....	116	416	716	Daa	22	166	466	766	Hal	.....	216	516	816
Bat	.....	117	417	717	Dal	.....	167	467	767	Han	.....	217	517	817
Bea	6	118	418	718	Dar	.....	168	468	768	Har	39	218	518	818
Bec	.....	119	419	719	Dea	23	169	469	769	Haw	.....	219	519	819
Bel	.....	120	420	720	Del	.....	170	470	770	Hay	.....	220	520	820
Ben	7	121	421	721	Der	.....	171	471	771	Hea	40	221	521	821
Ber	.....	122	422	722	Dia	24	172	472	772	Hel	.....	222	522	822
Bet	.....	123	423	723	Din	.....	173	473	773	Her	.....	223	523	823
Bia	8	124	424	724	Do	.....	174	474	774	Hia	41	224	524	824
Bin	.....	125	425	725	Dr	25	175	475	775	Hil	.....	225	525	825
Bla	.....	126	426	726	Du	.....	176	476	776	Hir	.....	226	526	826
Blo	9	127	427	727	Dw	.....	177	477	777	Hoa	42	227	527	827
Boa	.....	128	428	728	Ea	26	178	478	778	Hol	.....	228	528	828
Bol	.....	129	429	729	Ec	.....	179	479	779	Hor	.....	229	529	829
Bon	10	130	430	730	El	.....	180	480	780	Hua	43	230	530	830
Bor	.....	131	431	731	Em	27	181	481	781	Hul	.....	231	531	831
Bou	.....	132	432	732	Er	.....	182	482	782	Hur	.....	232	532	832
Bra	11	133	433	733	Ev	.....	183	483	783	Ia	44	233	533	833
Bre	.....	134	434	734	Faa	28	184	484	784	Il	.....	234	534	834
Bro	.....	135	435	735	Fal	.....	185	485	785	Ir	.....	235	535	835
Brow	12	136	436	736	Far	.....	186	486	786	Jaa	45	236	536	836
Bua	.....	137	437	737	Fea	29	187	487	787	Jan	.....	237	537	837
Bun	.....	138	438	738	Fel	.....	188	488	788	Jea	.....	238	538	838
Bur	13	139	439	739	Fer	.....	189	489	789	Jen	46	239	539	839
But	.....	140	440	740	Fia	30	190	490	790	Jo	.....	240	540	840
By	.....	141	441	741	Fin	.....	191	491	791	Ju	.....	241	541	841
Caa	14	142	442	742	Fis	.....	192	492	792	Kaa	47	242	542	842
Cam	.....	143	443	743	Fl	31	193	493	793	Kea	.....	243	543	843
Car	.....	144	444	744	Foa	.....	194	494	794	Kia	.....	244	544	844
Carl	15	145	445	745	Fon	.....	195	495	795	Kla	48	245	545	845
Cas	.....	146	446	746	Fra	32	196	496	796	Kn.Ko	.....	246	546	846
Cat	.....	147	447	747	Fro	.....	197	497	797	Kr.Ku	.....	247	547	847
Cea	16	148	448	748	Fua	.....	198	498	798	Laa	49	248	548	848
Cha	.....	149	449	749	Fun	.....	199	499	799	Lal	.....	249	549	849

IV.—ALPHABETICAL TABLE OF AUTHOR NUMBERS.—*Concluded.*

Alphabet Combination.	Division A.	Division B.	Division C.	Division D.	Alphabet Combination.	Division A.	Division B.	Division C.	Division D.	Alphabet Combination.	Division A.	Division B.	Division C.	Division D.
Lan ..	.....	250	550	850	Oa ...	66	300	600	900	Sim...	.....	350	650	950
Lar ..	50	251	551	851	Ol.....	.....	301	601	901	Sla ...	83	351	651	951
Lea... ..	.....	252	552	852	Or ...	.....	302	602	902	Sm.....	.....	352	652	952
Lec... ..	.....	253	553	853	Paa ...	67	303	603	903	Sn.....	.....	353	653	953
Lel... ..	51	254	554	854	Pal ...	.....	304	604	904	Soa ..	84	354	654	954
Ler ... ..	.....	255	555	855	Par ...	.....	305	605	905	Sol ...	.....	355	655	955
Let ... ..	.....	256	556	856	Pea... ..	68	306	606	906	Sor ...	.....	356	656	956
Lia	52	257	557	857	Pel ...	.....	307	607	907	Spa... ..	85	357	657	957
Lin ... ..	.....	258	558	858	Per ...	.....	308	608	908	Spi ...	.....	358	658	958
Lit ... ..	.....	259	559	859	Pf.....	69	309	609	909	Spr ...	.....	359	659	959
Loa ..	53	260	560	860	Pha... ..	.....	310	610	910	Sta ...	86	360	660	960
Lon ... ..	.....	261	561	861	Phi ...	.....	311	611	911	Sto ...	.....	361	661	961
Lor ... ..	.....	262	562	862	Pia ...	70	312	612	912	Stra ...	.....	362	662	962
Lou ..	54	263	563	863	Pin ...	.....	313	613	913	Stu ...	87	363	663	963
Lu ... ..	.....	264	564	864	Pl.....	.....	314	614	914	Sua ...	.....	364	664	964
Ly ... ..	.....	265	565	865	Poa... ..	71	315	615	915	Sun ...	.....	365	665	965
Maa	55	266	566	866	Pon... ..	.....	316	616	916	Taa ..	88	366	666	966
McG ... ..	.....	267	567	867	Pro ...	.....	317	617	917	Tal ...	.....	367	667	967
McO ... ..	.....	268	568	868	Pr ...	72	318	618	918	Tar ...	.....	368	668	968
Mad ..	56	269	569	869	Pu.....	.....	319	619	919	Te....	89	369	669	969
Mal ... ..	.....	270	570	870	Q.....	.....	320	620	920	Tha... ..	.....	370	670	970
Mar ... ..	.....	271	571	871	Raa ...	73	321	621	921	Tho... ..	.....	371	671	971
Mas ..	57	272	572	872	Ral ...	.....	322	622	922	Tia ...	90	372	672	972
Mat... ..	.....	273	573	873	Rar ...	.....	323	623	923	Toa... ..	.....	373	673	973
Mau ... ..	.....	274	574	874	Rea ...	74	324	624	924	Ton... ..	.....	374	674	974
Mea ..	58	275	575	875	Rel ...	.....	325	625	925	Tr....	91	375	675	975
Mem ... ..	.....	276	576	876	Rer ...	.....	326	626	926	Tu... ..	.....	376	676	976
Mer... ..	.....	277	577	877	Rh ...	75	327	627	927	Tw ...	.....	377	677	977
Met ..	59	278	578	878	Ria ...	.....	328	628	928	Ua ...	92	378	678	978
Mia ... ..	.....	279	579	879	Roa ...	.....	329	629	929	Ul.....	.....	379	679	979
Mil ... ..	.....	280	580	880	Rol ..	76	330	630	930	Ur.....	.....	380	680	980
Min... ..	60	281	581	881	Ror... ..	.....	331	631	931	Va ...	93	381	681	981
Mir ... ..	.....	282	582	882	Ru ...	.....	332	632	932	Ve.....	.....	382	682	982
Mit ... ..	.....	283	583	883	Saa... ..	77	333	633	933	Vo ...	.....	383	683	983
Moa ..	61	284	584	884	Sal ...	.....	334	634	934	Waa ..	94	384	684	984
Mol ... ..	.....	285	585	885	San ...	.....	335	635	935	Wal ...	.....	385	685	985
Moo ... ..	.....	286	586	886	Sau ..	78	336	636	936	War ...	.....	386	686	986
Mor ..	62	287	587	887	Sca ...	.....	337	637	937	Wea ..	95	387	687	987
Mot... ..	.....	288	588	888	Scha ...	.....	338	638	938	Wen ...	.....	388	688	988
Mua ... ..	.....	289	589	889	Schl ...	79	339	639	939	Wh ...	.....	389	689	989
Mul ..	63	290	590	890	Schr ...	.....	340	640	940	Wia ..	96	390	690	990
Mur ... ..	.....	291	591	891	Schu ...	.....	341	641	941	Wil ...	.....	391	691	991
My ... ..	.....	292	592	892	Sci ...	80	342	642	942	Wir ...	.....	392	692	992
Naa... ..	64	293	593	893	Scr ...	.....	343	643	943	Woa ..	97	393	693	993
Nan... ..	.....	294	594	894	Sea ...	.....	344	644	944	Wol ...	.....	394	694	994
Ne ... ..	.....	295	595	895	Sel ...	81	345	645	945	Wor ...	.....	395	695	995
Ni	65	296	596	896	Ser ...	.....	346	646	946	Wr ...	98	396	696	996
Noa ... ..	.....	297	597	897	Sh.....	.....	347	647	947	Wu ...	.....	397	697	997
Non ... ..	.....	298	598	898	Sia ...	82	348	648	948	Y ...	99	398	698	998
Nu...	299	599	899	Sil...	349	649	949	Z	399	699	999

V.—APPLICATION OF THE SYSTEM: HISTORY.

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Goethe, F. W. von. By himself.....B.4507.f
 — By AustinB.4507.a
 — By CarusB.4507.b
 — By Eckermann.....B.4507.c
 — By LewesB.4507.e
 — By GrimmB.4507.d
Goldsmith, Oliver. By Black.....B.2508.j
 — By ForsterB.2508.l
 — By IrvingB.2508.n
 — By MacaulayB.2508.o
 — By PriorB.2508.p
Jackson, Andrew. By Cobbett.....B.1236.c
 — By DusenberyB.1236.d
 — By EatonB.1236.e
 — By FrostB.1236.f
 — By Goodwin.....B.1236.g
 — By HeadleyB.1236.h
 — By HillyardB.1236.i
 — By JenkinsB.1236.j
 — By PartonB.1236.l
 — By WaldoB.1236.v
 — By WalkerB.1236.w
 — By Walsh.....B.1236.x
Luther, Martin. By himselfB.4864.l
 — By AudinB.4864.a
 — By BowenB.4864.b
 — By GelzerB.4864.g
 — By KoeningB.4864.r
 — By Pfizer.....B.4864.p
 — By ScottB.4864.s

Napoleon. By AbbottB.3294.a
 — By AbellB.3295.a
 — By AntommarchiB.3293.a
 — By Bailleul.....B.3294.b
 — By Bausset.....B.3295.c
 — By Bertrand.....B.3295.d
 — By BéginB.3293.b
 — By Bourrienne.....B.3293.c
 — By BusseyB.3293.d
 — By Chambure.....B.3294.c
 — By DorisB.3294.d
Paine, Thos. By Blanchard.....B.1603.1
 — By Cheetham.....B.1603.2
 — By GiffordB.1603.4
 — By OldysB.1603.6
 — By Rickman.....B.1603.7
 — By SherwinB.1603.8
 — By ValeB.1603.9
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 “ By CapefigueB.3328.b
 “ By Jay.....B.3328.d
 “ By Le ClercB.3328.c
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 “ By Richard.....B.3328.g
 “ By Robson.....B.3328.h
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 By SoutheyB.2988.p
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V.—APPLICATION OF THE SYSTEM: LITERATURE.

Cooper. Afloat and ashore.....N.1605.a
 — BravoN.1605.b
 — ChainbearerN.1605.c
 — CraterN.1606.c
 — DeerslayerN.1605.d
 — HeadsmanN.1605.g
 — HeidenmauerN.1605.h
 — Home as foundN.1605.i
 — Homeward bound.....N.1606.h
 — Jack Tier.....N.1605.l
 — Last of the MohicansN.1605.j
Dumas. Adventures of a marquis.....N.1766.a
 — AmauryN.1765.a
 — Ascanio.....N.1765.b
 — Andrée de Taverny.....N.1767.a
 — Beau TancredN.1766.b
 — Black TulipN.1767.b
 — Captain Paul.....N.1766.c
 — Castle of SoudetN.1765.c
 — ChevalierN.1767.c
 — Chevalier d'Harmental.....N.1768.a
 — ConscriptN.1768.b
 — ConspiratorsN.1768.c
 — Count of Monte Cristo.....N.1768.d
 — Count of Moret.....N.1767.d
 — Countess of Charny.....N.1768.e
 — Diana of MendorN.1766.d
 — Doctor BasiliusN.1765.d

Eliot, George. Adam Bede.....N.1805.1
 — Daniel Deronda.....N.1805.2
 — Felix Holt.....N.1805.3
 — MiddlemarchN.1805.5
 — Mill on the flossN.1805.6
 — RomolaN.1805.7
 — Silas MarnerN.1805.8
 — Scenes of clerical lifeN.1805.9

Novels in English.

Farjeon. At the sign of the silver flagon.N.1865.a
 — Blade o' grass.....N.1865.b
 — Bread and cheese and kisses.....N.1865.c
 — Duchess of Rosemary Lane.....N.1865.d
 — Golden grain.....N.1865.f
 — Grif.....N.1865.g
 — Island pearlN.1865.h
 — Jessie Trim.....N.1865.i
 — Joshua MarvelN.1865.j
 — King of no land.....N.1865.k
 — Love's victory.....N.1865.l
Feuillet. CamorsN.1899.2
 — Led astray.....N.1897.5
 — Marriage in high lifeN.1897.6
 — Romance of a poor young man.....N.1897.7
 — Story of Sibylle.....N.1897.8

V.—APPLICATION OF THE SYSTEM: SCIENCE, etc.

Theology: Bibles.

- Amharic.* Biblia sacra amharice. 1840.. T.1105
Arabic. Holy Bible in the Arabic language.
 1857 T.1108
Bohemian. Biblia sacra: to gest, biblja
 swatá. 1851..... T.1128
Canarese. Bible in the Canarese language.
 1820-38 T.1143
Chinese. Bible in the Chinese language.
 1809-21 T.1151.a
 — Same. Transl. by Morrison. 1812-
 23 T.1151.b
Cingalese. Holy Bible transl. into Sin-
 ghalese. 1846 T.1153
Danish. Bibellen, eller den helige skrift.
 1855 T.1167
Dutch. Bijbel: dat is, de gansche heilige
 schrift. 1857 T.1176
English. Biblia: the bible, that is, the
 holy scripture of the olde and new tes-
 tament. Transl. by Myles Coverdale.
 1835 T.1181.a
 — Same. Transl. from Vulgate. With
 notes by Haydock. 1845 T.1181.b
 — Same. (Geneva version.) 1606 .. T.1181.c
 — Same. Edinb., 1793 T.1181.d
 — Same. Printed by R. Bowyer.
 Lond., 1796..... T.1181.e
 — Same, with apocrypha. Phila., 1798. T.1181.f
 — Same. 4 vols. Phila., 1804 T.1181.g
 — Same. Transl. from Greek by Thomp-
 son. 4 v. Phila., 1808 T.1181.h
 — Same. Self-interpreting bible, with
 notes by Brown. 1815 T.1181.i
 — Same. Stereotype edition. 1818.. T.1181.j
 — Same. N. Y., 1819. 8° T.1181.k
 — Same. N. Y., 1819. 12° T.1181.l
 — Same. N. Y., 1819. 16° T.1181.m
 — Same. With notes by D'Oyley and
 Ment. 1818-20..... T.1181.n
 — Same. Stereotype edition. 1833.. T.1181.o
 — Arranged in chronol. order by Towns-
 end. 1834..... T.1181.p
 — Same. With notes by Boothroyd.
 1836 T.1181.q
 — Same. 3 vols. Lond., 1836. 8°.. T.1181.r
 — Same. With notes by Caunter T.1181.s
 — Same. Oriental bible. With notes
 by Cobbin..... T.1181.t
 — Same. In paragraphs. Lond., 1850.
 8°..... T.1181.u
French. La bible. Londres, 1686-87... T.1196.a
 — Same. Imprimée sur l'édition de
 Paris de l'année. 1805..... T.1196.b
 — Same. Revu sur les originaux par
 Martin. 1855..... T.1196.c
 — Same. Selon la Vulgate. Avec les
 dessins de Doré. 1866..... T.1196.d
Gaelic. Leabhraicheanant-sean tiomuaidh,
 etc. 1807..... T.1200
German. Bibell mit annotaten [von]
 Dietenberger. 1577..... T.1203.a
 — Same. Übersetzt durch Piscator.
 1784 T.1203.b
 — Same. Nach der übersetzung von
 Luther. 1856..... T.1203.c
 — Same. Coln, 1857 T.1203.d
Hawaiian. Palapala hemalele. 1837-38. T.1219
Italian. Sacra bibla tradotta da Diodati.
 1850..... T.1235
Karen. Bible. Transl. by Mason. 1853. T.1242
Latin. Biblia cum summarium apparatus,
 etc. 1519 T.1251.a
 — Same. Vulgato ed. 1555..... T.1251.b
 — Same. Ad vetussissima exemplaria
 castigat a. 1571..... T.1251.c
Malay. Elkitab. 1731-33..... T.1270.a
 — Same. In Arabic characters. Re-
 vised by Hutchings. 1821 T.1270.b
Manx. Yu vible casherick. 1819..... T.1270.j
Portuguese. Biblia sagrada. 1858..... T.1316
Spanish. Biblia en lengua española.
 1824 T.1357.a
 — Same. Traducidos por P. Scio de S.
 Miguel. 1858..... T.1357.b
Swedish. Bibelen: aller den heliga skrift.
 1855 T.1365
Turkish. Bible Transl. by Boboosky.
 1827 T.1376.a
 — Same. Transl. by Goodell..... T.1376.b
Welsh. Bibl cyssegr-lan. 1857..... T.1387

PUBLIC LIBRARIES AND THE PUBLIC.

BY JAS. W. WARD, LIBRARIAN OF THE GROSVENOR LIBRARY, BUFFALO.

[We have not received this paper, but, instead, a note from Mr. Ward, regretting his inability to furnish the manuscript, which, in some unaccountable manner, he says, has got out of his hands, and is, to all appearances, lost beyond recovery. The chief points of the paper he gives from memory, as follows.—ED.]

THOUGH so much is done by library directors and librarians,—so much money expended, and so much ingenuity exercised, for the comfort, expedition, and convenience of the public,—many library visitors are still dissatisfied with the ingeniously-devised facilities thus afforded them; they are disappointed because they do not find their privileges fully up to their expectations,—expectations founded on a misapprehension of the true nature of the undertaking of a public library, and, therefore, erroneous and misleading. Of this so often encountered misapprehension, there are several degrees, more or less affecting the librarian's peace of mind.

Some look upon a public library in much the same light that a street Arab regards a free lunch. Others, with a juster appreciation of its true character, still expect of it too much: too much of the library, as a source of knowledge, and too much of the librarian,—the oftenest consulted book in the library. He is expected to know everything, in the library and out of it. This class is impatient of delay, if time is required to look up a question; an answer is expected off-hand. A question arises, to what extent a librarian should read the books that pass through his hands to the library shelves. I am unable to see in what sense it can possibly be true that "the librarian who reads is lost." In my judgment the librarian who did *not* read would be the hopelessly lost man. The extent and thoroughness of his reading is simply a

question of time. Fortunately, the librarian does not read like other men. He reads by glimpses; by a sort of instantaneous photographic process; not by words, but by pages. But whether his process be slow or rapid, some of the time at his disposal must be spent in ascertaining the argument, character, and at least the general drift, of each book he provides for public reading.

Again, there are those who expect of a library that it should be exclusive, partisan, one-sided; whereas a public library is the one place above all others that should be forever out of reach of all sectional or partisan control. It is the place where all light-rays, from whatever source, and of whatever color, are gathered into the pure white focus of truth.

Then there are those "who cannot brook control," and are uneasy and unhappy under necessary restrictions and regulations for good order. Some not unfamiliar illustrations were given of this phase of discontent,—happily not common,—the treatment of which, like that of all other matters and questions that spring from the complex and ill-understood relations that exist between the public library and the public, must be based upon mutual confidence, concession, and compromise.

The paper, on the whole, was of a practical and conservative nature, its strictures being aimed at those whose notions in regard to library privileges are extravagant and unreasonable. It was a plea on behalf of the librarian. "Like the Apostle Paul," said Mr. Ward, "I magnify mine office. I think that in the daily administrations of his functions, the librarian (*if possible*) has every motive of position and reputation to be right, and every opportunity of observation, experience, and professional consultation with his contemporaries, to be right; and I think it will be generally found that he *is* right."

CLASSIFICATION OF THE BOOK ARTS.

BY C. A. CUTTER, LIBRARIAN OF THE BOSTON ATHENÆUM.

CONCERNED as we are, all our lives, with books, living among them and on them, no part of our libraries, one would think, would receive more of our attention than the books about books. And it is a striking testimony to the unselfishness of librarians, and their desire to attend rather to what interests their patrons than to what interests themselves, that they do not appear to have bestowed any special thought upon the classification of the book arts, by which I mean all that relates to the making, the keeping, and the using of books. So far as I know, nobody has thought of putting them together. Literary history is usually made a subdivision of the Belles-lettres; but Bibliography is made a class by itself, entirely separated from literature. Publishing and Bookselling are put with Commerce, but booksellers' catalogs are put in Bibliography. Printing is put with the Mechanic arts, but histories of printing are again put in Bibliography, and so are lists of early-printed books, and the *incunabula* themselves are put in the safe or the closet. Illumination of manuscripts is sometimes put with Bibliography, sometimes among the Fine Arts. Catalogs of manuscripts are put in Bibliography; the manuscripts themselves are treated in various ways; the writing by which they are made, which also is an important step in the preparation of the printed book, is put sometimes with Language, sometimes under a heading Arts of communication, which itself is one of the useful arts; and, if I remember right, I have seen Writing reckoned as a Commercial art. Paper-making, and all the other preparation of the materials for writing, is put in Manufactures. Authorship and Composition or Rhetoric is sometimes put with Language, sometimes with the Belles-lettres. Where Indexing would be put I do not know, because, notwithstanding the strenuous efforts of Mr. Allibone, the apostle of indexing, it did not get a literature of its own till within a few years, and no niche has

been made for it in any of the hitherto published schemes.

Now, I do not deny that these classings were correct, and that my proposal of grouping all the book arts together is highly unsystematic; that to bring into one group several classes having reference to a concrete thing like a book, and intrude this group among classes founded on abstract conceptions, as Philosophy, Religion, History, Sociology, is an incongruity; and to form this group by taking various subdivisions out of the proper classes is a robbery. But, nevertheless, I maintain that there is an overbalancing convenience, both for the memory and for use. I do not claim a very great convenience, but there is enough to override considerations of theoretical propriety. There is a certain number of books which treat of these book-arts altogether, or of several of them together. Moreover, they illustrate one another much more than each of them illustrates the rest of the class into which it is usually put, some of them having been joined to these classes by a very loose connection, so that several, as I have already pointed out, were assigned, by different classers, to different classes.

Printing is of no especial interest to the man who is looking up the Mechanic arts, nor book-selling to the student of Commerce. Rhetoric appears to be classed with Language, simply because language is used in Rhetoric, which is much as if one should put Music in the Mechanic arts because it uses instruments.

Having decided to put the book arts together it became necessary to arrange them.

I will not weary you by describing all the steps which needed to be taken before a satisfactory result was reached. I went thru my books on these subjects to see what classes they called for. I looked over catalogs to see if books which were not yet in the Athenæum could require any additional classes. I studied the subjects to forecast the future, and

provide, if possible, for books that have not been written. Here I must confess to a failure. The future, so far as it is not a repetition of the present, is not provided for in this classing of the book arts.

After a time I found that the subjects could fall into four main divisions:—

Production of books (which we might call Bibliopoetics); Disposition of books (Bibliothetics); Description of books (Bibliographics), the second (Disposition) falling naturally into two subdivisions: Distribution of books and Storing of books.

In detail the arrangement is this: First come, of course, the general works, those which relate to all or several of the book arts, as Porter's "Handy book about books." Then come the book-producing arts, arranged in the order which they actually take in the production of books. First, the genesis of the book in the brain of man,—Authorship, including Rhetoric and the *principles* of Criticism; next, the art by which these thoughts are recorded, Writing, which, of course, includes Palæography, and is followed by catalogs of manuscripts. Here I should put the art of Illumination and Book ornament in general, altho they might equally well go among the Fine arts. Next the art of multiplying the record,—Copying processes and Printing, including the history of Printing and lists of *incunabula*. When the sheets are printed they go to the binder. Book-binding, therefore, comes next. This finishes the Production; Distribution follows.

It is not worth while to make two classes of Publishing and Bookselling; they are often combined in practice, and it would be impossible to separate their literature. Here is a geographical arrangement for publishers', booksellers', and auctioneers' catalogs. It would have been easy to separate auction catalogs, but what good would it have done? It would have been like the ineptitude of having an index of authors and an index of subjects to a book, classification for the sake of classifying, or, as the vexed reader is apt to think, for the sake of making trouble to all concerned. This section forms a very natural transition to the division Book storing, *i.e.*, Libraries. These

are, of course, divided into Private and Public. The first have a preliminary section of works on "Book-buying, book-collecting, bibliomania," which very properly follows auctioneering, and is half-way between the two divisions book distribution and book storing, being, in fact, book distribution viewed from the other side. I place private before public libraries, because they are, in fact, the intermediate stage between the dealer and the public library, the treasures of collectors gravitating to the latter. As long as books are in private hands they may reappear again and again in the market. Only when they have reached the shelves of the public library can they be considered to be in their final resting-place.¹

Having then made our books, distributed them, and permanently placed them, we proceed to describe and enumerate them. In Bibliography, as everywhere else, the general works come first (such works as Brunet and Grässe); they are followed by works describing particular classes of remarkable books, as the condemned or prohibited, the imaginary, the privately printed, the rare, the vellum books, etc. Anonyms and pseudonyms are not out of place next. National bibliography and its near relative, Literary history, succeed, followed by Subject bibliography, and, to sum up and close the whole, works on the Selection of reading.

You will note that there is a double classification running thru x: one of subjects and one of countries. You find catalogs of mss., booksellers' and auction catalogs, public library catalogs, private library catalogs, bibliographies, literary histories, books on the selection of reading, each in a separate place; but it is equally easy to see all that belongs to any one country in these various relations. For instance, E being the mark for English, we have

¹ It did not seem worth while to separate the history of private libraries from the catalogs, for the so-called histories are mostly lists of the books in the library, and, therefore, are partial catalogs; whereas public library reports and histories are of an entirely different nature from their catalogs, and wanted for different purposes, and, usually, at different times; for the latter separation was plainly necessary.

- x4E Catalogs of English manuscripts, and of
MSS. in England.
x8E History of printing in England.
xEE Catalogs of English publishers, book-
sellers, and auctioneers.
xHE Catalogs and history of English private
libraries.
xKE Reports and history of English public
libraries.
xME Catalogs of English public libraries.
xNE Works on English pseudonyms and
anonyms.
xTE English bibliography.
xVE Literary history of England.
xx8E Bibliography of English history.
xxAE Bibliography of English topography.
xYE Selection of books for English readers.

The inquirer has merely to go from division to division, looking at the subdivision E alone, and he will exhaust the capacity of the library in regard to the Book arts of that country, so far as they are not contained in works of more general capacity; and that is as far as any classing can take him.

I have tried to prepare a scheme that could be used in a very small, or in the largest possible, library. As an example take literary history, xv and xw. This, itself only a division, is subdivided by countries (as xve English literary history). So far almost any library will wish to go, and there many libraries will stop, leaving all their books in one alphabetical arrangement. For my own purpose I shall separate from the mass of general works a certain number of sections, showing the history of the drama, of the fiction, of the poetry, etc., of the country, each by itself. I also have special sections for the literary history of certain periods: the early English, the Elizabethan, the Stuart, the Queen Anne, the Georgian, the Victorian; another section for the literary history of single authors, arranged by their names. If the library is very large it may be necessary to similarly divide the form-sections above mentioned, and make a place for the history of Elizabethan poetry or of the Elizabethan drama, either as a subdivision of the history of English drama, or of the history of the Elizabethan literature.

One wants, too, to collect together the literary history of particular classes (as royal and noble authors), and the local literary histories; just as in literature we have a place for the collections of the works of local authors. And so on. Every form into which Literature is divided, Periodicals, Essays, Ana, Letters, Orations, Wit and Humor, Satire, Dialogues, Drama, Fiction, Fables, Fairy Tales, Legends, Popular Literature, Ballads, Poetical romances of chivalry, Poetry,—all have their corresponding sections in Literary history. There is also a place for Dialects, with a possible subdivision of each dialect into its literary forms. The British Museum would not need any more; the village library may use as much less as it pleases.

If any of the sub-divisions is thought to be unnecessary, one has only to disuse it, and put its books into the general alphabet of English literary history.

I at first intended to put the bibliography and literary history of each country with the literature of the country. Thus, we should have the Bibliography of English literature, then the Literary history of England, then the Literature itself, so that the student of English literature would have everything he could desire put together under his hand. The notation still allows this arrangement, but I have given it up for three reasons: (1) It is plain enough that people do not usually want, *at the same visit*, the history of the literature of the country and a work of the literature. They *usually* want either a play *or* a history of the drama, a particular poem or a criticism on English poetry; but not, in general, both at once. So that the advantage of mixture could not be great. (2) On the other hand, the arrangement is clearer if each is kept by itself. There is more danger of confusion in the minds of readers if we have three slices of English bibliography, English literary history, and English literature, and then a sandwich of French bibliography, literary history, and literature, succeeded by a Washington pie of American bibliography, literary history, and literature. (3) It does not suit the notation so well. (4) One often gets as much information from the general histories of literature as from the special literary histories of the country; and one is reminded of that fact bet-

ter when the general and the special are put together by themselves in one class, and are not separated from one another by the interposition of parts of the other classes Bibliography and Literature. I therefore now put in Literature only the belles-lettres books *about* literature are in the Book arts.

Literary history, you will notice, is xv and xw, so that, to make the notation for the literary history of any country, one has only to prefix an x to the mark for its literature (e. g. vF, xvF; vG, xvG; vH, xvH). As national bibliography is XT and XU, we have an easily remembered trio:—

- VE English literature.
- XTE Bibliography of English literature.
- XVE History of English literature.

The literature, it should be noticed, is not very far removed from the works about it, x following close after v.

Much is said about the memory-assisting qualities of the alphabet. I would not speak disrespectfully of the alphabet, but it must not assume to be the only memorizer. A natural, logical, reasonable arrangement is easily understood and easily remembered. The order adopted here, of progression from the brain of the thinker through the hand of the writer and the machines of the printer and binder over the counter of the publisher and bookseller to the shelves of the private bookbuyer and public library, is so simple, so clearly indicated, as the physicians say, that I cannot imagine any one forgetting it to whom it had once been explained, and I should not imagine that it would require any elaborate explanation. Yet I must confess that I did not get it completely settled till a few days ago, after repeated trials; and if, after looking at this, I should show you some of my previous schemes, you would wonder that any one could be so blind to the obvious requirements of the situation.

To some of my friends, I know, all this appears to be much ado about nothing; it makes, they say, no practical difference how these subdivisions are arranged; when one has once got accustomed to an order one can use it just as well if it is theoretically bad as if it were theo-

retically perfect. They are right in part, but not wholly. (1) It is easier to learn first, and to remember afterwards, an order which is made on some evident principle than one which is made at hap-hazard; (2) a theoretically justifiable arrangement is more likely to bring together classes of books that will be wanted at the same time; (3) there is a certain number of persons who pay considerable regard to theoretical considerations in their daily life; they feel a need of justifying to themselves whatever they do; and if anything seems inept or not congruous with the rest of the arrangement, they have a continual sense of irritation. Some one has said that "nothing produces more discomfort than the constant presence of a thing which one dislikes a little," and we all know that the "saddest of words of tongue or pen are those sad words, 'It might have been.'" To feel that a classification to which one is committed is careless or stupid; that it might have been made satisfactory with a little more thought; to think of any ingenious classing as some men think of their best jokes, just when it is too late to utter them, is one of the minor miseries of a librarian's life, which it is worth something to avoid. Even if it made no difference to the public he would wish to be careful for his own comfort.

BOOK ARTS.

- x. Book arts in general.
 - Book production.*
 - x1. Authorship, including Rhetoric and Indexing.
 - x2. Writing, including Shorthand and the materials for writing.
 - x3. Palæography.
 - x4, x5. Catalogs of manuscripts arranged geographically.
 - x6. Illumination and other book ornament.
 - x7. Printing (for literary purposes, excluding, therefore, fotografic, telegraphic, and dry-goods printing): the art.
 - x8, x9. Printing: the history, arranged geographically.

- | | |
|---|--|
| <p>XA. Incunabula : catalogs and history.</p> <p>XB. Incunabula: the books themselves.</p> <p>XC. Binding and book-preservation.</p> <p style="text-align: center;"><i>Book distribution.</i></p> <p>XD. Publishing, Bookselling.</p> <p>XE, XF. Catalogs of publishers, booksellers, and auctioneers (arranged geographically).</p> <p style="text-align: center;"><i>Book-buying and book storage.</i></p> <p>XG. Book-buying, book-collecting, bibliomania.</p> <p>XH, XI. Private libraries : history and catalogs (including catalogs of those sold, and catalogs of private collections which have been incorporated in public libraries, but are cataloged by themselves).</p> | <p>XJ. Public libraries : general works and administration.</p> <p>XK, XL. Management, reports, and history of particular libraries, arranged geographically.</p> <p>XM, XN. Catalogs, arranged geographically.</p> <p style="text-align: center;"><i>Book description.</i></p> <p>XP. Bibliography in general.</p> <p>XQ. Remarkable books (condemned, imaginary, lost, privately printed, rare, vellum printed, etc.).</p> <p>XR, XS. Anonymous and pseudonymous books, arranged geographically.</p> <p>XT, XU. Bibliography, arranged geographically.</p> <p>XV, XW. Literary history, arranged geographically.</p> <p>XX. Subject bibliography, arranged in the order of subjects.</p> <p>XY, XZ. Selection of reading, arranged geographically.</p> |
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THE CLASSIFICATION OF BOOKS.

BY LLOYD P. SMITH, LIBRARIAN OF THE LIBRARY COMPANY OF PHILADELPHIA.

HOWEVER they may differ on the subject of cataloguing, librarians are agreed that books should be arranged on the shelves according to subjects. Experience teaches that it is impossible to attach too much importance to the advantages flowing from a wise and methodical order in the arrangement of a library. It is when it comes to systems of classification that experts — a limited number — begin to differ; and the reason is not far to seek. It is mainly because of the hardness of the task, which is so great that Aristotle, who executed it for the King of Egypt, was said by Strabo to be the only man who was ever able to arrange the books of a large library in an orderly and systematic manner. From that time to the present, the classification of human knowledge has occupied, more or less, the attention of some of the wisest of mankind, including such men as Bacon, Leibnitz, D'Alembert, and Coleridge. I refrain from wearying you with an account of the various systems which have

been put forward from age to age. Those who wish to examine the history of the subject, will find it set down in detail in Woodward's *System of universal science* (Philadelphia, 1816). Suffice it to say that the genius of orderly arrangement seems, in modern times, to have taken up its special abode with the French, who have succeeded as well in classifying books as they have in ordering some other things usually considered more important.

The system of dividing a library into five classes — Theology, Jurisprudence, Sciences and Arts, Belles-Lettres, and History, the whole followed or preceded by Bibliography — is commonly ascribed to the great French bibliographer, G. F. De Bure, a bookseller of Paris (1731-1782); but he appears to have merely adopted the plan of his predecessor in the same business, Gabriel Martin (1679-1761), who himself borrowed from Jean Garnier's *Systema bibliothecæ collegii Parisiensis Societatis Jesu* (1678). The plan, being found to work well

in practice, has since been commonly followed in the catalogues and libraries of France, and, indeed, of the Continent generally; and, in the arrangement of its books on the shelves, a system not very different is now practised at the British Museum. This plan was also deliberately adopted, but not without valuable improvements in detail, in the preparation of his catalogue of the Philadelphia Library (1835) by my learned and painstaking predecessor, the late George Campbell. That classified catalogue was a thorough and scholarly piece of work, to which was added a copious alphabetical Index; but in the meantime the Philadelphia Library had no classification on the shelves, it being probably the only large collection of books in the world where the volumes were arranged by sizes only, and in the order of accession. The defects of that system—or want of system—were so serious that, on the occasion of removing the Loganian Library and the greater part of the books of the Library Company, in 1878, to the Ridgway Branch, the opportunity was embraced to make a more logical disposition of them on the shelves, and one based, as to its main features, on the system of the printed catalogue of 1835. It was in the actual execution of this work—*res sane magni momenti multique sudoris*—that the accompanying classification was wrought out; and as a bibliographical system, to be of value, must be the fruit of experience rather than an effort of genius, it has occurred to me that my fellow-members of the American Library Association might possibly find in it some useful suggestions.

The classification is intended to be permanent only so far as the six main classes A, E, I, O, U, and Y, and their sub-classes a, b, c, d, e, etc., are concerned. In its details it is open to modification to suit the needs of libraries devoted mainly to the collection of one or a few classes of books. As the volumes multiply on the shelves, it is obvious that the divisions 1, 2, 3, 4, etc., can be added to indefinitely—by each librarian for himself—without deranging the system. Moreover, the divisions can themselves be subdivided by supplying arbitrary marks. For example, under Zoölogy (I 16), I have made but one subdivision, that of Birds

(I 16+), whereas an Academy of Natural Sciences might well find it expedient to distribute their works on the animal kingdom in accordance with the elaborate plan set forth in Agassiz's *Essay on classification*. On the other hand, a small library may content itself with the classes and sub-classes marked by letters only, or even with the classes A, E, I, O, U, Y, alone. It is to be remarked, in passing, that, by this arrangement, whatever improvements may be made from time to time in the details of the system, the books have always a relative, and not a fixed location on the shelves, so that they may be moved from shelf to shelf, from case to case, and from building to building, without altering the shelf-marks.

The system is available, not only for the arrangement of books on the shelves, but also for their classification in a subject catalogue. Indeed, the shelf-lists themselves form—when properly made—a subject catalogue, which may be sent off to the printer as soon as there is money enough to pay for setting them up in type. It is true that most of the ends of a subject catalogue may be gained by the modern dictionary catalogue,—combining authors and subjects in one alphabet,—which it is to the credit of Mr. Poole to have invented, and of Messrs. Cutter, Noyes, and others to have developed; but, nevertheless, to my mind, the ideal printed catalogue is a classified one, with a copious alphabetical index. Suppose that the British Museum had such a printed catalogue to-day, how much would the usefulness of that great institution be enhanced.

It is only too obvious that the librarian who adopts this, or indeed any plan for the classification of books, must sometimes be at a loss to decide exactly under what subdivision to place a particular book, the problem, in difficult cases, being quite the highest proposed to a bibliographer. The rule is to place each book under its most specific class, but, nevertheless, two successive librarians—or, indeed, the same one at different times—might, without impropriety, classify the same book under different heads. To secure uniformity, therefore, and to make the work of cataloguing and classifying books arranged on this plan more easy, the accompanying Synopsis and Classification are

followed by an alphabetical Index. In its preparation, I have made use of the subject Index of my ingenious friend, Mr. Melvil Dui, in his excellent *Classification of a library* (Amherst, 1876). By his kind permission, it is here reproduced, with the addition of about nine hundred new catchwords which were found desirable in practice; for some of the latter I am indebted to Mr. F. B. Perkins' *Rational classification of literature* (San Francisco, 1881), which reached me as these sheets were passing through the press. *The alphabetical class-signs in my system are placed alongside of the numerical class-signs in Mr. Dui's system.* The reason for adopting an alphabetical instead of a numerical designation of the several classes and sub-classes, was simply to prevent confusion in calling for a book by its number, it being thought that the number of the class might be mistaken for the number of the book. This, of course, is a matter of detail which may be changed without affecting the system.

Whether the classification itself is more or less logical than that of others who have attempted this hard and thankless, but needful, task, it is not for me to say. It has at least the merit of not being made out of nothing, but rather of having been evolved from a preëxisting system which has the approval of the best bibliographers of Europe, and which has been tried for centuries, and not found wanting. *Nolumus leges Angliæ mutare.* I believe the groundwork of the system to be good, but I know very well that the building I have raised upon it can be improved; and, therefore, any one who thinks of making use of either, would do well to study—among others—the *Table Méthodique* of Brunet, and the classification—which, however, is rather crude—of the British Museum. The latter can be consulted in Henry Stevens' *Catalogue of the American books in the Library of the British Museum* (London, 1866). Mr. Dui's and Mr. Perkins' highly original systems are also full of valuable suggestions, though the former is, to my thinking, not sufficiently worked out in detail, while the latter, with its six thousand classes—ten times as many as are used in the British Museum—is, if anything, too much so. The reference alphabet—first used by Mr. Dui—gives their

systems of classification, in point of practical utility, a decided advantage over others; and Mr. Dui's decimal division brings in an element of simplicity which has, in theory at least, some obvious advantages. It is also steadily making its way into practice, and I understand there are more American libraries now using that plan than any other. Mr. Perkins "believes that his system accomplishes some good things which Mr. Dui's does not, and cures some defects in it;" and I agree with him. If I did not think that mine was on the whole better than either, I should not publish it. Nevertheless, I am free to say, that in working out the details, I consider Mr. Perkins' arrangement, in some respects, better than my own, and if I had seen it in time I could have improved mine in several ways. Mr. Schwartz's Mnemonic System, and that of Mr. Cutter—described in Vol. IV. of the *Library journal*—are also worthy of the highest consideration. Doubtless the true Classification of Books, at once rational and convenient in practice, is a thing yet to be established, but at any rate the materials for it exist; and if the present System with its Index—on which I have been working more or less for the past four years—contributes in any degree to make the labors of those who follow me more easy, it is all that I expect.

I have only to add my thanks to our excellent Secretary for his kindness in undertaking the publication of the work, and to say that its profits, if any, are to go to the American Library Association.

SYNOPSIS.

- Class A. Religion.
 - E. Jurisprudence.
 - I. Sciences and Arts.
 - O. Belles-Lettres.
 - U. History.
 - Y. Bibliography and the history of literature.
- Sub-classes. a, b, c, d, e, etc.
 - Divisions. 1, 2, 3, 4, etc.
 - Subdivisions. +, Δ, □, IV, V, VI, etc.

[As the details of the classification and the index of subjects were not read to the meeting, and have been published by the Library Bureau, they are omitted here. — ED.]

FICTION IN LIBRARIES.

BY I. L. BEARDSLEY, LIBRARIAN OF THE PUBLIC SCHOOL LIBRARY, CLEVELAND, O.

IN this, my first attendance upon one of the annual meetings of the American Library Association, I came with no thought of obtruding my opinions or my experiences upon its deliberations. I came rather to gain information than to attempt to enlighten you upon professional methods and details, which I have not the egotism to suppose you would receive much benefit from, and I am somewhat reluctant now to relate what, most likely, is an old and familiar story with most of those present. All, or the majority of you, from your familiarity with professional requirements, seem to have had more time than myself to devote to the attainment of that minuter knowledge so necessary to rise to the highest point of usefulness, in a calling which requires not less mental discipline, not less industry, than to become eminent in any of the learned professions. I have found, from year to year, how much is yet unlearned, what application it requires, if I would keep ahead in my calling, in the grand march of the world of letters, and, as I have before intimated, I have not, with all my application, been able to evolve any theories, or take acceptable part in deliberations in that higher technical knowledge which is being so ably discussed.

In speaking, yesterday, with a gentleman of this Convention, whom I have long known by reputation, of my experience in dealing with such books as are generally deemed trashy and, in many cases, pernicious, he thought it would be worth relating, as it is a subject upon which each individual librarian has had his own special experience, and from varying circumstances, must each have its own peculiar phase. I am very well aware that there are different opinions as to what should properly be embraced in this ostracized list, and to discuss that point would go outside of my design.

When I took charge of the Cleveland Public Library, it contained between sixteen and

seventeen thousand volumes, more than six thousand of which were fiction. I have no data by which to tell what was the percentage of fiction drawn, but it must necessarily have been very large, exceeding, I should say, eighty per cent. There were on the shelves probably not far from five hundred volumes of what is known as Oliver Optic's books. It did not take me long to discover that the institution was of very little practical benefit to those who desired to make use of it, for no one single course of valuable reading could be pursued to the end of intelligent inquiry. The Board of Education was the manager of the library, and the then Chairman of the Library Committee believed thoroughly in buying what, he said, the people wanted, and he went to the bookstores and made purchases, thinking, perhaps, that official power imparted superior intelligence. He was a good friend of mine, and said, in his positive and pleasant way, "You musn't think you know everything about libraries, for you are new at the business. I have been Chairman of this Committee for several years, and know something of what is needed." Of every book of Pinkerton's,—and I presume you all know what they are,—he bought fifteen copies; Mrs. Southworth not less than fifteen, and other works of like character,—I need not mention names of authors,—not less than ten copies.

Well, for two years matters went on in this way, leaving me in perpetual vexation of spirit. The time came, however, when a new committee on books was selected, and at the head of it a man of learning, one who was thoroughly in harmony with my ideas.

We then began a new course, and I took fresh courage and interest in my work, but demagogues crept into the Board of Education and our institution finally got shut up and for four months it lay idle. Finally it was opened with the Librarian and two assistants. This gave me the long desired opportunity to re-

organize on sounder business principles. A law was passed creating a Library Board, and good men were placed in charge. That Board was in perfect unison with my well-known opinions, and we started out on a career, that I believe, will lead to grand results. Year by year we have worn out and got rid of objectionable books, and with no falling off in the use of the library. From less than 17,000 volumes, with 6,000 volumes of fiction, we have now 40,000 volumes, with less than 7,000 volumes of fiction. The percentage of fiction drawn has decreased gradually, and from sixty-nine per cent. four years ago it was fifty and a fraction last year; and this year it will, I hope, be still lower.

Taking the last three years which I have in mind, the increase in circulation has been upwards of 30,000 volumes. You can well understand that, to produce this result, while at the same time getting rid of a popular but, in the judgment of the managers, useless class of literature, required steady and persistent labor; and I think it will be acknowledged that the measure of success was all that could have been expected. I have long tried to get our Board of Education to take action in requiring teachers to recommend and direct what the school children should read, and two years ago, in response to a memorial letter of the Library Board, the Superintendent of Schools, by advice of the Board of Education, made the proper suggestions to teachers. The instructions, however, not being compulsory, not much benefit came of it. Catalogues were furnished to all the large school-buildings, and two or three, in which fiction was omitted, were returned with the word that, as fiction was left out, they did not want the catalogues. The increase in demand for books for consultation has steadily increased, approximating, I believe—estimating by the past months this current year—to thirty thousand volumes.

We have a fine building on Euclid Avenue, appropriated by the Board of Education, a handsome stone-front structure, sixty by one hundred feet, on a lot one hundred by two

hundred feet, the two upper stories of which are for our use.

The Reference Department contains between nine and ten thousand volumes,—a most valuable collection of books.

I am gratified to say, that our library has become a popular institution, and the cultured portion of our citizens bestow high encomiums upon it. I am not vain enough to suppose that I am the chief contributor to this flattering condition, for the Library Committee, for the past four years, have been largely men of intellect, zealous for the good work, and have advised and directed well, and, by their interest and intelligence, have lightened my labors greatly. It affords me pleasure to mention the name of the Rev. Dr. Brown, President of our Board for four years, whom the Buffalonians, we think selfishly, induced to come to their city and make his home, and I can assure my Buffalo brethren, that, if they have not already made his acquaintance, they will soon do so.

I hope to meet in convention with this association again and again, and so far as my little experience will go in performing necessary work, I shall be glad to volunteer my services. Although I may be unable to advise or direct, I may, at least, take an humble part in forwarding the great interests entrusted in our hands.

It is hardly relevant to the subject to add that business methods have, in my judgment, very much to do with the legitimate value and success of a library. I have given the subject much attention, and from an unfamiliarity with the business details of other libraries, I have been obliged to feel my way and add a single change now and then to correct such deficiencies as seemed necessary. I will only further add that I allot each assistant her duty and make their success always competitive by their own interest, and the work is well done. My loss of books two years ago was one in eleven thousand drawn, last year one in fifteen thousand drawn, and the present year the loss will not increase.

I have trespassed longer upon your time than I desired or ought to have done, and thank you for your kind attention.

CATALOGUING.

YEARLY REPORT BY L. E. JONES, BIBLIOGRAPHICAL BUREAU, NEW YORK.

THE library world during the past year has witnessed no startling innovation in the field of cataloguing. The work done has been rather that of progress in lines already laid down than of experiment in new methods, bibliographers apparently thinking it better to give further trial to already existing systems, than to bewilder themselves and their public by any very marked changes. Minor variations will always occur, but even these have been more in development of previously accepted principles than in the principles themselves. Whether this conservatism is due to a diversion of interest to what seem more pressing subjects, or whether it is the natural condition of rest following periods of development, might be difficult to determine. It is, however, noticeable that in the cognate departments of classification and indexing, a much greater activity of investigation has been displayed.

The completion of the Boston Athenæum Catalogue stands deservedly at the head of the year's work. Its importance is not only in the magnitude of the undertaking and in the character of the Library, but in its forming our most complete representative of the dictionary system, especially as applied to a large collection of books. Its proved utility will constitute the best test of the wisdom of continuing that system for combined reference and circulating libraries, — a test which has already been well-nigh met in the unanimous favor with which the work has been received, both by the proprietors of the Library and by the public at large. It will be the standard for all future undertakings; but a standard which few can hope to reach.

Ranking with that of the Athenæum in magnitude and importance, is Dr. Billings' Index-Catalogue of the Surgeon-General's Office, of which the second volume has made its appearance since the Washington Conference. Though none but its compilers are competent to criticise it, all cataloguers can, to a degree at

least, appreciate its thorough minuteness of analysis and untiring accuracy of compilation. It causes medical bibliography to appear with the equipment and suddenness of a Minerva.

Though not in the domain of library catalogues yet relating to them so far as it was intended for the use of librarians, is the American Catalogue, of which the concluding volume has been published since the Association's last meeting. The mode of entry in this resembles the dictionary system in its selection of specific topics (and not classes) for subject headings, but it differs from the dictionary arrangement in its placing the author-and-title-entries in one alphabet, to form the first volume, and the subject-entries in an alphabet and volume by themselves. The work is designed as a book-buying tool, for which it furnishes prices and publishers of current publications.

Of the other catalogues issued during the year, that of the Watertown (Mass.) Public Library is a volume of nearly 500 octavo pages, in which the entries, condensed to a single line each, are arranged dictionary-wise, with some cross-references and specification of contents. That of the Uxbridge (Mass.) Public Library is an exemplification of the Amherst classification scheme, a copy of which is bound with each catalogue. It comprises about 100 octavo pages, and consists of an author-list and a class-list, the latter arranged on the Amherst plan, to which the accompanying index forms a subject-key. The compiler has shown the courage of his convictions in printing the short "catalog," not only on the title-page of his own book, but also in his record of other catalogues (under bibliography) — an exercise of judgment to which their non-conforming authors may possibly take exception. The Brookline (Mass.) Public Library has issued an admirably prepared supplement of its accessions during the past eight years in the form of a dictionary catalogue of over 500 pages,

octavo, with full names, imprints and contents. The typography is exceptionally neat, giving the page a most clear and attractive appearance. Supplements have also been issued by the N. Y. Apprentices' Library and by the Taunton Public Library. The former is a book of about 200 pages, the titles arranged on Mr. Schwartz' well-known principles of classification, of which he takes this occasion to say that his ten years' experience in its use has not only confirmed his own opinion of its utility, but, judging by the imitations, has also converted others. The Taunton Supplement is a small quarto of some 70 pages, consisting of an author-list, with a classified index added.

The publication by the Buffalo Young Men's Library of a list of books for young readers was, in itself, a most happy idea; and the division of books under each subject (whenever practicable) into three classes, suitable to different ages, was even happier in its conception. A valuable catalogue of the works on the Law of Nations and Diplomacy in the State Department at Washington, and a List of Documents and other Publications of the U. S. Government, issued during the last quarter of 1880 and the first quarter of 1881, are among the special catalogues of the year. It is devoutly to be hoped that the last may prove a forerunner of some regular and permanent publication.

To these should be added a new edition of its Catalogue of Books in Foreign Languages, and a supplement to its Catalogue of Books in the Arts and Sciences, from the Boston Public Library. The former is an author-list of 32 pages, with references to other catalogues of the Library; the latter has similar references, and gives the additions since 1871 in 56 pages, under the dictionary system, with notes. In neither are imprints given.

As this report is only intended to point out what is especially important or notable, and does not aim to form a complete record of all that has been accomplished in this field, the remaining publications of the year need not be mentioned. A number of the smaller libraries have also issued catalogues, others have published supplements, and there have been the usual accession-lists, bulletins, and lists of additions. Before the next meeting we may expect to hear from the Baltimore Peabody Institute and from the Indianapolis Public Library, both of whom are printing; and before very long we trust to see Mr. Spofford's author-catalogue, to which we are all looking forward, knowing so well what its value must be. The British Museum is also printing; but who has the courage to look forwards forty years to its completion?

CHARGING-SYSTEMS.

BY K. A. LINDERFELT, LIBRARIAN OF THE MILWAUKEE PUBLIC LIBRARY.

LIKE some other members of this Association, of whom I know, I owe a grudge to our program committee for not informing me, before my arrival in Cincinnati, of the duty assigned to me of reporting on charging-systems, as I should have liked to have given a history of the development of system in the manner of charging books to borrowers, presented a sketch of the different methods now employed in the libraries of America, instituted a comparison between them, pointed out their several defects and advantages, and thus opened the way to finally discovering a charging-system of ideal perfection. A considerable part of this work has, however, already been done

in the elaborate papers and discussions on this subject in the third volume of the *Library Journal*; and the best thing I can do under the circumstances is, therefore, to confine myself to a few remarks in reference to the charging-systems with which I have become acquainted in my endeavor to find a suitable one for my own library, and to give a rapid description of the one I now use.

Many, I have no doubt, will consider this whole matter to be of but trifling value, and say that almost any record is good which will show where a book is, and when it went out. There are libraries — leaving, of course, out of consideration entirely such as are merely used

for reference, and the books of which only circulate within the sacred precincts of their own walls — there are libraries, with a picked and aristocratic constituency, wholly above reproach, that can afford to take such a view of the question. But to those of us having charge of a collection of books to which all the motley crew of a large city have practically unrestricted access, whether they be white or black, permanent residents or temporary visitors, honest or dishonest, bank-presidents or rag-pickers, and being often obliged to study how to do the greatest good with the smallest amount of expenditure, — it becomes a question of the greatest importance, how to increase the proportion of new books by keeping those already acquired in proper condition and, at all times, within easy reach of the librarian's hand. Then, the general public is a jealous public; jealous of their prerogatives and sensitive of any undue interference with their real or supposed rights; and any librarian having ever had the misfortune of being the target for the resentment of a borrower, who has received a notice to return a book already duly delivered to the attendants, will know how futile it frequently is to try to explain the fallibility of humankind in general, and library attendants in particular, and devoutly wish for the speedy invention of a self-indexing, self-registering, and self-everything-else charging machine.

There exist in libraries with which I have become acquainted two radically different methods for recording books and borrowers in circulation, the *ledger* and the *slip* systems, as well as several varieties of combinations of the two. The former, with its rapidly accumulating pages of closely written entries, like the grocer's or the meat-monger's account-book, in all its varying forms, is, at the best, a cumbersome, inconvenient, and time-wasting affair, belonging in the same category as fixed shelf-location, interleaved catalogs, and similar devices, which are rapidly getting to be numbered among things of the past. It may, therefore, be set aside with merely this passing notice, all the advantages which it possesses, or might possess, having been recorded in Mr. Dui's excellent papers already referred to. The slip-system, on the other hand, ad-

mits of such an infinite variety of modifications, that it is difficult to decide, sometimes, what the most convenient, accurate, and economical arrangement is. I can, thus, only allude to a few of the principal variations which have come under my notice.

In the great majority of libraries, when a new member becomes entitled to the privilege of using its contents, whether through some other person's guaranty, a money deposit, or an annual fee, a card is given him as a certificate that he has complied with all the requirements of the management, and which must be produced in all his transactions with the library; although there are libraries, like the St. Louis public school library, which do not require even this slight coöperation on the part of the borrower for keeping its records in shape. In some libraries this card serves no other purpose than the one indicated, or possibly as a reminder to the borrower of the time when his book must be returned, while in other libraries it forms an integral part of its charging-system. This latter is a risky arrangement, as my experience, at least, is that an ordinary borrower has even less regard, if possible, for the card than for the book itself, and considers its loss of no importance whatever. Where the entire record is kept in the library, secure from the gaze and touch of the *profanum vulgus*, there are, again, essential differences in the manner of arrangement and manipulation. Some libraries, as, for instance, the Detroit Public Library, make the book-borrower write the entire record-slip with number, title, name, etc., it being, in fact, only the call-slip in a fixed form, which slips are then filled, and constitute the only record of books in circulation. This arrangement would seem to make it an extremely irksome task for a person, who had his "declaration of intention" signed "Pat. ^{his} _{mark} O'Brien," to call for a book; while the attendants must necessarily often be sorely tried by illegible scrawls. In other libraries, like the Chicago Public Library, the attendants write the record-slip themselves, in a manner that has been fully illustrated by Mr. Poole in his contribution to the government report on public libraries. In one thing, however, these and other libraries with a similar charging-

system agree, namely, that the slip is merely a temporary affair, written for the occasion, and thrown away as soon as the book is returned.

The system in use with us until a little more than a year ago was an exact copy of Mr. Poole's; and I can, therefore, testify to its general excellence in all but one point, which, to me, seems a very important one. It keeps a record only of the book, and not of the borrower, who, nevertheless, is often more liable to go astray than the book. In order to obviate this difficulty I adopted, on January 1, 1881, the charging-system I now employ, and which has, so far, given me entire and decided satisfaction. Instead of temporary slips, I use permanent ones, made of thin board, the size of the standard catalog card, printed with blank lines in two columns down the length of the slip; and instead of one slip I use two, one constituting the record of the book, the other of the borrower. Of these two, the book-slip is made of white card-board, and the member-slip of manilla tag-board, so that they can be easily distinguished from each other. We have also a slip of pink card-board, which is identical with the white one, except that it denotes a book which can be retained only seven days, instead of the customary two weeks. The book-slip has printed or written, in the blank space on top, the number of the book, and is kept in an "Acme" card-pocket on the cover, while the book is in its place on the shelf. When it is called for by a person who desires to borrow it, or withdrawn from the shelf for any other purpose, this slip is taken out, and the borrower's number entered on the first empty line in the left-hand column. Then the date is stamped at the same time as the borrower's own card, on the opposite line in the right-hand column. It will thus be seen

that this slip becomes virtually an exact counterpart of Mr. Poole's charging-slip, and is treated, filed, and used exactly in the same manner, but returned to the card-pocket when the book is returned. The tag-board or member-slip is marked at the top with the number of the borrower's card, and all these slips, with us amounting to between 5,000 and 6,000, are kept, arranged in one numerical series, in two compartments added to Mr. Poole's file-box, standing on the delivery-desk. When the member withdraws a book, the number of this book is entered on the slip corresponding to his card, *but no date stamped* opposite. When the book is returned, however, the date of such return is stamped on the member-slip, opposite the book number.¹ The presence on the member-slip of a number without a date opposite therefore shows there is a book out on this card; the contrary, that it is not at present in use. All matters that in any way affect a borrower's standing with the library, or involve a forfeiture of its privileges, are duly noted on this slip, and the consecutive slips referring to a certain card thereby become a complete history of the use any individual borrower has made of the library. This slip serves as an entirely satisfactory solution of the difficulty frequently presenting itself in libraries employing a card in the hands of the borrower, of how to prevent, without fail, the use of two cards by the same person, when one has been lost and found after a new one is issued. Waiting for a new card for a week, or a month, or a year, after the loss of the old one has been reported, does not afford a remedy for this evil, as I can assert from my own experience. With my system, however, a new card may be issued immediately, whether the first be really lost or not. The new card and

¹ *Book-slips.*

White card-board.

Member-slip.

Manilla tag-board.

424.6		925.42		2468	
2468 R	April 10	2468	May 8	924.6	May 5
				925.42	

the corresponding slip are both marked with a "2," or any conventional cabalistic figure; and if, then, twenty cards should be presented bearing the same number, none but the one thus marked can draw any books from our library.

The book-slips are used for various other purposes, such as recording the sending of the book to the binder, entries of special requests for holding it, when it comes in, for the benefit of an anxious reader, and so forth. Renewals for a second period, while the book is out, are indicated merely by writing an "R" between the borrower's number and the date.

The process, simply stated, is as follows: A person presents his card at the delivery-window, and asks for a book, orally or in writing. The book, if in, is brought, its slip removed from the pocket, and the borrower's slip found in the general file. The two slips are then placed side by side, the number of each entered in the left column of the other, and the date stamped on the white slip and on the borrower's card. The borrower's own card is then put in the book-pocket, the book delivered, and the two record-slips thrown into two boxes on the desk, where they remain until the closing of the circulating department at night, when the two piles are sorted out, both in numerical order. In the morning, before the opening of the library, the package of white slips is placed, separately, in a compartment of the file-box, indicated by their date, and the manilla slips are sorted back in the general file of memberships. When the book is returned, the date on the borrower's card shows where the white slip is, and the card number locates exactly the manilla slip. Both are taken out; the white slip, without further entry, returned to the book-pocket, and the manilla slip, as well as the borrower's card, stamped with the date, which completes the transaction, and releases the borrower from further obligation in regard to this book. The manilla slip is then passed on to a small box, placed between the receiving and the delivery window, and divided into compartments marked 0, 1, 2, 3, etc. ("thousand" being understood in each case), where it can readily be found at once, as soon as the borrower has

selected and called for his next book. If he should go away without taking a new book, the slip is returned to the general file at the first opportunity the attendants may have to do so.

I have often been asked whether this arrangement does not form a very complicated charging-system, and take considerably longer time than the ordinary one-slip systems; and to this I answer, that the system is extremely simple in its working; that the actual writing done each time is exactly the same as is necessary with Mr. Poole's charging-system, and that the infinitesimal quantity of extra time required for getting the member-slip, and stamping the date once more, is amply compensated for by the greater security, and the comparative immunity from mistakes, which it affords.

In my last report to the Board of Trustees of the Milwaukee Public Library, I gave a list of twenty questions which can be instantaneously answered by our new charging-system, and when it is considered that fourteen of these questions, or 70% of the whole number, some of them of the greatest importance, were left unanswered by the method of charging formerly used by us, except by keeping a separate record, I think it must be admitted that even a small additional outlay of time cannot be thought a loss. These questions are as follows (those left unanswered by the old system being printed in italics):—

1. Is a given book out?
2. If out, who has it?
3. When did he take it?
4. When is it to be sent for, as overdue?
5. *Has the book never been out?*
6. *How many times (and when) has the book been out?*
7. How many books were issued on a given day?
8. *How many in each class?*
9. How many books are now out, charged to borrowers?
10. *What books are at the bindery, etc.?*
11. *Has a certain book been rebound, and when?*
12. *What books have been discarded?*

13. *Does the circulation of a discarded book warrant its being replaced?*
14. *Has a given person a book charged to him?*
15. *How many persons have now books charged to them?*
16. *Are those the persons who registered earliest or latest?*
17. *How often has a borrower made use of the library?*
18. *Has a person had a given book before?*
19. *What has been the character of a person's reading?*
20. *Is a person's card still in force and used?*

As regards the origin of my system of charging and recording books, I may say that I am indebted for the groundwork of it to our esteemed colleague, Mr. W. E. Foster, of Provi-

dence, although I have lately heard that it really originates, like so many other good things in library works, with Mr. C. A. Cutter. I have, however, in several important particulars, modified his system so materially as to entitle it to be considered a distinct variety; and any one who would like to know wherein these modifications consist, I refer to the *Library journal* 4: 445 and 5: 320, in which short descriptions of Mr. Cutter's and Mr. Foster's procedure is given. I have lately had the satisfaction of seeing my system introduced, without change, in another library, and though I should not dare to say that it would be equally suitable in all libraries, and possibly not at all in those with a very large number of members, and a very high daily circulation, I have yet to learn of a charging-system that, for the wants of the average library in this country, surpasses it, as regards insuring safety of the books, economizing time, and preventing mistakes.

YEARLY REPORT ON BOYS' AND GIRLS' READING.

BY MISS C. M. HEWINS, LIBRARIAN OF THE HARTFORD LIBRARY ASSOCIATION.

ABOUT the first of March I sent cards to the librarians of twenty-five of the leading libraries of the country, asking, "What are you doing to encourage a love of good reading in boys and girls?" and soon after published a notice in the *New York Evening Post* and *Nation*, saying that statements from librarians and teachers concerning their work in the same direction would be gladly received. The cards brought, in almost every case, full answers; the newspaper notice has produced few results.

The printed report of the Thomas Crane Public Library, Quincy, Mass., says: "The trustees have recently made a special effort to encourage the use of the library in connection with the course of teaching in the public schools. Under a rule adopted two years ago the teachers of certain grades of schools are in the practice of borrowing a number of those volumes they consider best adapted to the use of their scholars, and keeping them in constant circulation among them. During the year two

lists of books for the use of the children in the public schools were printed under the direction of the trustees. One of these lists contained works in juvenile fiction; the other, biographies, histories, and books of a more instructive character. All the works included were selected by the trustees as being such as they would put in the hands of their own children. The lists thus prepared were then given to the teachers of the schools for gratuitous circulation among their scholars."

Mr. Green, of the Worcester, Mass., Free Public Library, writes: "The close connection which exists between the library and the schools is doing much to elevate the character of the reading of the boys and girls. Many books are used for collateral reading, others to supplement the instruction of text-books in geography and history, others still in the employment of leisure hours in school. Boys and girls are led to read good books and come to the library for similar ones. Lists of good books are kept in

the librarian's room, and are much used by teachers and pupils."

Mr. Upton, of the Peabody Library, Peabody, Mass., gives as his opinion: "If teachers did their duty, librarians would not be troubled as to good reading. My experience of about thirty-five or forty years as a public grammar-school teacher is, that teachers can control, to a great extent, the reading of their pupils, and also that, as a class, teachers are not *great* readers. We should have little trouble in changing to some degree our circulation, but our thirteen-foot shelves and long ladders prevent the employment of the best help. We print bulletins and assist all who ask aid."

Miss Bean, of the Public Library, Brookline, Mass., says: "I have no statistics of results relative to my school finding-list. Its influence is quietly but steadily making itself felt. The teachers tell me that many of the pupils use no other catalogue in selecting books from the library, and I know there are many families where the children are restricted to its use. We keep two or three interleaved and posted with the newest books when I think them desirable. Several of the teachers have told me personally that they had found the list useful to themselves; but teachers are mortal and human. Many of them think duty done when the day's session is over, and the matter of outside reading with their pupils is of little moment to them. I want to get out a revised list, with useful notes."

Mr. Rice, of the City Library, Springfield, Mass., writes: "We have a manuscript catalogue of the best and most popular books for boys and girls. We call attention to the best books as we have opportunity when the young people visit the library. We endeavor to influence the teachers in our public schools to aid us in directing the attention of boys and girls to the best juveniles, and such other books as they can appreciate."

Mr. Arnold, of the Public Library, Taunton, Mass., says: "What I am doing is to indicate in the margin of my catalogues the works which are adapted to the taste and comprehension of young people, so that not only their own attention may be diverted from the fiction department, but that their parents and teachers may

easily furnish them with proper lists. We aim at excluding from the library books of a sensational character, as well as those positively objectionable on the score of morality."

Miss James, librarian of the Free Library, Newton, Mass., in speaking of the catalogue, without notes, of children's books, published by that library in 1878, and given to the pupils of the public schools, says: "I do not think that catalogue ever influenced a dozen children. We have just completed a very full card-catalogue which the children use a great deal in connection with their studies. Eleven hundred zinc headings are a great help. I frequently speak to the children to get acquainted with them, so they are quite free to ask for help. Our local paper has offered me half a column a week for titles and notices. I shall, of course, notice children's books as well as others." Mr. Peirce, the superintendent, says in his last report: "It is only from homes where the intellectual and moral character of childhood is neglected, as a rule, that the library with us is in any wise abused by the over-crowding of the mind with novels. In many of even these cases kind and wise restraint can be, and is, exercised by the librarian."

Mr. Cummings, curator of the Lower Hall card-catalogue of the Boston Public Library, and Miss Jenkins, assistant librarian in the same place, have kindly sent me the manuscripts of their forthcoming reports to the trustees. These reports are wholly on the methods and results of their personal intercourse with readers, and the increase in special reading during the last few years. Concerning boys and girls Mr. Cummings writes: "I must not forget . . . the juvenile readers, school-boys and school-girls, and the children from the stores and offices about town. These latter are smart, bright, active little bodies, often more in earnest than their more fortunate fellows of the same age. They are an object of special solicitude and care. The school children come for points in reading for their compositions and for parallel reading with their lessons in school; and such books are suggested as may be found useful. The two most available faculties in children to work upon are the heart and the imagination.

Get a hold on their affections by encouraging words and manifesting a readiness to help them, and you command their devotion and confidence. Give them interesting books (Optic and Alger, if needs be), and you fix their attention. Above all, let the book be interesting; for the attention is never fixed by, nor does the memory ever retain, what is laborious to read. But, once assured of their devotion, with their confidence secured and their attention fixed, there is nothing to prevent the work of direction succeeding admirably with them."

Miss Jenkins says: "The use of the library by the young people is increasing every year. The change in the character of children's books has been a great help to us, fairly crowding out many of the trashy stories so long the favorite reading. One of the first things that attracted my attention was their perseverance in seeking certain authors, and their continual exchange of books. I soon found their difficulties with the catalogue. They read only stories, and wanted those full of incident and excitement; when their favorite author failed, they sought for something else that sounded right in the catalogue, or sometimes wrote only the numbers without much reference to the titles, trusting, I suppose, to luck. Not liking the looks of the books they would return them. A steady recurrence of this made it a nuisance.

One of my first steps was to join one of the many groups around the room, and look over with them, suggest this author, or this, that, and the other book, until they were furnished with a list of books fairly suited to their age, and then, suggesting that the list should be kept for future reference, pass on to another group. This is now a general practice, and seems to suit the little folks; if, after several applications, they are unsuccessful, it is my custom to get them a book. My young people began to ask me to help their friends, also to help others themselves; so gradually the bright faces of my boy and girl friends have grown familiar, and as they gain confidence in me we strike out into other paths, and many bright, readable books, historical or containing bits of geography or elementary science, have been read. It so happened that many of my young

friends grew quite confidential, and told me about their school and lessons. It was not very difficult to induce them to read some things bearing upon their studies; these books were shown to their teachers, and many were ready to cooperate at once; this led to an acquaintance with several, and the teachers' plan of study became a basis of selection for reading in history, biography, travel, and natural science. From books suited to their capacity much effective work has been done. Several classes have studied English history, and their reading has been made supplementary from the topics. Later, when a list of notable persons was given to them, they showed the effect of their reading by giving very good short sketches of these persons. American history—colonial, revolutionary, administrations, civil war, reconstruction—has been treated similarly, and the teachers are much gratified at the result. We find that these boys do not fall back to trashy reading, but ask for better reading in place of their old favorites.

Several girls of the high school have sought assistance in their various studies, especially in Greek and Roman history, and have read, in connection with the histories recommended, novels and some interesting travels, and have spent much time over engravings and photographs illustrative of their reading. Two of these girls, having asked me for a novel, meaning something like their former reading, I made tests by giving them exactly what they asked for. Very soon both books were returned, with the remark, 'I couldn't read it.' In a little talk that ensued, and in which I drew from them a criticism of their reading, it dawned upon them that they had developed, or grown, as they said. I could go on giving instances of this gradual development in individual cases, and of its influence upon others to whom these readers recommended what they had read, the increased call for the better books of fiction, biography, history, travel, miscellany, and science. In four years' work books of sensational incident, so long popular, have lost much of their charm. They have been crowded out by better books and personal interest in the young people themselves."

Mr. Foster of the Public Library, Providence,

R.I., has sent an account in detail of his work among pupils and teachers, which may be thus condensed: Soon after the opening of the library, in 1878, he held a conference with the grammar-school masters of the city, and through them met the other teachers. He printed for the use of pupils a list of suggestions, some of the most important of which were summed up in the following words: "Begin by basing your reading on your school text-books;" "Learn the proper use of reference-books;" "Use imaginative literature, but not immoderately;" "Do not try to cover too much ground;" "Do not hesitate to ask for assistance and suggestions at the library;" "See that you make your reading a definite gain to you in some direction."

Mr. Foster soon gained influence among the teachers by personally addressing them, and began to publish annotated lists of books for young readers. A reading hour was established in the public schools, and pupils learned to give in their own language the substance of books which they had read. Mr. Foster says: "Our plans were by no means limited to the public schools, but included Brown University, the Rhode Island State Normal School, the Commercial College, the private schools for girls, and the two private boys' schools preparatory for college, one of which has ten teachers and some two hundred and fifty pupils. One morning I met the boys of this school in their chapel, and gave them a twenty minutes' talk on reading, particularly on the question how to direct one's current reading, as of newspapers, into some channel of permanent interest and value. Since my address before the teachers of the State (published in the papers and proceedings of the Rhode Island Institute of Instruction for 1880) we have had many calls for assistance from outside the city, from teachers in the high schools and grammar schools of other places. In 1878 I began the preparation of a bulletin of new books, issued quarterly by the State Board of Education, and there have been several instances of a series of references in connection with school-work. In July, 1880, I sent to the different teachers a series of suggestions about the reading of their pupils, covering such points as preserving a

record of the books read, books not being read and returned at too frequent intervals, and the inspection of these matters by the teacher, or rather establishing communication between the teacher and pupil so that these things shall be talked over." Finding-lists have been checked for the schools, appeals have been made by Mr. Foster in public addresses for supervision of children's reading by teachers and parents, and duplicate copies of books have been placed in the library for school use. In conclusion, Mr. Foster adds: "There has been a gradual and steady advance in methods of coöperation and mutual understanding, so that now it is a perfectly understood thing, throughout the schools, among teachers and pupils, that the library stands ready to help them at almost every point."

Mrs. Sanders, of the Free Public Library, Pawtucket, R.I., writes: "I am circulating by the thousand Rev. Washington Gladden's 'How and What to Read,' published as a circular by the State Board of Education of Rhode Island. I am constantly encouraging the children to come to me for assistance, which they are very ready to do; and I find that after boys have had either a small or a full dose of Alger (we do not admit 'Optic'), they are very ready to be promoted to something more substantial, — Knox, Butterworth, Coffin, Sparks, or Abbott. I find more satisfaction in directing the minds of boys than girls, for though I may and generally do succeed in interesting them in the very best of fiction, it is much more difficult to draw them into other channels, unless it is poetry. I should like very much to know if this is the experience of other librarians. My aim is first to interest girls or boys according to their ability to enjoy or appreciate, and gradually to develop whatever taste is the most prominent. For instance, I put on the shelves all mechanical books for boys; works upon adornments for homes, — painting, drawing, music, aids to little housekeepers, etc., for the girls."

Mr. Fletcher, of the Watkinson Library, Hartford, Conn., says, in a recent address on the public library question in its moral and religious aspect: "Many of our public libraries beg the whole question, so far as it refers to

the youngest readers, by excluding them from the use of books. A limit of fourteen or sixteen years is fixed, below which they are not admitted to the library as its patrons. But, in some of those more recently established, the wiser course has been adopted of fixing no such limitation. For, in these times, there is little probability that exclusion from the library will prevent their reading. Poor, indeed, in resources must be the child who cannot now buy, beg, or borrow a fair supply of reading of some kind; so that exclusion from the library is simply a shutting up of the boy or girl to the resources of the home and the book-shop or newspaper. A slight examination of the literature found in a majority of homes and most prominent in the shops is enough to show what this means, and to explain the fact, that the young persons first admitted to the public library at fourteen years of age come to it with a well-developed taste for trash and a good acquaintance with the names of authors in that department of literature, but with apparently little capacity left for culture in higher directions."

Mr. Winchester, of the Russell Free Library, Middletown, Conn., said in his report, last January: "A departure from the ordinary rules governing the use of the library has been made in favor of the teachers in the city schools, allowing a teacher to take to the school a number of books upon any topic which may be the subject of study for the class for the time, and to retain them beyond the time regularly allowed." In a letter three months later he writes, "I cannot trace directly to this arrangement any change in the reading of young folks. We have taken a good deal of pains to get good books for the younger readers, and I make it a point to assist them whenever I can. I feel quite sure that, if trash is shut out of the library and withheld from young readers, and, if good and interesting books are offered to them, they will soon learn not to care for the trash."

Mr. Bassett, of the Bronson Library, Waterbury, Conn., says in his printed report: "The librarian can do a little towards leading young book-borrowers towards the selection of proper books, but it does not amount to much unless

his efforts are seconded by parents and teachers. It is of little use, I fear, to appeal to parents to look after their children's reading. It is possible that they do not know that, in not a few cases, boys and girls from eight to sixteen years of age, even while attending school, draw from three to six volumes a week to read, and often come for two volumes a day. That they fail to realize the effects of so much reading on their children's minds is evident when we hear them say, and with no little pride, too, 'Our children are great readers; they read all the time.' Such parents ought to know that instead of turning out to be prodigies of learning, these library gluttons are far more likely to become prodigious idiots, and that teachers find them, as a rule, the poorest scholars and the worst thinkers." He adds an appeal to teachers: "Give out questions that demand research, and send out pupils to the library for information if necessary, and be assured that a true librarian enjoys nothing so much as a search, with an earnest seeker, after truths that are hidden away in his books. Do not hesitate even to ask questions that you cannot answer, and rely upon your pupils to answer them, and to give authorities, and do not be ashamed to learn of your pupils. Work with them as well as for them. But, whatever else you do, do not waste your time in urging your pupils to stop story-reading and to devote their time to good books. A parent can command this, you cannot; but you can make the use of good books, and the acquisition of knowledge not found in books, attractive and even necessary, and your ability to do this determines your real value as a teacher. Your work is to change your earth-loving moles into eagle-eyed and intelligent observers of all that is on, in, above, and under the earth." Mr. Bassett writes that as a result of this appeal there was in November, December, January, and February, an increase of nineteen (19) per cent. in the circulation of general literature, science, history, travel, and biography, and a decrease in juveniles of ten (10) per cent. for January and February, 1882, as compared with the same months of 1881. For the first nineteen days of March the increase of the classes first-named was thirty-seven (37) per cent. over last year, and the

decrease in juvenile fiction twenty-seven (27) per cent. He ends his letter: "As a school officer and acting school visitor, I find that those teachers whose education is not limited to text-books, and who are able to guide their pupils to full and accurate knowledge of subjects of study, are not only the best, but the only ones worth having."

Mr. Rogers, of the Fletcher Free Library, Burlington, Vermont, says: "I have withdrawn permanently all of Alger, Fosdick, Thomes, and Oliver Optic. I have for some time past been making the teachers in the primary schools my assistants without pay. I give them packages of books to circulate among their respective schools. Very good results have been obtained. The *Police Gazette* and other vile weeklies have been discarded for books from the Fletcher Library. Most of the young folks are not old enough to draw at the library themselves, and this method has to be used, as in many instances the parents will not or cannot draw books for their children. Each teacher has a copy of Mr. Smart's excellent book, 'Reading for Young People.' Such books as are in our collection are designated in their copies."

The New York Free Circulating Library is quietly doing good by the establishment of carefully selected branch libraries in the poorest and most thickly settled parts of the city. In the words of the last report: "The librarian has been constantly instructed to aid all readers in search of information, however trivial may be the subject, and, while the readers are to have free scope in their choice of books, librarians have attempted, when they properly could do so, free from seeming officiousness, to suggest books of the best character, and induce the cultivation of a good literary taste." Miss Coe, the librarian, adds, "Boys will read the best books, if they can get them."

Mr. Schwartz, of the Apprentices' Library, New York, says: "We are always ready and willing to direct and advise *in special cases*, but have not as yet been able to come across any *general* plan that seemed to us to promise success. The term 'good reading' is relative, and must vary according to the taste of each reader, and it is just this variety of standards

that seems to present an unsurmountable obstacle to any *general* and comprehensive system of suggestions."

Miss Bullard, of the Seymour Library, Auburn, N.Y., reports a decrease in fiction from sixty-five (65) to fifty-eight (58) per cent. in the last five years. She says: "I have endeavored, year by year, to gain the confidence of the younger portion of our subscribers in my ability to always furnish them with interesting reading, and have thus been able to turn them from the domain of fiction into the more useful fields of literature. Another noticeable and encouraging feature of the library is the increasing use made of it by pupils in the high school in connection with school-work."

Mr. Larned, of the Young Men's Library of Buffalo, N.Y., writes: "I think the little catalogue is doing a great deal of good among our young readers and among parents and teachers. We exert what personal influence we can in the library, but there are no other special measures that we employ." The catalogue, a carefully chosen list of books for young readers, with stars placed against those specially recommended, includes, besides books mentioned in other letters, the Boy's Froissart and King Arthur, Miss Tuckey's Joan of Arc, Le Liefde's Great Dutch Admirals, Eggleston's Famous American Indians, Bryant's History of the United States, Verne's Exploration of the World, Du Chaillu's books, What Mr. Darwin Saw, Science Primers, Faraday's Chemical History of a Candle, Smiles's Biographies, Clodd's Childhood of the World, Violet Le Duc's Learning to Draw, Dana's Household Book of Poetry, Uncle Remus, Sir Roger de Coverley, several pages on out and in door games, hunting and fishing, with plenty of myths and fairy tales, an annotated selection of historical novels, and a short list of good stories.

The Friends' Free Library, Germantown, Pa., still excludes all fiction except a few carefully chosen stories for children. The report of the committee says: "Our example has been serviceable in stimulating some other library committees and communities to use more discrimination in their selection of books than may have been the case with them in the past. From our own precious children we

would fain keep away the threatening contamination, if in our power to do so; the divine law of love to our neighbor thence instructs us to use the opportunity to put far away the evil from him also." The representatives of the religious Society of Friends for Pennsylvania, New Jersey, and Delaware, have published during the year a protest against demoralizing literature and art, taking the ground that the national standard of moral purity is lowered, and the sanctity of marriage weakened, by most of the books, pictures, and theatrical exhibitions of to-day.

The current report of the Cincinnati public schools gives a full account of the celebrations of authors' birthdays in the last two years, and the superintendent, the Hon. John B. Peaslee, LL.D., in an address on moral and literary training in school, urges that the custom, so successfully begun, shall be kept up, and that children in all grades of schools shall be required to learn every week a few lines of good poetry, instead of choosing for themselves either verse or prose for declamation. Mr. Merrill asks in his last report for coöperation between the school and the library, and says in a letter: "I read a paper some time ago which was published in a teachers' magazine, and have addressed our Cincinnati teachers. We purchased a number of the catalogues of the Young Men's Library of Buffalo, and have written in our corresponding shelf numbers. A few of our teachers have also obtained these catalogues. I judge that the children are beginning to take out better books than formerly. The celebration of authors' days in the schools has been very beneficial in making the children acquainted with some of the best literature in the libraries as well as with the use of books of reference."

Miss Stevens, of the Public Library, Toledo, Ohio, says: "We are fond of children, and suggest to them books that they will like. Give a *popular* boy a good book, and there is not much rest for that book. Librarians should like children."

Mr. Poole, of the Chicago Public Library, writes: "I have met the principals of the schools, and have addressed them on their duties in regulating the reading of their pupils, and

advising their pupils as to what to read and how to read. My talk has awakened some interest in the teachers, and a committee has been appointed to consider what can be done about it."

Mr. Carnes, of the Odd Fellows' Library Association, San Francisco, fires this shot in his report: "Even the child knows that forbidden fruit is the sweetest on the branch. If you wish to compel a boy to read a given book, strictly forbid him even to take it from the shelves. The tabooed books will somehow be secured in spite of their withdrawal."

Mr. Metcalf, of the Wells School, Boston, who told at the conference of 1879 of his work in encouraging a love for good, careful, and critical reading, writes: "My girls have bought Scott's Talisman, and we have read it together. I have now sent in a request for forty copies of *Ivanhoe*. My second class have read, on the same plan, this year, Mrs. Whitney's *We Girls*, and the third class have finished *Towle's Pizarro*, and are now reading *Leslie Goldthwaite*. The City Council refused, last year, to appropriate the \$1,000 asked for. When we have the means, all our grammar and high school masters will be able to order from the library such books as are suited to their classes. This plan introduces the children to a kind of reading somewhat better than would otherwise reach them, and, best of all, it gives them great facility in expression."

Hartford, which has now no free circulating library, but hopes for one within two years, still keeps the old district system of schools, and several of these schools have a library fund. Mr. Barrows, principal of the Brown School, writes: "Our library contains the usual school reference-books. Recently we have added quite a number of books especially adapted to interest and instruct children, such as *The Boy Travelers*, *Miss Yonge's Histories*, *Butterworth's Zigzag Journeys*, *Forbes's Fairy Geography*, etc. The children are not permitted to take these books away from the building. Pupils are invited to bring such additional facts in geography, or history, as they may obtain by reading. Topics are assigned. Should spices be the topic, one pupil would read up concerning cloves; another nutmeg, etc. Again, pupils are allowed to make their own selections, and invited to

give, at a specified time, any facts in geography, history, natural science, manufactures, inventions, etc. For this extra work extra credits are given. Our object is to cause pupils to realize the conscious and abiding pleasure that comes by instructive reading; to encourage such as have not been readers to read, and to influence such as have been readers of trash to become readers of profitable books. The result, so far, is very encouraging. Many have become enthusiastic readers, and can give more facts and information thus obtained than we have time to hear. As the Christmas holidays approached, many signified a desire that their presents might be books, such as we have in our library; for they do not have time at school to exhaust the reading of these books, and consequently do not lose their interest."

Within the last few months Mr. Northrop, Secretary of the Board of Education of Connecticut, has distributed in the high schools and upper classes of the grammar schools of the State, blanks to be filled by the pupils with the kind of reading that they like best, and the names of their favorite authors. Several hundred of these circulars were destroyed when the Hartford High School was burned last winter. The publication of a list of books suitable for boys and girls has been delayed, but Mr. Holbrook, of the Morgan School, Clinton, Conn., who prepared the list, writes concerning his work in school: "I have the practical disbursement of three or four hundred dollars a year for books. In the high school, in my walks at recess among the pupils, I inquire into their reading, try to arouse some enthusiasm, and then, when the iron is hot, I make the proposition that if they will promise to read nothing but what I give them I will make out a schedule for them. A pupil spending one hour, even less, a day, religiously observing the time, will, in five years, have read every book that should be read in the library. Those who agree to the above proposition I immediately start on the Epochs of History, turning aside at proper times to read some historical novel. When that is done I give them Motley, then Dickens, or Prescott, or Macaulay, Hawthorne, Thackeray, Don Quixote. Cooper I depend on as a lure for younger readers. When they have

read about enough (in my opinion), I invite them to go a little higher. Whenever they come to the office and look helplessly about, I immediately jump up from my work, and, solving the personal equation, pick out two or three books which I think adapted first to interest, and then instruct. I try to welcome their appearance, assuring them that the books are to be read, urging the older ones to read carefully and with thought. Some I benefit; others are too firmly wedded to their idols, Mrs. Holmes and Southworth. Finally, it is my aim to send them away from school with their eyes opened to the fact that they have, the majority, been reading to no purpose; that there are better, higher, and nobler books than they ever dreamed of. Of course I don't always accomplish this; but he who aims at the sun will go higher than one aiming at the top of the barn."

A commission of sixteen ladies was appointed last year, by the Connecticut Congregational Club, to select and print a catalogue of books for Sunday Schools. During the year it has examined one hundred and eighty-four, almost all reprints of well-known books, and has selected one hundred. At least one annotated Sunday-School catalogue was prepared before the appointment of the commission, directing the attention of children to such books as Tom Brown's School Days and Higginson's Young Folks' Book of American Explorers, and of older readers to Stanley's Jewish Church, Martineau's Household Education, Robertson's Sermons, Sister Dora, Hypatia, Charles Kingsley's Life, and Atkinson's Right Use of Books.

The conclusions to which these opinions, from libraries and schools in ten different States, lead us, are these: 1. The number of fathers and mothers who directly supervise their children's reading, limiting their number of library books to those which they themselves have read, and requiring a verbal or written account of each before another is taken, is small.

2. The number of teachers who read and appreciate the best books, or take pains to search in libraries for those which illustrate lessons, or are good outside reading for the pupils, is also small.

3. The high schools, normal schools, and

colleges are every year sending out young men and women with little knowledge of books except text-books and poor novels.

4. In towns and cities with free libraries, much may be and has been done by establishing direct communication between libraries and schools, making schools branch libraries.

5. This can be done only by insisting that teachers in such towns and cities shall know something of literature, and by refusing to grant certificates to teachers who, in the course of an hour's talk, do not show themselves well enough informed to guide children to a love of good books. The classes now reading under Mr. Metcalf's direction in Boston, or celebrating authors' days and the founding of their own state in Cincinnati, will be, in a few years, the teachers, the fathers, or the mothers of a new generation, and the result of their reading may be expected to appear in the awakened intelligence of their pupils and children.

6. Daily newspapers may be used with advantage in schools to encourage children to read on current events and to verify references.

7. Direct personal intercourse of librarians and assistance with children is the surest way of gaining influence over them. Miss Stevens, of Toledo, has put the secret of the whole matter, so far as we are concerned, into four words: "Librarians should like children." It may be added that a librarian or assistant in charge of circulation should never be too busy to talk with children and find out what they need. Bibliography and learning of all kinds have their places in a library; but the counter where children go needs no abstracted scholar, absorbed in first editions or black-letter, but a winsome friend, to meet them more than half-way, patiently answer their questions, "and by slow degrees subdue them to the useful and the good."

THE PROCEEDINGS.

FIRST SESSION.

(WEDNESDAY MORNING.)

The Conference assembled in College Hall, on Walnut Street; and at 10.30 A.M. was called to order by the President, Mr. WINSOR.

In the absence of Mr. DUI, the Secretary, on motion of Mr. MERRILL, Mr. A. W. TYLER (Librarian of the Indianapolis Public Library) was chosen Secretary *pro tem*.

Hon. JACOB D. COX, in the absence of Mayor MEANS, welcomed the Association in behalf of the Committee of Arrangements and the citizens of Cincinnati.

The PRESIDENT delivered his annual address.

(See page 123.)

Mr. C. W. MERRILL, Chairman of the Program Committee, announced the program for the afternoon.

FINANCE.

The Treasurer's report was next called for. Mr. S: S. GREEN, Chairman of the Finance Committee, announced that the Treasurer was necessarily absent, and had sent his report to him to present to the meeting of the Association. Mr. Green also stated that at the last meeting of the Association there was no treasurer, and matters were in the hands of the Finance Committee, where they remained until the appointment of a Treasurer, soon after the Washington meeting. Hence the necessity of a report of the Finance Committee. This, said he, is herewith presented; and appended to it, to explain in detail certain items in it, is the report of the Treasurer.

1881.

Dr.

Feb. 8.—To balance from last account \$435 99
 To membership fees collected at the meeting of the Association in Washington and Baltimore, Feb. 9, 10, and 11, 1881 124 00

Amount carried forward, \$559 99

Amount brought forward, \$559 99
 To other membership fees collected from Feb. 15—March 11 11 00

1882.

May 9.—To Frederick Jackson, Treas. of the Amer. Lib. Assoc., balance due the Association, May 5 247 25
\$818 24

1881.

Cr.

Feb. 15.—By bill of W. E. Foster (postage, envelopes, telegrams, expressage) . . \$10 53
 Feb. 15.—By bill of E. L. Freeman & Co., Central Falls, R.I., for printing 20 50
 Feb. 28.—By payment made to Melville Dui, in accordance with a vote of the Executive Committee of the Amer. Lib. Association, for money advanced by him to F. B. Perkins, for work on the Amer. Lib. Association Catalogue 200 00
 Mar. 8.—By Charles Hamilton's bill, printing 2 00
 Mar. 11.—By Cashier's check sent to Frederick Jackson, Treasurer Amer. Lib. Association 337 96

1882.

May 5.—By expressage on Treasurer's books, etc. 15
 May 5.—By postage stamps and envelopes used by Chairman of the Finance Committee 2 70
 May 11.—By cash balance 244 40

\$818 24

SAMUEL S. GREEN,
 Chairman Finance Committee Amer.
 Library Association.

I have examined the above account, with the vouchers, and find the same correct.

J. N. LARNED.

FREDERICK JACKSON, *Treasurer, in account with AMERICAN LIBRARY ASSOCIATION.*

1881. *Dr.*
 Mar. 12. — By cash balance received from S. S. Green \$337 96
 By cash balance received from Reception Committee, Boston Conference, July, 1879, 35 60
 1882.
 May 5. — By cash received for memberships to date 280 00

 \$653 56

1881. *Cr.*
 Mar. 22. — To fees returned to Miss D. E. Miller . \$2 00
 April 18. — To express charge on A. L. A. Catalog from San Francisco . 8 50
 June 6. — To cash paid Rockwell & Churchill . . 261 24
 To cash paid Forbes Lithographic Co. . . 42 00
 June 24. — To cash paid F. Leyboldt 36 85
 Oct. 12. — To cash paid Library Bureau (M.Dui), 19 58
 Dec. 23. — To cash paid Chas. Hamilton, printer . . 10 25
 To cash paid by F. Jackson, for postage . 1 95
 1882.
 Jan. 4. — To cash paid Rockwell & Churchill . . 6 00
 Jan. 27. — To cash paid Library Bureau, printing and postage . . 4 28
 May 5. — To cash paid Library Bureau, printing and postage . . 13 36
 To cash paid by F. Jackson for postage . 30

 406 31

 To cash balance paid Finance Committee \$247 25

BOSTON, May 5, 1882.

Examined with vouchers, and found correct.

SAMUEL S. GREEN,
 J. N. LARNED.

Mr. Green, after reading the reports, stated that they had not been audited, and suggested that the usual course was to refer them to the Finance Committee, to be examined.

A motion was made and carried to so refer them; and the result is here appended to the reports.

(See Thursday afternoon.)

POOLE'S INDEX.

Mr. POOLE reported upon his Index:—

In making this my final report of progress on the new edition of the "Index to Periodical Literature," I have the pleasure of stating that the manuscript is finished; that the printing is begun; and that bound copies of the completed work will be in the hands of the collaborators and the public before the close of the present year. Messrs. James R. Osgood & Co., of Boston, will be the publishers, and the printing is in progress at the University Press at Cambridge. I have here for your inspection 160 page-proofs of the electrotype plates, and the matter of 130 pages more is in type. About 50 pages of the plates are cast each week. We expect the printing will be completed early in December. Comparing with the old edition the rate of progress in the alphabet, the present indications are that the new edition will make 1,500 pages, — each page having twice as much matter as in the old edition. The price of the work has been fixed at \$15.00, which, considering the amount of matter, is relatively less than one-half the publication price of the old edition, and one-fifth of the selling price.

A vast deal of labor and care has been given to the work; but not more than was anticipated and provided for. No embarrassments or delays of any kind have occurred. The full original plan has been carried out, and the coöperative feature of the work has been a complete success. We, the editors, have done all that we promised to do, and more even. We promised to bring the references down to January, 1880; we have brought them down to January, 1882, and this additional work was done wholly by ourselves. We promised 1,200 pages, and shall

give you 1,500 pages. The list of periodicals indexed is larger than was promised. Not every serial in the first list has been indexed; because, in some instances, no complete sets could be found. Some of the English collaborators did not finish their work in season to be included in this issue; but their work will appear in the first supplement, — it being a part of our plan to issue a supplement every five years. It is highly creditable to the spirit and energy of the American librarians that every set of periodicals undertaken by them has been indexed. A large number of serials have been indexed which were not in the original list, so that the additions outnumber the omissions.

Every precaution has been taken to secure accuracy in the references, and all questions of doubt have been looked up from the serials themselves. I long since divested myself of that pride of accuracy which imagines that a catalogue, or a book wholly made up of references, can be printed without errors; yet I am confident from the verification of thousands of references in revising copy and correcting proofs, that the errors will be very few. I shall esteem it a favor to be informed of such as may be found.

Much labor has been given to the preliminary chapter of the work. Besides giving alphabetical lists of the periodicals, abbreviations, places of publications, dates, number of volumes, and the collaborators, it will contain in a tabular form a Chronological Conspectus of all the serials indexed, arranged in the order of seniority. The titles of the serials will appear at the top of the table, and the years in the left-hand column. The volume or volumes of a serial issued on any year will appear in the intersecting square. A glance will show when a serial begun, and, if discontinued, when it ended, and the precise volumes for any particular year. There will be cross-references from the alphabetical to the chronological list. The Chronological Conspectus will serve several useful purposes:—

1. It will furnish the means of readily ascertaining the date when any article was issued.
2. It will give the volumes of other serials of the same date. Each period has its own books and topics of special interest; and it is interesting to trace the discussion of them through contemporary journals. They are often treated under such various headings that

the Index will not always bring them together.

3. It will enable librarians and others to number their sets to correspond with the numbering in the Index. The numbering of volumes in many sets of periodicals is so irregular and senseless that it is impossible to use the designation of volumes given on the title-pages. In the *Eclectic Review*, for instance, seven "New Series" appear, each with a separate numbering. The *Methodist Quarterly Review* has a third and a fourth series, but no first and second series. The late volumes have a consecutive numbering, the one for 1881 being vol. 63; but there are not so many volumes in the set. The true consecutive numbering of that volume is 41, and it so appears in the Index. The *Princeton Review*, under its present management, has no numbering of the volumes at all. The *St. James Magazine* began to number its volumes consecutively; then it went off into "New Series;" then it went back into consecutive numbering from the beginning, and made a wrong count, leaving out nine volumes. I have in most instances discarded "series," and in cases of special stupidity, like those mentioned above, have numbered the volumes consecutively without regard to what was on the title-pages. It will, therefore, be necessary to renumber these sets and make the volumes correspond to the Chronological Conspectus. This can readily be done by attaching to each volume an adhesive tag with the proper numbering upon it.

I cannot speak too appreciatingly of the intelligence and devotion which my associate editor, Mr. William I. Fletcher, has given to the work. He has developed a remarkable aptitude for this class of literary labor, combined with rare executive ability. The most fortunate incident in my conception of the plan of this enterprise was in selecting Mr. Fletcher as my associate editor. The confidence in him which I then entertained, based on several years of intercourse as my assistant in other relations, has been more than confirmed.

The scheme of this work, which is now nearly completed, was suggested and adopted at the first meeting of the American Library Association, at Philadelphia, in October, 1876. The result could not have been reached by any other means than its coöperative feature. Are there not other projects of similar char-

acter which the membership of this Association, composed of the chief librarians of the country, can undertake and carry through by the same coöperative method? Many such schemes might be suggested; but there is one to which I wish at this time to call your attention.

A GENERAL INDEX to works other than periodicals is greatly needed by students and literary men. The plan of the Index which I suggest would differ from the scheme of the Universal Index, which has been much talked about in England and nobody is willing to undertake in this: It will not include every topic in the range of human knowledge, but only such practical subjects of general interest as students, literary men, general scholars, and writers for the press, would be likely to need. The book, therefore, could be brought into reasonable limits. Volumes of essays and miscellanies, and standard books in history, biography, political economy, social science, education, etc., would be analyzed and indexed under specific topics. Different departments could be assigned to the persons most competent to treat them. A responsible editor should be selected to whom contributions would be sent, and to whose judgment the selection and arrangement of the material would be committed. Each coöperating library and regular contributor would be furnished with a copy of the book when printed. The demand for the book is such that the sale would justify a publisher in assuming the expense and risk of its publication and the payment of copyright. The first edition would doubtless be imperfect; but it would be a basis on which a second edition could be constructed which would be of inestimable value. If subsequent editions were called for, the range of topics might be enlarged. As the plan of the work became known to writers and specialists, they would send in the references they had made in their investigation of subjects. For strengthening the helpful apparatus for ready reference in our libraries, nothing is more needed than indexes which will give wider and more specific information than is found in our subject catalogues.

Mr. SMITH favored the plan; and referred to the special bibliographies in the ninth edition of the "Encyclopædia Britannica" and in Larousse's "Grand dictionnaire universel."

Mr. GREEN spoke in favor of analyzing essays, and upon learning from Mr. Poole that

he meant to provide for the inquiries of intelligent men of only a moderate amount of culture, expressed a strong interest in having the proposed index made.

If Mr. Poole is willing to undertake the great task of editing or supervising the publication of such an index, he would be doing a great service to libraries and individual inquirers. An immense number of questions which a librarian now has to answer personally would be answered by pointing to a heading in this index, or by referring the inquirer to an assistant to help him in using the index. The librarian could thus make himself more useful to seekers after information by having more time at his disposal for answering questions, which would come up continually, not answered, or not answered in the form required by the inquirer, in the index.

COÖPERATION.

Mr. CUTTER reported from the Coöperation Committee:—

The committee has done very little during the year. It has considered the Rules adopted by the Library Association of the United Kingdom, and finds that they agree, in the main, with the Rules of the A. L. A.; that the English association has introduced some additional directions, mostly coinciding with those given in Cutter's Rules, and that there are a few points of which the committee do not approve. It would be well if the meeting would reconsider the A. L. A. code, and bring it, so far as is possible, into harmony with the English. The changes which we shall propose will not affect our practice; they will merely serve to define it a little more carefully.

The work of indexing periodicals for the obituary volume of the Index Society has continued. The volume for 1880 is already printed, and will probably be distributed to the collaborators in a few weeks. We should like some additional volunteers, and we must have one for the *N. Y. Tribune* and the *N. Y. Times*, because the gentleman who has undertaken those has been obliged, by the failure of his eyes, to abandon the work.

The A. L. A. Catalog is in a most unsatisfactory condition. Mr. Perkins having been compelled to give it up, the committee undertook to bring it out in sections, prepared by specialists; but hitherto, after repeated efforts,

they have been able to secure the coöperation of only one person. The committee will continue the search for workers, but without much hope of success. The men who are competent are too busy; and the committee think that a catalog of this sort is not worth publishing unless it is very well done.

PUBLIC DOCUMENTS.

Mr. GREEN, chairman of the committee appointed at the Washington meeting to secure a more satisfactory distribution of Public Documents, reported that bills had been prepared embodying the wishes of the Association, and that, after their approval by the Executive Committee of the Association, these had been sent, with numerous petitions in support of them, to the Committee of the United States Senate on Printing. Considerable correspondence has been carried on with members of that committee, and with other senators and officers of the government; but no action has as yet been taken on the bills by the committee. The matter is now in the hands of Senator Hoar, of Massachusetts, who has some hopes that he may secure action by Congress during the present session.

Mr. GREEN recommended that the committee of the Association be requested to continue its efforts, and that large powers be given to its chairman.

Mr. LLOYD P. SMITH spoke in favor of having an agent in Washington to procure public documents for such libraries as desire them, and moved that the committee receive the thanks of the Association, and the whole subject be referred to the same committee with full power to act in the premises, in accordance with its judgment; and that the Secretary be instructed to write to Senator Anthony, the chairman of the Committee upon Printing, that it is the unanimous sentiment of this Convention that such a bill as that recommended by our committee upon the distribution of public documents should be passed by Congress. These resolutions were carried unanimously.

Mr. T. W. P. ROGERS, of the Fletcher Library, Burlington, Vt., being absent, his paper, upon the "Heating of libraries," was deferred.

At 12 o'clock the Convention adjourned for the day. The afternoon was spent in attending an organ concert at the Music Hall, and in sight-seeing in various parts of the city.

SECOND SESSION.

THURSDAY MORNING.

The Conference opened at a little after ten o'clock. Mr. C. W. MERRILL, from the Program Committee, recommended that the papers assigned to Thursday evening be transferred to Saturday morning, because on Saturday the teachers of the public schools could attend more conveniently. On motion, the change was approved by the Association.

A letter was read inviting the Association to visit Oakwood, Clifton, the residence of Mr. H. Probasco. The courtesy of the invitation was acknowledged, and the letter referred to the Program Committee.

The PRESIDENT stated that his report upon "The general progress of library interests" had been included in his opening address.

CLASSIFICATION.

Mr. J. N. LARNED read his paper upon "The classification of books."

(See page 125.)

The PRESIDENT spoke briefly in review of the paper, and favored following neither the dictionary nor the classed system of cataloguing, exclusively; but said that each person would prefer the one or the other, as his predilection led him. He called upon Mr. Cutter to defend the mixture of figures and letters in the notation now used by him.

Mr. CUTTER. — I have been surprised at the almost universal distrust of the plan of mixing numbers and letters shown by librarians. I adopted it myself without any apprehension that it could make difficulty; I have heard of no trouble from it at Winchester; I have had no trouble with it at the Boston Athenæum, either from the attendants or from the public, who there have free access to the shelves. The very day on which I started for Cincinnati I hired a new boy, and put him to work setting up books marked in this way. At noon my first assistant reported that the boy seemed to find no difficulty in arranging the books, and that he had arranged them right. A system of notation which a boy unaccustomed to library work could learn in an hour cannot be very objectionable.

The attendants learn the meaning of many of the figures, so that they are no longer cabalistic signs to them; for example, they know that after v the next letter is always a name of

a country, and the third letter (if before R in the alphabet) the name of a form of literature. So when they see **VIP** they know it is a division of Italian literature, and, of course, they all know that **P** is poetry. As **XV** is literary history, they know that **XVID.M23** is a work by a man whose name begins with **M** on the history of the Italian drama. This is a tolerably long combination (**XVID.M23**), and yet, as it falls into two parts, class-mark and author-mark, separated by the (**.**), the eye takes it in without difficulty; and all the more so if the letters **XVID** are understood as history of the Italian drama; for, of course, combinations that convey an idea are read and remembered much easier than mere meaningless groups of letters. But even without this the mere mechanical use of the characters is not so puzzling as some have feared.

Mr. SMITH said that in moving to the Ridgeway branch he had used a combined system of letters and numbers, and found it to work satisfactorily.

Mr. WHITNEY. — Our library is so vast that we cannot make a new classification; but have enough to do to improve that which we have already, and to perfect the dictionary system as shown in our catalog, in Mr. Cutter's and our cards. The question of classification is of more importance to the smaller libraries, but less important to the larger ones now in working array.

Mr. CUTTER spoke of the difficulties of arranging biographies, and how they were met in different libraries.

Mr. WHITNEY spoke highly of the catalog of the library at Manchester, England.

Mr. CUTTER (replying to a question of Mr. Dyer) said that the classification of the catalog at the Boston Athenæum and that on the shelves are entirely different: the shelves being systematically classed, while the catalog is on the dictionary plan.

Mr. WINSOR said that at Harvard University Library there are two kinds of card catalogs: the one a dictionary and the other classed.

Mr. SMITH spoke of the arrangement in the Philadelphia library.

LIBRARY ARCHITECTURE.

Mr. POOLE then read his Report on Library architecture.

(See page 130.)

Mr. WHITNEY. — During the last six weeks, since the date of the report from the Boston Public Library, given in the paper just read, further steps have been taken tending to a decision of the question of a new building.

In accordance with the vote of the City Council directing the Trustees to consider and report upon the suitability of the new English High and Latin School building for the uses of the Library, an examination of this building has been made by an architect, whose opinions have been embodied in a report presented by the Trustees to the City Council. As scholars have not come in sufficient numbers to fill the building, the question has been raised in the City Council whether the schools could not be better accommodated in a smaller building, and whether the present building is not adapted to the purposes of the Public Library.

During the period of delay caused by the discussion of this matter the Trustees are giving much attention to the subject of the best designs for a new building, and sketch-plans are in progress of preparation, which will probably be printed in the autumn. Until these plans are matured, criticism is obviously out of place.

Mr. DYER. — I indorse all that my friend Mr. Poole has said in regard to the many objectionable points in the proposed building for the National Library, in the city of Washington. At the request of Mr. Poole, I kept an accurate register of the temperature of our library rooms, and found, during the time, that the mercury rose to 140 degrees, near the ceiling, after the gas had been burning for three hours. It is true, our rooms are badly ventilated, there being no means of escape for the heated atmosphere above the windows; and I doubt if the temperature in the fifth or sixth galleries of any library can be reduced below that point. We all know the damage that will necessarily accrue to the very best binding, under such circumstances. We might almost as well place valuable books in a bake-oven at once, as a means of preserving them. And, therefore, with such facts staring us in the face, I deem it the bounden duty of this Association to enter its protest against the erection of such a structure. The United States Government can well afford to provide a suitable building, in every respect, for its invaluable collection of books.

I am sorry Mr. Spofford is not here to give us all the facts. I know that he desires a build-

ing that will be a model library, in every sense of the word; and I trust that our Senators and Representatives in Congress will not withhold the requisite appropriations for such a structure.

Mr. A. W. TYLER said that when he was connected with the Astor Library, in winter the temperature in the south building, where he was working, frequently fell to 58° Fah., and 56° in the north (now middle) building, and that it was impossible to keep warm at the very time when the galleries of the second floor were too hot, the halls being some sixty feet in height. He was sorry to learn that the recently completed new building had been constructed on a similar plan.

Mr. MERRILL, in reply to a question of Mr. Dyer, stated that in his library the heat is uniform in both the lower and upper alcoves in the daytime; but at night the books in the upper alcoves must suffer from heat, or gas, or both.

Mr. K. A. LINDERFELT, of the Milwaukee Public Library, moved that resolutions be passed protesting against the proposed methods of constructing a building for the Congressional Library.

The matter was referred to a committee, to be named by the Chair. The Chair afterwards named Messrs. Linderfelt, Poole, and Smith, who reported the resolutions on Friday morning.

SECRETARY'S REPORT.

The secretary *pro tem.* read Mr. Dui's report as Secretary of the A. L. A., for the year 1881-82:—

The establishment of Sections, as recommended in my last report and as recorded in *Lib. j'nl.*, 6: 4, relieves me from reporting, except on those matters under my own immediate charge.

I wish, in passing, to urge all our members to *support* the chairmen of these new sections, by sending them everything useful in making their annual reports complete.

In the general offices there has been an increasing number of applications, both personal and mail, noticeably less about the A. L. A. and its objects, and more about specific points. A constant wish for the A. L. A. Catalog makes the delay in completing it doubly to be regretted. No one thing would so much advance our best work.

No special effort has been made, and yet a goodly number of new members has joined us. A persistent effort by all present members could easily carry our membership into the thousands, for all sympathize hartily in our work, and the interest and income from such a membership would enable us to complete at once our A. L. A. Catalog, and to carry out other much-needed work.

In accord with the vote past at Baltimore, the Secretary has, during the year, entirely on his own responsibility, undertaken a number of needed departments of library work. Their success, tho not brilliant, has been such as to pruv the real need, and another year promises to largely develop their best features.

The Consultation Department, started by Mr. F. B. Perkins, has been continued, and has pruvd of service to a goodly number of librarians and trustees, who hav used it, mostly thru correspondence. The plan seems to meet the wants of both those needing advice and those needing relief from constant and serious drafts on their crowded time.

The Employment Department has bro't together librarians and catalogers and positions, and pruvd a great and growing convenience to both sides, tho it has cost no little labor to attend to the claims of the over forty who have availed themselves of its help during the year.

The Catalog and Index Department has made only a fair beginning. Some work has been satisfactorily done, and each year wil doubtles increase the calls.

The Publication Department wil doubtles pruv one of the most useful. The long-promist Library Manual is fairly started, some pages being already in type. New editions of the Rules for Cataloging, Indexes of Subjects, and the Decimal Classification ar soon to appear; also, Introductions, with rules and illustrations, for the Shelf and Accession Catalogs, for Binding and Order Books. The new Smith's Classification, of which copies ar at this meeting, is the first work completed. Mr. Smith gives all the labor and copyright, and the total profits from the sale after paying the printer's bill go into the treasury of the A. L. A. This fact has seemed sufficient reason for offering the book for sale with our proceedings at this meeting.

As none of these departments are as yet

self-supporting they must be given time for development. Still, judging from a year's experience, they will all prove most efficient aids in library coöperation.

In general, I can only repeat the reports and recommendations of the Boston and Washington meetings, to which I refer those interested. (Lib. Jnl., v. 4, p. 282; 5, p. 274, and 6, p. 112.)

MELVIL DUI,
Secretary.

RESTRICTIONS ON THE USE OF BOOKS.

Mr. GREEN read an extract from a letter of Mr. Foster, of Providence, in which a question was put to the Convention, "Where does the authority lie in the different libraries of the county to restrict the use of rare and expensive books?" This called forth a very lively discussion.

Mr. TYLER. — In the new catalog which I am printing, I have marked valuable and rare books in three gradations, — somewhat after the plan of the Boston Public Library. One star signifies that the book so marked can be obtained only by permission of the librarian, and be kept for but seven days; two stars, that it can be used only in the reading-room; three stars, that it can be consulted only in the presence of an officer of the library.

Our bound magazines are all two-starred books; except where we have, as in the case of Harper's and Scribner's, duplicate sets for circulation. This designation of the bound magazines was made before I became librarian, and by vote of the library committee, in consequence of the loss of a volume, which broke a valuable set of a British magazine.

Personally, I favor the greatest liberty of access to and use of books, which is compatible with their preservation for posterity; but I decidedly concur with an opinion of Mr. Winsor's, which he gave me two years since in reply to a question of mine, that the present generation will have to submit to some restraints in order that valuable books may be preserved for the next.

Mr. WHITNEY. — In our own library there has been a growing carefulness of our more expensive and rare books within a few years, and more checks have been put upon their delivery, especially for use outside of the building. The policy of the library has always been very

liberal in this matter, possibly too much so for its own good. During the many years in which the library has been in use the books have become very much worn. An assistant has been appointed, whose duties consist in putting these worn books in better condition, and protecting them, when necessary, by covers. The larger works in the library, the folios and large quartos, were found especially to need this care. Many books, which had been given out freely to readers, it was found necessary to keep within the building. For instance, Sir William Stirling-Maxwell's "Annals of the Artists of Spain," which has become very rare, and could not be replaced for less than seventy-five dollars, had been loaned as freely as "Uncle Tom's Cabin;" and this was the case with Ruskin's "Stones of Venice," and many other books. Volumes of bound periodicals are kept within the building, as, when lost, they are of all books the most difficult to replace. Duplicate sets are kept of *Harper*, the *Atlantic*, and of other popular magazines, which are freely given to readers.

Mr. LINDERFELT. — While our library belonged to an association no restriction whatever was placed on the use of any of the books, no matter how rare or expensive they were; and I have now almost daily occasion to deplore this want of forethought on the part of the managers. Plates and pages have been cut out of our best books, including cyclopedias, art journals, and the like. Volumes of sets of magazines were circulated as other books, and the result is our now having on our hands a large number of sets of which not one is complete, except what we have succeeded in filling up lately. I would rather, for my part, have no magazines at all than incomplete sets, dating back all the way from ten to fifty or more years; as now we shall either have to put up with the continual aggravation of incompleteness, or throw away a large number of volumes and buy new sets. Until two years ago we allowed magazines to be drawn on special request, but we soon found that even that would not do; and, therefore, the trustees have passed a stringent rule that no magazines or periodicals shall leave the building, which in my opinion is the only way to keep them for the legitimate use of students and inquirers. To provide for the story-readers, however, who really are the ones most grieved by the withdrawal of magazines from

circulation, we provide extra sets of Harper's, the Century, and St. Nicholas, for use as ordinary books, and the wisdom of this arrangement is shown by the fact, that we have, during the last year, irretrievably lost two volumes out of these extra sets. To all our reference books readers have unrestricted access under the eye of an attendant, except books with a number of plates, or otherwise of more than average value, which are kept in a locked case, and can be handled only by special permit from the attendant in the room. As long as human nature remains what it is now, it is necessary, in public libraries, to adopt some such safeguard for preventing vandals among the borrowers from ruining or impairing the value of books that cannot easily be replaced. As for recent books that do not enter in a set, even if of considerable value, I think they best subserve their purpose by circulating with as little hindrance as possible.

Mr. GREEN. — In the library at Worcester, this authority lies with the librarian. Formerly assent was required from the President of the Board of Directors, and one member of the Library Committee, or from two members of said committee. But it was found that members of the Board of Directors, when applied to for permission to take out an expensive book, invariably inquired whether the librarian considered it safe to let the applicant take out the book or not, and acted on his judgment. Hence the change in the rule. I allow a very free use of expensive books; and, under certain circumstances, if, for instance, it were needed to illustrate a lecture on Natural History, I should even allow, under conditions, such books as Audubon's great works on birds and quadrupeds to be taken away from the library building. I should not hesitate to say to improper persons, that I could not allow them to take out expensive books without presenting the matter to the Library Committee for its consideration.

Mr. J. W. WARD spoke of the custom at his library.

Mr. SMITH, of Philadelphia, thought that the power to lend such books should be lodged in the librarian.

Mr. WHITNEY said that the Boston Public Library buys large numbers of current periodicals, which are put into pasteboard covers, and are given out to readers under the same restrictions as books.

Mr. DYER. — We find that readers can gradually be led from "trashy novels" to the higher classes of romance, from Southworth to Collins, Trollope, Bulwer, Dickens, Thackeray, and George Eliot, and from thence to the best standard works in travels, history, and biography; but we must not attempt to *drive*; at first we give them what they ask for, and as their fondness for reading increases, we find it an easy matter to lead them, step by step, to the upper rounds of the literary ladder.

I am unwilling to admit that there are such things as "books too rare and valuable" to be read or consulted; if so, why should we gather them into our libraries? For what are books intended, if not to be read? Surely not to be placed safely under lock and key, where they may be seen only "through a glass dimly."

Why should not such books as Audubon's Birds of America interest the naturalist even more than the artist? My theory is, that such books should never be abused; that libraries that can afford to own them should provide for their examination by all of its members (of course not including juveniles), under proper restrictions and surveillance to insure their safety from the slightest damage.

Mr. DYER spoke of the practice in his library.

Mr. WHITNEY advocated buying duplicates, and running the risk of loss.

Mr. LARNED explained the practice of the Young Men's Library of Buffalo, where volumes belonging to bound series of periodicals, and works of a costly or rare character, are let out to proper persons on the security of a written obligation in the following form: —

YOUNG MEN'S LIBRARY,

BUFFALO, — 188

Permission to take the volume named below from this library, and to retain it for — days, is given only upon the promise of the person receiving it that, in case of loss or serious injury while in his (or her) possession, he (or she) will pay the full cost of procuring a perfect copy with which to replace the same, even though the purchase of the entire series, or some part of the series of volumes to which it belongs, should be found necessary; that proper compensation shall be paid for any minor injury that the volume may sustain while thus withdrawn from the Library, and that, if it is re-

tained beyond the time specified above, a fine of twenty cents for *each day thereafter* shall be paid.

Title, _____

Place and Date of Publication, _____

Size, _____ Binding, _____

Present Condition, _____

I have received the volume described above subject to the conditions set forth, and hereby agree to fulfil the same.

Mr. WINSOR thought the discretion should be left in the hands of the librarian, and spoke of his practice, both in the Harvard Library and when connected with the Boston Public Library.

Mr. CUTTER. — By the rules of the Athenæum this power lies with the Library Committee, but, owing to the great inconvenience to borrowers of being obliged to wait for the weekly meeting of the committee, which would frequently be equivalent to not having the use of the book at all, the power has been delegated to the librarian to use in all ordinary cases. It is well, however, that the rule remains unchanged, and that the librarian has behind him a body which will take the responsibility in doubtful cases. Moreover, in cases which are not doubtful, it perhaps mitigates the disappointment of the borrower not to be refused at once, but to get a negative after some delay, and, as may be supposed, due deliberation.

Upon motion, the Conference then adjourned to 2.30 P.M.

THIRD SESSION.

(THURSDAY AFTERNOON.)

Mr. Green reported for the Finance Committee that it had examined the accounts of its Chairman and of the Treasurer, with vouchers, and had found them correct. Upon motion they were then accepted and adopted.

TRAINING LIBRARY ASSISTANTS.

In the absence of Hon. MELLEŒN CHAMBERLAIN, the discussion upon the topic, "The best method of selecting and training library assistants," was opened by Mr. J. L. WHITNEY.

(See p. 136.)

Mr. WINSOR gave his experience at Boston and at Cambridge.

Mr. TYLER. — The habit of the Indianapolis Library is to nominate those who appeared most likely to make suitable attendants to be substitutes. From these substitutes I selected for attendants, as occasion required, those who show aptitude and taste for the work in the several departments. Should a substitute, for any reason whatever, prove unfitted, she simply falls out by the way, with no imputation upon either abilities or character. I find the plan to work well, and would try a similar plan for assistants of a higher grade than attendant. My library has young ladies for day attendants, and young men who are fitting themselves for professional life, as night and Sunday attendants.

Mr. GREEN read his report upon "Aids and guides to readers."

(See p. 139.)

Mr. WESTON FLINT spoke of the Congressional list of Government publications.

Mr. J. B. PEASLEE, Superintendent of Public Schools, stated that while he was not connected with any library, yet he felt the deepest interest in the objects of the Association, and in the subjects under consideration, and proceeded in the most courteous manner to extend an invitation to the members of the Conference to visit Eden Park immediately after adjournment, saying that he was sure that the visitors would admit that the natural beauty of the park was unsurpassed by that of any other park in America.

Mr. CUTTER read the paper of Mr. SCHWARTZ, of the Apprentices' Library, New York, who was absent.

(See p. 148.)

The PRESIDENT announced as a committee to nominate an Executive Board for the ensuing year, Mr. W. T. PEOPLES, Mr. J. N. LARNED, and Mr. WESTON FLINT. (As Mr. Peoples left town at an early hour the next day, Mr. Larned was made chairman of the committee, and Mr. John N. DYER, of the St. Louis Mercantile Library, added to its number.)

The Association then adjourned until 8 P.M., and its members made the excursion to Eden Park, under the guidance of Mr. PEASLEE, Mr. ALEX. HILL, and Mr. C. W. MERRILL.

FOURTH SESSION.

(THURSDAY EVENING.)

LIBRARIES AND THE PUBLIC.

Mr. JAMES W. WARD read his paper on "Public libraries and the public."

(See p. 167.)

Mr. GREEN. — I do not like the tone of the paper. The public is wrong if it expects to find in a librarian a walking dictionary, but it has a right to expect to find him a walking bibliography. I feel it to be my duty, as well as my privilege, to point out to every applicant the sources of information. The public, it seems to me, is slow to express its wants, and should be encouraged to do so. The librarian is the servant of the public; he is paid for serving. He also has authority enough to enforce politeness in applicants for information. He has no right, however, dealing as he does with persons many of whom have not had the opportunity to acquire fine manners, to be fastidious or sensitive.

Mr. TYLER. — I do not suppose that even the model librarian of the future will be expected to know everything that is in the books under his charge; that is simply impossible. But he will know, what every good librarian should know, how to put the inquirer upon the track of what he wants. The librarian of to-day should cultivate friendly relations with those who are making investigations among his books, and, as occasion demands, should make available to them his superior acquaintance with the means of prosecuting those researches. He will encourage readers to come to him for information, even upon points which, to him, may be very trivial, and, so far as may be practicable, will aid and stimulate them in their work.

The librarian cannot be expected to read, or begin to read, a tenth of the books which pass under his hands; but, in one way or another, he will manage to know something about them, so that when needed he can put his hands upon them, and bring them forth to divulge the secrets hidden in their pages.

Such efforts as these to aid one's readers will repay the librarian who puts them forth many fold. As I often tell my readers, when in the act of apologizing for the time they are taking, and the trouble they think they are making, "I

like to have such questions as these asked me, for they teach me something, too." So the librarian who really enters into the spirit of his work will find a constant reward in it. Some of the pleasantest and most valuable acquaintanceships I have formed have been begun in the library in the attempt to bring to my visitors the information or pleasure they were seeking.

Mr. FLINT. — In the Patent Office Library, such work as was recommended has been carried out. My assistants were expected to be able to aid, each in a special department, when visitors were seeking information.

Mr. CUTTER. — Something like this has been done at the Athenæum. I long since adopted the practice of paying most of the assistants, not by the year or the week, but by the hour. This plan was chosen for other reasons, but it has the advantage of making it easy, when any outsider wishes any investigation or copying done at the Athenæum, to detail an assistant for the service, whose time is then charged to the temporary employer, and not to the library. Some years ago, a lady, compiling art-reference books, thus occupied a large part of the time of one of our assistants, who consequently became very familiar with our large collection of art books, so that I soon found that inquirers on any point of art history, or those numerous persons who were in search of the engraving of a particular painting, could be referred to her with certainty that their wants would be supplied if the library contained anything to the point. In the pressure of work arising from the printing of our catalogue, this relief was very grateful; and Mrs. Otis became, in fact, if not in title, Special Librarian of the Art Room. I purpose to extend the method to other departments, so far as opportunity offers.

Mr. WARD. — Every librarian should consider it a duty to answer every possible question freely and cheerfully.

Mr. POOLE. — To aid inquirers in the reference department is one of the most pleasant duties of my position. My office door is always open, and anybody seeking for information is encouraged to come to me directly and without formality.

Mr. MERRILL asked what Mr. Poole did with a slip containing a request, "Send me a good novel."

Mr. POOLE replied that under his system such a question could not be answered, as applicants are sent to the catalogs to look up the shelf-numbers. But, finally, when urged, he did recollect a case where the richly dressed wife of a councilman asked for "an interesting book," and after many trials he found the book she wanted was a volume of Mrs. Southworth's. He got her as clean a copy as he could find, and she expressed her gratification with the question, "Don't you think Mrs. Southworth is such a beautiful writer, Mr. Poole?"

Mr. GREEN. — In such a case I always have a novel sent; such a request gives the attendant an opportunity to send one really good. I mean to have enough polite attendants to do whatever the public desires, and such attendants become very apt in suiting the tastes of readers, and consume very little time in selecting acceptable books.

Mr. CUTTER stated that in his library almost the entire reading of some persons were chosen by one of the attendants, who had acquired extraordinary ability in satisfying them.

Mr. DYER spoke of the practice in this respect in his library in St. Louis.

Mr. CARR. — The conditions, as to the assistants and the public, vary in different libraries. In some the delivery desks are very near to the books, and hence the readers (book-takers) come easily and naturally into contact with the assistants, in the immediate presence of the books; while in others, as at the Cincinnati Public Library, the requirements of the service are such, owing to the size of the library or construction of the building, that the delivery-desks and the attendants at them, are themselves far removed from the books.

As a result, the library assistants, in the former case, being continually in contact with both the books and the public, become, sooner or later, and almost as a matter of course, well qualified to impart the information and aid which will naturally be sought of them. While in the latter case, the situation of the assistants would necessarily seem to be such as to almost or quite prevent their acquiring the knowledge requisite for answering questions likely to be asked of them. This result is the more to be regretted, perhaps, since such questioners, if not answered on the spot, are more apt to drop the matter, unless very ardently in pur-

suit of information, than to seek another room or officer of the library in search of it.

Mr. DAVIS. — I rise to correct a misapprehension which may have been made by a remark of our honored President. He said that Harvard is the only college represented at this meeting. Now, I should not wish the impression to go abroad, that when this National Association of Librarians met in Cincinnati, not one of the many colleges in Ohio was represented. I have the honor of appearing for the University of Wooster. I have been a silent, but interested, attendant upon the sessions of this body. Silent, for two reasons: 1. I came to learn — to receive suggestions and help. 2. I have perceived that the discussions have turned mainly upon the practical management of the great public libraries in our larger cities. But, as a College librarian, I have listened to these discussions with deep interest, and have found them suggestive and helpful.

As to the subject now before us, the College librarian is as deeply interested in it as any other can be.

When I took charge of the Library at Wooster, five years ago, I found the books arranged on the shelves largely according to size, style of binding, etc.; beautiful sets standing together, to make a fine appearance. My first work was to break up these sets, and to arrange the books, big or little, according to subject. My next step was to throw open the gate which had hitherto barred all access to the books, and to invite the students to come behind the railing, that they might handle the volumes, and by personal examination become familiar with their authorship and contents. Often a score of students will be thus engaged, and to be able to answer their manifold questions I find requires reading and study. To keep in advance of three or four hundred wide-awake Western young men and women, earnestly engaged in the pursuit of knowledge, is no small undertaking. And when I think of the influence that a librarian may have on so many expanding intellects and forming characters, by directing their reading, I feel like "magnifying my office." For quiet and unobserved, but real and lasting impression and usefulness, I would not exchange the work of a librarian for that of any professor in the college, or even for that of the President of the University himself. Of course, I may be mistaken. But that is my

feeling concerning the office and work of a librarian.

FIFTH SESSION.

(FRIDAY MORNING.)

The PRESIDENT announced as a Committee on Resolutions, Mr. Smith, of Philadelphia, Mr. Whitney, of Boston, and Mr. Dyer, of St. Louis.

The Committee on Nominating an Executive Board reported the following names: Justin Winsor, J. L. Whitney, S. S. Green, C. A. Cutter, Melvil Dui.

RESOLUTIONS.

The Committee on Resolutions, named above, reported as follows, and their report was adopted:—

Resolved, That the members of the American Library Association, now in convention assembled, hereby return their hearty thanks to the Hon. J. D. Cox, and other members of the Committee of Arrangements, for their cordial welcome to our members from various parts of the United States, and for their generous hospitality; to Mr. George Ward Nichols, President of the College of Music, for the pleasure of listening to the celebrated organ of Cincinnati; to Mr. John B. Peaslee, Superintendent of Public Schools, for his kind offices in bringing the teachers and librarians together, and for organizing an expedition to view the beauties of Eden Park; to Mr. Chester W. Merrill, Mr. Jno: M. Newton, and others, for throwing open to the Association the libraries under their care; to the Literary Club, and the German Literary Club, for the use of their rooms; and last, not least, to Mr. Henry Probasco, for his hospitable invitation to view the noble art and bibliographical treasures in his private collection.

Mr. LARNED, of Buffalo, extended the invitation of the Y.M.A., of that city, that the Association hold its next meeting in Buffalo, and said he could promise what no other member could, — cool weather in August, at which time he invited the Association to come.

Mr. DYER, of St. Louis, extended a very cordial invitation to the Association to meet there in 1883.

Mr. SMITH favored St. Louis; and Mr. MERRILL moved that the next meeting be held at Buffalo, which was carried by 16 to 6.

Mr. TYLER moved that the time be August, the exact date to be settled by the Executive Board, in consultation with Mr. Larned. This was carried without dissent.

Mr. CUTTER showed and explained his scheme for classifying the book arts.

(See p. 168.)

LIBRARY OF CONGRESS.

The Committee on Resolutions regarding the Building for the Library of Congress, reported as follows, and their resolutions were adopted unanimously:—

Resolved, That the erection of the new building for the Library of Congress affords such an opportunity of improving the architecture of libraries, with respect to convenience in use and administration, safety of the books, and economy of construction, as is not likely to again occur; and that it is of great importance to the library interests of the country that the old and conventional errors of construction be avoided in the interior plans of this building.

Resolved, That the plans submitted to this Association at the Washington meeting, by Mr. J. L. Smithmeyer, and adopted by the joint committee of Congress, embody principles of construction which are now regarded as faulty by the whole library profession; and, therefore, as members of the American Library Association; we protest against the erection of the building for the library of Congress upon those principles.

Resolved, That we reaffirm the resolution adopted at the Washington conference, by a unanimous vote, in the following words: "That, in the opinion of this Association, the time has come for a radical modification of the prevailing typical style of library building, and the adoption of a style of construction better suited to economy and practical utility.

Resolved, That the Chairman of the Joint Committee on the Library Building was misinformed, when he stated, in his speech in the Senate on March 2, that "the adopted plan" had been "warmly approved" by the librarians of the country at their Washington meeting, — the fact being that the librarians of the country are earnestly opposed to the plans adopted by the committee.

Mr. LLOYD P. SMITH read his paper on the classification of books.

(See p. 172.)

On motion of Mr. GREEN, it was voted that the Finance Committee invite Mr. F. Leypoldt, of New York, to publish the papers and proceedings of the current meetings of this Association as one or more numbers of the *Library journal*, and require him to print enough extra copies of such portions of the journal as will enable the Secretary of this Association to send one copy of the papers and proceedings to every member whose dues have been paid; provided, however, that the Finance Committee shall not allow more money to be spent in printing the papers and proceedings than the treasury contains.

FICTION.

Mr. J. L. BEARDSLEY read his paper upon "Fiction."

(See p. 175.)

Mr. GREEN asked Mr. Beardsley if he put out all exciting novels from his library at once. Mr. Beardsley replied, "No; but I allow them to wear out and do not replace them. Thus they disappear from the catalog."

Mr. WHITNEY. — The impression has prevailed, to some extent, that librarians are not sufficiently interested in the subject of good and bad fiction, and the charge has even been made that they are "callous and indifferent" in the matter.

This, it seems to me, is far from being the truth. If their efforts have not produced in all cases the results to be desired, it may be attributed, perhaps, in part, to these two causes:—

First.—The number of new novels published is so great that librarians, with the pressure of their other work, are not able to read many of them. They are obliged to depend on the opinion of their friends and that of newspapers and periodicals. It would, probably, not be too much to say that few editors of newspapers in this country find time to read carefully the novels that come to them for notice. Editors are in a greater state of hurry even than librarians. Both, in their estimate of books, must depend largely on the reputation of the author and the publisher. The trustees of a certain library were once charged in a newspaper with giving to their readers improper stories. An examination of the files of this newspaper revealed the fact that many of the books denounced had been praised in its columns, and recommended to its readers.

Second. — As might be inferred from what has just been said, the advice which librarians receive is often so conflicting that they do not get great help from it. With us there is one party calling through the editorials of reputable newspapers for the purchase of everything that is offered, believing that each kind will gravitate to its own. Others demand that all fiction be excluded.

Mr. Emerson once asked me how many new books were purchased for the Boston Public Library. When I mentioned the number, he expressed astonishment, and said, "Probably not one in fifty of them ought ever to be read. Why buy the new book when the old is so much better?" Between these extremes of opinion how is the librarian to decide? Where can he get advice worth following?

Information as to the character of books is always welcome to the librarian. Recent discussions have brought much light and stimulated to a greater carefulness in the purchase of books. In our own library new books are distributed among the trustees, the officers, and others for examination, and an officer has been appointed whose duties consist largely in examining the new works of fiction and books for the young. If any one knows that a book is a bad one let him tell the librarian at once. If he thinks that it is a poor one, he is at liberty to give his opinion; but the librarian will take his opinion always for what it is worth, remembering that what seems worthless or even harmful to one may not be so to another. A poor woman came to our library not long ago, from one of the poorest quarters of the city, asking for a novel by Mrs. Southworth. When asked why she read such stories she answered, that the pictures which these books gave her of people who are well-fed and well-dressed and enjoy all the comforts of life which she lacked were very pleasant to her, for she imagined for the time that she was in their company. The distinction between books which are bad for all, and those which may be bad for some, must always be kept in mind.

Mr. J. J. JANNEY. — Our Board has endeavored to secure the assistance of the teachers in the public schools in directing the reading of the children, and, we think, with very good and satisfactory results. The teacher selects a list of books in reference to the studies of the class, and advises the students to read them. A class

may be studying history; the teacher puts into its hands a list of books relating to the history in hand. Another class is studying English literature; a list of books illustrating that is given. The results have been entirely satisfactory. The reading of many of the children has been turned into better channels.

The librarian may exert a great influence over boys and girls. A boy presents himself, wanting some "good story." He is told we do not think we have exactly what he wants; but there is what we think a good book for him, handing him "The story of a bad boy," for instance, or one of the Bodley books, and asking him to take that and read it, and if he does not like it we will try to find something that will suit him better. The result, in such a case, has been that the boy has returned, — his face aglow with delight, and the statement that that is the best book he ever read, and no farther demand from him for trashy reading.

We occasionally meet with men and women, women especially, in whom the demand for sensational literature seems fixed and incurable. They cannot get above Mrs. Southworth.

Our success in improving the style of reading has been very satisfactory. A few years ago, 69 per cent. of our issues were fiction; last year, 49 per cent. only. And we have lost no readers. The per cent. of readers in the total population is steadily increasing. With a population of 52,000, and 13,000 volumes in the library, our issues last year were 65,017, besides 7,611 books consulted in the rooms.

As to the total exclusion of fiction, while the managers of the Germantown Library feel satisfied with their rule, which totally excludes it, we think that not wise nor prudent. A very large amount of fiction, pure and simple, has become classic, and will ever remain so. But where shall the line be drawn? That must be determined as the cases arise. The issues of some houses should be received with great caution; the products of some authors rejected at once. I think I could draw a line around Mrs. Southworth, for instance, without hesitation.

We aim to answer all inquiries. A young man is looking up authorities on a question he is debating, or a girl is to write a composition. The librarian cannot always refer to the proper authorities. If he cannot do so, the applicant

is asked to call again, and they will be looked up. This adds to the labor of the librarian, but it makes a friend of the applicant, and adds to the usefulness of the library.

Mr. DYER tho't all fiction should not be excluded, and spoke of readers' tastes improving, so that they grew from the use of the poorer to that of the better fiction.

Mr. WINSOR spoke of an incident which occurred to him while in the Boston Public Library, and mentioned the book, "tabooed by the Boston Public Library." "This," said Mr. Smith, "might be called the puff oblique of the book."

Mr. SMITH gave his experience, and that of the Friends' Free Library at Germantown. He mentioned the Loganian Library, and its career, which, he said, might be described as "The greatest good to the smallest number." He also mentioned Dr. Rush's similar plan, the result of which was a library costing \$800,000, that averaged but nineteen readers a day.

Mr. WARD. — Some librarians seem disposed to limit their interference to advice. I think we can all recall instances where prohibition would have been the correct course, especially in relation to young people, who too often obtain books to read, not only without the knowledge of their parents, but really and knowingly contrary to their wishes. This is one of the evils connected with the indiscriminate delivery of books to children. There are books harmless enough to read occasionally; but it is sometimes sad to see such a waste of time, as when a young man spends several hours a day, for many days together, turning over the leaves of "Punch."

This brought out from several members a lively defence of the historical value of "Punch," tho it was allowed that three hours a day was, perhaps, too much to devote to that one branch of study.

Mr. LINDERFELT read his paper on Charging Systems.

(See p. 178.)

The PRESIDENT having had his attention called by Mr. Poole to the existence of a lively young sister association, extended a hearty welcome to the Western Library Association, and announced that its first annual meeting would be held in Indianapolis, in October next.

Mr. CUTTER moved that the cataloguing rules be referred back to the Coöperation Com-

mittee, with power to make needed changes to bring them into uniformity, so far as should appear desirable with those of the L. A. U. K.

Adjourned to Saturday at 10 A.M.

The afternoon was spent at Mr. Probascio's, the evening at the Zoölogical Garden.

SIXTH SESSION.

(SATURDAY MORNING.)

The meeting was called to order at 10.25 A.M.

Mr. GREEN made certain announcements, and then moved votes of thanks to Messrs. J. Shillets & Co., for their courtesy in furnishing copies of King's Pocket-book of Cincinnati, for distribution among the members of the Association, and to the editors of this city, for their kindness in printing full reports of the meetings of the Association.

Both resolutions were carried.

SCHOOLS AND LIBRARIES.

The PRESIDENT made a welcoming address to the teachers of Cincinnati; and then proceeded to read extensive extracts from Miss C. H. Hewins's report on "Reading for the young."

(See p. 182.)

Mr. J. B. PEASLEE, Superintendent of Public Schools, said: Fellow-Teachers: It is exceedingly fortunate that the American Library Association should meet here this year, when we are endeavoring to adopt some plan to secure better coöperation between our libraries and the schools, and thereby to direct more effectually the reading of the pupils.

What the children are reading is, to my mind, the most important question that can be considered by teachers and parents. I believe that a pupil who loves our intermediate (grammar) schools, even with a love of reading good books, is on the sure road to an honorable manhood or womanhood.

Much has been done of late years to give the pupil correct literary tastes, in the learning and reciting the best thoughts of distinguished authors, in celebrating their birthdays, in putting their portraits into our school-rooms, in planting a grove in Eden Park to their honor and memory; but the great question, How can we obtain the most good from our libraries? has not as yet been decided by us. Whether we shall adopt the methods pursued so successfully at Worcester, Mass., which

will be explained by Mr. Green, the distinguished Librarian of the Worcester Public Library, or that of Boston, or a modification of the two, or some other plan that may be suggested, I cannot say; but I trust these conferences between our teachers and the librarians who have devoted their lives to the study of books may result in great good to the schools. Before I close I wish to extend the thanks of our teachers for the assistance given our pupils by Mr. Newton, Librarian of the Mercantile Library, and also to Mr. Merrill, of the Public Library.

Mr. GREEN was called upon to open a discussion on the best methods of securing coöperation between libraries and schools. Mr. Green's address was extempore, and therefore cannot be given in full. Following are the heads under which he grouped numerous illustrations. Added to these are a few references to other volumes of the *Library journal* and to the report on "Aids and guides to readers," read by Mr. Green at the meeting of the Library Association on Thursday afternoon of the present year.

1st. The methods in vogue in libraries to assist teachers to make scholars read carefully. Especial mention was made in this connection of the work done by the Boston Public Library. For a description of this work, see *Lib. j'nl.*, 5: 299-302. The books which are furnished by the Public Library in Boston in doing this work may be supplied in other ways.

Thus, in Worcester, where there is a two years' course in which six months is given to the study of each of the authors, Bryant, Longfellow, Hawthorne, and Irving, the scholars are required to furnish their own books.

These could also be supplied by the School Committee, or with money raised by subscription.

As helping to make young persons careful readers, it was mentioned that applicants for admission to Harvard University are required to pass an examination on certain books which they are required to read, such as, for example, Scott's *Ivanhoe*. The thorough reading of certain books, or of parts of books, is a portion of the course in the Latin High School, and other schools in Boston.

See, also, *Lib. j'nl.*, 5: 243 (2d column), for an account of work done in Providence, R.I.

2d. Aid afforded by librarians in furnishing collateral reading to teachers and scholars, and in helping both to make investigations.

For ample illustration of the way in which work of this kind is done in the Public Library at Worcester, Mass., see *Lib. j'nl.*, 5: 235-245, for "The relation of the Public Library to the Public Schools": a paper read at a meeting of the American Social Science Association, in Saratoga, Sept. 8, 1880, by S: S. Green. This paper was also published in the *American journal of social science*, and in pamphlet form. See, also, for an account of interesting work done during the past year by the library in Worcester, in connection with the Worcester High School, that portion of Mr. Green's report on Aids and guides to readers, published in this number of the *Lib. j'nl.*, contained under the heading, Libraries as educational institutions.

3d. How libraries may aid teachers in the regulation of the reading of the young.

See the paper and report referred to under the last head for information on this subject, and for miscellaneous information regarding the general subject under consideration.

Mr. W: F: POOLE has said that, when his Index of Periodical Literature should be published, he thought it would be well for the members of the American Library Association to help him and Mr. Fletcher to get out a subject-index referring to books. Such a work as this, well prepared by librarians, would be of immense service to teachers and others.

This abstract gives only a very meagre account of Mr. Green's address of over an hour. It is as long, however, as he can make it at present with his numerous engagements.

Mr. JOHN HANCOCK, of Dayton, O., was called upon by the President to say something on behalf of the teachers. He spoke briefly, and,

among other things, said, that the public library should shape the public thought in a city. He was glad to know of what was doing in Worcester. He then spoke of his experience as a teacher, in connection with this subject.

Mr. POOLE spoke of his intercourse with the teachers of Chicago, — how he excited their interest and coöperation. He called them to his office, talked with them, and gave them copies of his finding list. He spoke of his intercourse with the little folks, and of how he increased their interest, and encouraged them in their reading.

Mr. G. A. CARNAHAN, Principal of the First Intermediate School of Cincinnati, spoke of his watching the growing taste of the boys and girls in reading. He had very little faith in trying to control the reading of children; but wished them to be taught to select their own reading.

The PRESIDENT spoke of the intercourse which the American librarians had, in London, with Sir Redmond Barry, and of the work he accomplished at Melbourne; and especially of his success in interesting the teachers and the children.

Mr. DYER moved the following resolution, which was put by the Secretary, and carried unanimously: —

Resolved, That the thanks of this Association be given to the President for the able manner in which he has presided over the deliberations of this Association, and for his continued attendance at its meetings.

Mr. LARNED moved a vote of thanks to "our industrious Secretary *pro tem.*," which was carried.

And at 12.35 the PRESIDENT declared the Conference adjourned.

A. W. TYLER,
Secretary pro tem.

LIST OF PERSONS PRESENT.

Mrs. Cyrus Arnold, Woonsocket, R.I.
W: J: Edwards Barnwell, Cincinnati P. L.
I. L. Beardsley, Cleveland (O.) P. School L.
E: Bertz, Rugby, Tenn.
Mrs. Ellen M. Bosworth, Harris Institute L., Woonsocket, R.I.
G. A. Carnahan, Principal of the First Intermediate School, Cincinnati, O.
H: J. Carr, Grand Rapids, Mich.
J. Francisco Carret, Boston Public L.
Reuben Colton, Library of American Antiquarian Society, Worcester, Mass.
Rebecca Cooling, Cincinnati P. L.
Jacob D. Cox, ex-Governor of Ohio.
C: A. Cutter, Boston Athenæum.
Mrs. J. C. Davies, Dayton, O.
T. K. Davis, Library of University of Wooster, Wooster, O.
J: N. Dyer, Mercantile L., St. Louis.
Anna Eppens, Cincinnati P. L.
Christoph Bernhard Frenk, Cincinnati P. L.
Mrs. Edwin Noah Fuller, Cincinnati P. L.
Weston Flint, Library of the U. S. Patent Office, Washington, D.C.
S: S. Green, Free P.L., Worcester, Mass.
Harriet Eliza Garretson, Cincinnati P. L.
J: Hancock, Superintendent of Schools, Dayton, O.
Mary C. Harbaugh, Ohio State Library, Columbus.
Hannah P. James, Free Library, Newton, Mass.
J. J. Janney, P. L. and Reading Room, Columbus, O.
J. N. Larned, Young Men's L., Buffalo, N.Y.
K. A: Linderfelt, Milwaukee P. L.
Mrs. M. E. Linderfelt, Milwaukee.
A. P. Massey, Case Library, Cleveland, O.
Chester Wright Merrill, Cincinnati P. L.
H: C: Meyer, Cincinnati P. L.
W. H. Mussey, Mussey Library, Cincinnati.
Sallie Amanda Owens, Cincinnati P. L.
W. T. Peoples, Mercantile L., N.Y.
J: B. Peaslee, Superintendent of Schools, Cincinnati.
W: F: Poole, Chicago P. L.
Low Scanthin, Evansville P. L.
Kittie Wadsworth Sherwood, Cincinnati P. L.
Lloyd P. Smith, Library Company of Philadelphia.
A. W. Tyler, Indianapolis P. L.
James W. Ward, Grosvenor P. L., Buffalo, N.Y.
Theresa H. West, Milwaukee (Wis.) P. L.
James L. Whitney, Boston P. L.
Mrs. E. A. Winsor, Indiana State Library, Indianapolis.
Robert C. Woodward, Springfield (O.) P. L.

Bibliography.

B. Bibliography.

BIBLIOGRAFIA del VI. centenario del Vespro Siciliano. Palermo, Pedone Lauriel, 1882. 16°. 3 l. (250 copies.)

101 nos. (34 historical, 4 dramatic, 4 fiction, 8 oratorical, 39 poetical, 10 periodical, 2 musical).

CATALOGUE de livres choisis à l'usage des gens du monde, cont. les meilleures productions de la littérature contemporaine. Paris, lib. de la Soc. Bibliog., n.d. 7 + 176 p. 12°. 2 fr.

GILL, Theodore. Bibliography of the fishes of the Pacific coast to the end of 1879. Wash., 1882. 73 p. O. (Bulletin of the U. S. Nat. Museum, no. 11.)

LARNED, J. N. List of works on charity and kindred subjects. (Pages 249-254 of S. H. Gurteen's Hand-book of charity organization, Buffalo, 1882, O.)

MOTTA, Emil. Versuch einer Gotthardbahn-Literatur, 1844-82. (In *Bibliog. u. lit. Chronik d. Schweiz*, 1882, p. 14-18, 39-46, 64-70, 86-92; and is to be continued.)

U. S. . . . Communication from the Secretary of State rel. to the establishment of an International Bureau of Exchanges. Wash., Gov. Pr. Off., 1882. 113 p. O.

Contains a list of official publications issued by Congress and the Departments, 1867-81.

J: STUART BLACKIE'S *Altavona*; fact and fiction from my life in the Highlands, Edinburgh, 1882, 14 + 425 p. 8°, contains a 6-page "list of some works on the history, antiquities, language, poetry, and music of the Highlands."

C. H. EVANS' *American college directory*, v. 4, 1882, St. Louis, Evans & Co., 1882, 168 p. 8° (\$1), contains "complete list of educational periodicals."

Indexes.

INDEX SOCIETY. Index of obituary notices for 1880. London, 1882. 7 + 103 p. sq. O.

Contains about one fourth more than the last index, the increase being in part due to the American contributions.

The JOURNAL of speculative philosophy for Oct., 1881, contained (pp. 434-444) an index to v. 1-15.

REVUE de Belgique; table gén., 1869-80, v. 1-36. Brux., Marquardt, 1882, 48 p. 8°. 3 fr. 50.

Anonyms and Pseudonyms.

Aschenbroedel (No name series) is by Miss Katie Carrington, of Colebrook, Conn., known already as a contributor of pleasant stories to the *Atlantic*.

The island home.—"The anon. author, James F. Bowman, has died at San Francisco. 'The island home' acquired an enormous circulation, and it was from this volume that Max Adeler drew his *nom de plume*."—*Athenæum*, June 17, 1882.

A lesson in love is said to be by Mrs. Ellen O. Kirk, the wife of the editor of *Lippincott's magazine*.

A mere caprice is by Mme. Bigot, formerly Mary Healy, a daughter of G. P. A. Healy. Mme. Bigot has written a version of her novel in French, and it is now passing through the press of Charpentier in Paris, where the author has long resided.—*Literary world*.

Naga historica et mythologica, Glasgow, Hugh Hopkins, 1882, 8°, pp. 8 + 231, is by Duncan Keith. The book contains (1) Frederick II., Emperor of Germany and King of Sicily, (2) Northern mythology; 330 copies printed.

T. T. B., *Mitchell Library*.

The revolt of man is by Walter Besant.

Christian Reid.—A weekly journal having said that this is the pseudonym of a Miss Johnson, application was made to D. Appleton & Co., publishers of Christian Reid's books, who declare that they know nothing of Miss Johnson, and that the author is Miss Frances C. Fisher, of Salisbury, N. C.

G. Valbert, ps. of Victor Cherbulez in the *Revue des Deux Mondes*.

Graybeard.—Graybeard's lay sermons is by J. F. Graeff.

Henry Churton.—*Toinette*, by H: Churton, N. Y., J. B. Ford & Co., 1874, D, is now republished as "A royal gentleman, by Albion W. Tourgee. N. Y., Fords, etc." [cop. 1881]. D.

Picche, ps. of F. Verdinois in articles in the *Fanfulla* reprinted as *Profili letterari napolitani de Picche*, Napoli, Morano. 1882.

Pontoosuc, ps. of E. H. Kellogg in "The Johnson protocol and international good neighborhood, two letters to Gen. Grant. Pittsfield, Mass., 1869," 24 p. O.

Victor Laferté.—Alexandre II. détails inédits sur sa vie intime et sa mort. Paris, A. Ghio, 1882. 18°. 4 fr.

"L'auteur ne serait autre d'après les indiscretions des journaux que la princesse Dolgorouki, la veuve morganitique de feu l'empereur."—*The publishers' advertisement*.

W. B. Rands, better known under the pseudonyms of "Matthew Browne" and "Henry Holbeach," lately died in his 56th year.—*Pall Mall gazette*.

Library Purchase-List.

A SELECTION OF NEW BOOKS, WITH NOTES OF COMMENDATION OR CAUTION.

Books mentioned without notes can, as a rule, be safely purchased for the general reader. The binding, unless otherwise expressed, is generally understood to be in cloth.

BUTCHER, S. H. Demosthenes. N. Y., Appleton, 1882. S. (Classical writers.) 60 c.

"An admirable little book. Mr. Butcher has brought his finished scholarship to bear on a difficult but most interesting chapter of Greek literary history."—*London Academy*.

CARRINGTON, Miss Katie. Aschenbroedel. [Anon.] Bost., Roberts, 1882. S. (No name [second] series.) \$1.

"An American society story, a little improbable in more than one respect, but of decided and well-sustained interest."—*Congregationalist*.

CLEMENS, S. L. ['Mark Twain.']. The stolen white elephant, etc. Bost., Osgood, 1882. S. \$1.25.

Two of these stories were omitted from "A tramp abroad." The others appeared from time to time in the *Atlantic* and other magazines.

COUES, Elliott. Check-list of North American birds. 2d ed., rev. to date, and entirely rewritten, under direction of the author. Bost., Estes & Lauriat, 1882. O. \$3.

CRAVEN, Mme. A: Eliane; from the French by Lady Georgiana Fullerton. N. Y., W. S. Gottsberger, 1882. S. 90 c.; pap., 50 c.

"The story is pleasantly and quietly told, without any disagreeable exaggeration or artifice, and with one or two exceptions the translation is smooth and grammatical."—*Boston Advertiser*.

DESMOND hundred (The). Bost., Osgood, 1882. S. (Round-robin ser.) \$1.

"The story is quite as original as its nomenclature, nearly as ecclesiastical as the prayer-book, and about as natural and probable as apple-blossoms in December. . . . Much attention is given to the organization of a choir, to holy days and Holy Week; and the writing throughout is that of a religiously minded woman, who has high and enthusiastic ideas on the subjects of liturgies, vestments, responses, priestly functions, consecrated places, the Christian Year, and the Christian life."—*Literary world*.

EDWARDES, Annie. At the eleventh hour. N. Y., Putnam, 1882. sq. S. (Transatlantic novels.) \$1; pap., 60 c.

Published in England under title of "A ball-room repentance." Mrs. Edwardes shows that strong feeling, if not genuine passion, can be dealt with without outraging propriety. . . . Mrs. Edwardes lays her scenes at various foreign places—Monaco, Nice, Rome and Switzerland. . . . The heroine is well conceived, and the scheming mother is a pleasant variation, with her taste for miscellaneous reading, which, by the way, recalls 'A blue stocking.'"—*London Athenaeum*.

ELLIS, G. E. The red man and the white man in North America, from its discovery to the present time. Bost., Little, Brown & Co., 1882. O. \$3.50.

"The fruit of many years' study of the history of the white man's dealings with the native races of this continent; the character, manners and customs of the savages; the results of missionary labor among them, etc. . . . The book would probably have been better for compression."—*N. Y. Tribune*.

FAITHS (The) of the world: St. Giles' lectures. N. Y., Scribner, 1882. D. \$1.50.

Contents: 1, Religions of India: Vedic period; Brahmanism, and 2, Religions of India: Buddhism, by Principal Caird. 3, Religion of China: Confucianism, by Rev. Geo.

Matheson, D.D. 4, Religion of Persia: Zoroaster and the Zend Avesta, by Rev. John Milne. 5, Religion of ancient Egypt, by Rev. James Dodds, D.D. 6, Religion of ancient Greece, by Prof. Milligan. 7, Religion of ancient Rome, by Rev. James MacGregor, D.D. 8, Teutonic and Scandinavian religion, by Rev. George Stewart Burns, D.D. 9, Ancient religions of Central America, by Rev. John Marshall Lang, D.D. 10, Judaism, by Prof. Malcolm C. Taylor, D.D. 11, Mohammedanism, by Rev. James Cameron Lees, D.D. 12, Christianity in relation to other religions, by Prof. Flint.

"The position taken is that of essential orthodoxy, although there is an evident recognition of recent ideas."—*N. Y. Mail and express*.

GEIKIE, Archibald. Geological sketches at home and abroad. N. Y., Macmillan, 1882. D. \$1.75.

"He writes with great clearness and simplicity, and with no more than that agreeable infusion of science which his studies naturally make the scene suggest."—*Boston Advertiser*.

GOSSE, Edmund W. Gray. N. Y., Harper, 1882. D. (English men of letters.) 75 c.

"This volume can hardly fail to take its place as the best life of Gray that has appeared."—*London Athenaeum*.

"There is no difficulty in fixing the position of this book—it is the fullest and the best life of Gray."—*London Academy*.

GRÉVILLE, Henry. [Mme. Alice Durand.] Tania's peril; or, the edge of an abyss: a Russian story; tr. by G. D. Cox. Phil., Peterson, [1882]. sq. S. pap., 50 c.

"Is not great, like 'The Princess Oghérof' or 'Savelli's Expiation,' but it is good—short, sweet and wholesome."—*Literary world*.

HALÉVY, Ludovic. Abbé Constantine; from the 20th French edition by Emily H. Hazen. N. Y., Putnam, 1882. sq. S. (Transatlantic novels.) \$1; pap., 60 c.

"One of the authors of that personification of feminine Parisianism, Frou Frou, has now attempted to draw a cousin of Lydia Blood and Daisy Miller. Strange to say, the attempt is a complete success. Mrs. Scott and her sister, Miss Bettina Percival, are true Americans—and they are true ladies. It is perhaps a tribute to the purity of the American character that the story in which these ladies play the principal part is not only altogether delightful, but as innocent as it is interesting. The creator of Madame Cardinal has in 'L'Abbé Constantin' written the healthiest and most wholesome French novel since M. About's 'Roman d'un brave homme.'"—*Nation*.

HEALY, Mary. ["Jeanne Mairé."] A mere caprice. Chic., Jansen, McClurg & Co., 1882. T. \$1.25.

"A clever story of Parisian life, intense enough to please the taste of the *blasé* novel-reader, yet showing delicacy and grace in character study, and ready perception of the underlying currents that guide human motives and make or mar a life."—*Boston Traveller*.

HOUSEHOLD economy: a manual for use in schools; published under the direction of the Kitchen Garden Assoc. N. Y. & Chic., Ivison, Blakeman, Taylor & Co., 1882. D. net, 42 c.

"So far as such a subject can be taught by questions and answers, the 'School Manual of Household Economy,' published under the direction of the Kitchen-Garden Association of this city, ought to accomplish its purpose."—*Nation*.

JENKINS, E: A paladin of finance. Bost., Osgood, 1882. S. \$1.

"A study of contemporary manners in the period par excellence of gigantic mining combinations, corners, panics and crashes."—*Home journal*.

KUENEN, Abraham. National religions and universal religions. N. Y., Scribner, 1882. D. (The Hibbert lectures, 1882.) \$1.50.

"The subject is an interesting one, taking in Buddhism,

Judaism, Christianity and Islamism, and it is treated with the author's well-known modesty, learning and ability."—*Boston Advertiser*.

LA RAME, Louise de. ["Ouida."] *Bimbi*: stories for children. Phil., Lippincott, 1882. D. \$1.25.

"Pure in thought, noble in purpose, rich in pathos and humor, and in general charming in form."—*Literary world*.

LEONE, Bost., Osgood, 1882. S. (Round-robin ser.) \$1.
"Melodramatic."

LUBBOCK, Sir J.: *Ants, bees and wasps*: a record of observations on the habits of the social hymenoptera. N. Y., Appleton, 1882. D. (International sci. ser., no. 42.) \$2.

"There are few departments of natural history more fascinating than that which deals with the habits and instincts of the social insects, and Sir John Lubbock's marvellously patient and minute experiments have placed him at the very head of all observers in this delightful field."—*Pall Mall Gazette*.

MCCARTHY, Justin. *The epochs of reform, 1830-1850*. N. Y., Scribner, [1882]. S. (Epochs of modern history.) \$1.

"If a man is capable of writing within the compass of two hundred 16mo pages a faithful and readable sketch of the political history of England during the eventful twenty years from 1830 to 1850, that man is Justin McCarthy."—*Literary world*.

NADAL, E. S. *Essays at home and elsewhere*. N. Y., Macmillan, 1882. D. \$1.50.

"The book is a very readable one, and has the merit of thoughtfulness much beyond that of the conventional essay writer. It begins with an agreeable paper on 'The old Boston Road,' and has articles devoted to 'Artemus Ward,' 'Byron,' 'Matthew Arnold,' 'William Cullen Bryant,' 'The conditions of dandyism,' 'Newspaper literary criticism,' etc."—*Boston Gazette*.

OLIPHANT, Mrs. Margaret O. W. *Lady Jane*: a novel. N. Y., 1882. Q. (Harper's Franklin sq. lib., People's lib., Seaside lib.) pap., 10 c.

"We do not remember that Mrs. Oliphant has produced anything more felicitous in its way than 'Lady Jane.'"—*Literary world*.

OLIPHANT, Mrs. Margaret O. W. *The literary history of England in the end of the eighteenth and beginning of the nineteenth century*. N. Y., Macmillan, 1882. 3 v. D. \$3.

"Few mere critical students could have vitalized their portraits in the way that hers are vitalized, and her bright insight into character and her knowledge of human life are most refreshing in this department of literature."—*London Athenæum*.

"As a Johnson she has no rank among the historians of literature; as a Boswell, she is admirable."—*Critic*.

POOLE, Reginald Lane. *Sebastian Bach*. N. Y., Scribner & Welford, 1882. S. (Great musicians.) \$1.

"Interesting on account of its theme, Mr. Poole's work is noticeable as being the first English memoir of Bach, and as containing not only the substance of what had previously been written about him by Forkel, Helgenfeldt and Bitter, but also the latest recovered facts in the voluminous and exhaustive work of Prof. Spitta. . . . Mr. Poole's charming pages are freshly and frankly written."—*N. Y. Mail and Express*.

RUSSELL, W. Clark. *The "Lady Maud," schooner yacht*: from the account of a guest on board. N. Y., Harper, 1882. Q. (Harper's Franklin sq. lib.) pap., 20 c.

SANBORN, F. B. *Henry D. Thoreau*. Bost.,

Houghton, Mifflin & Co., 1882. D. (American men of letters.) \$1.25.

SEELEY, J. R. *Natural religion*. [Anon.] Bost., Roberts, 1882. S. \$1.25.

"Prof. Seeley, while thoroughly reverential toward Christianity itself, is abreast of the view that refuses to be satisfied with it as a religion resting upon the authority of early teaching, or as authenticated by miracle."—*Boston Gazette*.

SETH, Andrew. *From Kant to Hegel*; with chapters on the philosophy of religion. Lond., Williams & Norgate, 1882.

"We commend this book especially to those who may be still inclined to believe there is something in Hegel, but who quite despair of learning from Hegel himself, or from the inarticulate utterances of his thoroughbred disciples, what that something is."—*Nation*.

SHIELDS, C. W. *The order of the sciences*: an essay on the philosophical classification and organization of human knowledge. N. Y., Scribner, 1882. D. 75 c.

SPENCER, Herbert. *Political institutions*: being pt. 5 of "The principles of sociology" (the concluding portion of v. 2.) N. Y., Appleton, 1882. D. \$1.50.

"To discover what truths may be affirmed of political organizations at large is the problem which the author has undertaken to solve in the present volume."

SPOFFORD, Harriet Prescott. *The Marquis of Carabas*. Bost., Roberts, 1882. S. \$1.

"Mrs. Spofford's wonderful power of word-painting has lost nothing of its mystic beauty in 'The Marquis of Carabas.'"—*Literary world*.

STEPHEN, Leslie. *The science of ethics*. N. Y., Putnam, 1882. O. \$4.

TAYLOR, G. *Antinous*: a romance of ancient Rome; from the German by Mary J. Safford. N. Y., W: S. Gottsberger, 1882. S. 90 c.; pap., 50 c.

"The scene of much of the tale is Egypt. It is written spiritedly, it pictures vividly the relations between the early Christians and the Romans; the story of Antinous is the thread which forms the link of its several parts."—*Congregationalist*.

TYNDALL, J.: *Essays on the floating matter of the air in relation to putrefaction and infection*. N. Y., Appleton, 1882. D. \$1.50.

"It would, indeed, be difficult to quote a better example of the method and the spirit with which a difficult investigation should be pursued, and of the qualities by which success is ultimately attained."—*London Spectator*.

WARD, Adolphus W. *Dickens*. N. Y., Harper, 1882. D. (English men of letters.) 75 c.

"He follows out the life of Dickens in chronological order, examining each of his works in its place in the succession, and closing with a comprehensive chapter of critical comment."—*Congregationalist*.

WOOLSON, Constance Fenimore. *Anne*: a novel; il. by C. S. Reinhart. N. Y., Harper, 1882. S. \$1.25.

"It is a book to be praised unreservedly in everything but the artistic feature of its construction. There it is lacking, and, unfortunately, the deficiency is felt worst of all as the story approaches its conclusion."—*Boston Gazette*.
"A work of genius, and yet disappointing in many ways."—*Boston Traveller*.

YONGE, Charlotte M. *Unknown to history*: a story of the captivity of Mary of Scotland. N. Y., Macmillan, 1882. D. \$1.75.

"A brilliant picture of the times, and effective sketches of noted characters in striking situations."—*Boston Traveller*.

General Notes.

MRS. S. RUSSELL, of Middletown, Conn., has left \$40,000 to the Russell Free Library.

THE new library and art building of Washington and Lee University is completed. It is the gift of Mrs. Josephine L. Newcomb, of New York, the widow of the late Warren Newcomb, of Louisville, Ky.

A JOHN BRIGHT ROOM.—Messrs. Richard & George Tangye, of Birmingham, propose to fit up a room in the new Free Library of that town, to be called the "John Bright Room," and to stock it with books on history and political economy, and also to provide means of keeping up a supply of works on these subjects.—*Athenæum*.

WYCOMBE.—Since 1876 Mr. J. O. Griffiths, Q.C., Recorder of Reading, has borne the whole expense of the Wycombe Free Library, the money raised by the public accumulating meanwhile as an endowment fund. He has now given buildings for the library on condition that this fund be raised from £1200 to £3000 within seven years.

RAILROAD LIBRARIES.—"One trunk line company is said to have recently placed small but well-assorted libraries on some of its trains. As good books in such places serve the double purpose of keeping out the train-boy and supplying better reading matter than he usually selects to inflict upon his victims, the travelling public should be grateful. But why should not the company go further and not only put libraries on all its trains, but supply gumdrops and prize packages also, to be taken only at will? Then travel, losing half its terrors, will become twice as popular as now."—*N. Y. Herald*.

RAILROAD LIBRARIES.—Circulating libraries of an entirely new description are about to be started at St. Petersburg. A society has been founded for the purpose of supplying the trams with supplies of daily newspapers and illustrated weeklies. Passengers who avail themselves of these literary stores are to drop into a box a copeck for each paper they read. No watch is to be kept over the box, the payment being left to the honor of the readers. The society trusts that it will be only occasionally defrauded.—*Athenæum*.

[It is not stated whether this society was started in the interest of the oculists.—*Ed.*]

PEPYS' LIBRARY.—The library left by Pepys to Magdalene College, Oxford, stands on its shelves precisely as he left it. It is kept in a room apart (under the terms of his will), and the 3000 books are in the handsome carved mahogany bookcases made for him in August, 1666, just before the fire of London. A few are bound in morocco and vellum, the rest in black and gold. Whenever a volume is shorter than another it is raised upon a small wooden

block, painted exactly like the binding. The library is very rich in early printed books, but chiefly famous for five folios of Old Ballads, classified under ten heads.

FREE LAW LIBRARY.—Lucas Hirst, a Philadelphia lawyer, left nearly the whole of his fortune, valued at \$180,000, for the establishment of a free law library for poor lawyers in Philadelphia. Mr. Hirst began his career forty years ago, a penniless errand-boy in Attorney-General Brewster's office, and worked his way to prominence and wealth by the closest application and penurious economy. Never in his life did his food and lodging cost him more than \$10 per week, and he was always shabbily dressed. Some years ago he asked the use of a volume at the law institution for a few moments, and was told it could only be granted on his payment of \$40, a year's subscription to the institution. He flung himself out in a passion, and at once resolved to leave the bulk of his wealth for the foundation of a free law library.

FRENCH PUBLIC LIBRARIES.—In addition to the public libraries which have been formed in Paris, there are now nearly 50 in the villages of the Department of the Seine which receive grants from the Council-General. Of these 34 are "communal" libraries—that is to say, are paid for out of the public funds; while the others are free libraries—that is to say, founded and kept up by private subscription. But as the communal and free libraries are alike open and free for the benefit of the inhabitants at large, the Council-General grants an annual subsidy of £20 to each library. During the first three months of this year the communal libraries lent 12,695 books, and the free libraries 13,725; this total being more than for the whole of last year. Most of these libraries are only circulating, but a few of them are provided with reading-rooms, which are open in the evenings.—*London Literary World*.

BRUSSELS ROYAL LIBRARY.—The Royal Library at Brussels has adopted an electric "lampe-soleil" of MM. Clerc and Bureau, Belgian inventors. It is described as being much more steady than other arc-lights, of very agreeable color, not at all trying to the eye, but on the contrary soothing, and costing only one fourth as much as its competitors. The hall is lighted by three of these lamps as well as it would have been by 125 gas jets of sixteen candle power. The difference in the heat evolved is enormous. The light is all thrown up on to the ceiling and thence reflected through the room. In this way the strong lights and shadows, which are usually the worst feature of arc-lights, are avoided; the light at the reading-table is agreeable, and every alcove is sufficiently lighted to make it easy to find the books. The vestibule and cloak-room are lighted by a dozen incandescent lamps invented by M. L. Nothomb, a Belgian officer; the Belgians naturally think them superior to Edison's.—*Nation*.

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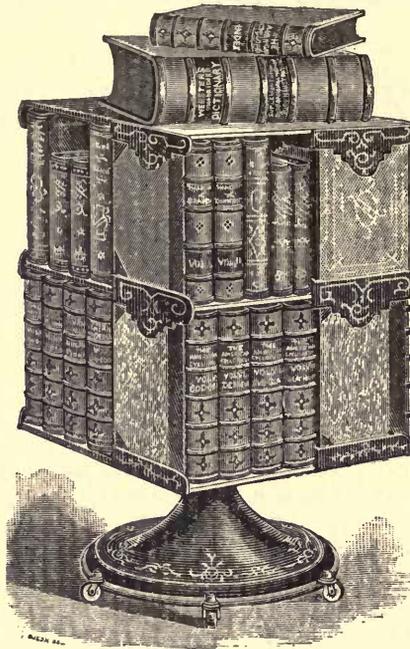
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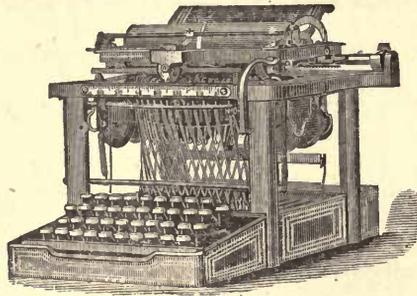
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