THE UNIVERSITY OF TASMANIA
LIBRARY

THE DUNBABIN LIBRARY

Given to the University of Tasmania

by

ROBERT LESLIE DUNBABIN, M.A.
(Oxon.)

Emeritus Professor of Classics

1940
TO
HERBERT PUTNAM
Librarian of Congress, Washington
And
PAUL SCHWENKE
First Director, Royal Library, Berlin
PREFATORY NOTE.

RECENTLY I had occasion to deliver some lectures on libraries, and I noticed an unusual want of knowledge concerning their essential work and importance as factors in education. I concluded that the main reason for this was not so much the indifference of the community—and, no doubt, that too is a contributing cause—as the regrettable withdrawal of librarians from public interests. I have therefore agreed to the publication of the following papers, as an endeavour to do something to bring the position of libraries under general notice.

Having seen the work of several libraries in Great Britain and on the Continent, during a visit in 1908, I have since kept in close touch with various bibliothecal publications; and the constant reading of them has so impressed me that it now appears almost impossible to refuse to follow in the footsteps of the more advanced librarians.

The ideas which I have expressed in these pages, I cannot claim as mine: they are but the reflection of other minds upon my own. And I
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have extensively quoted from their work to demonstrate what librarians, and persons interested in libraries, are saying and doing in other lands. I thought this a better plan than merely giving bare references to professional periodicals, which are rarely ever read.

The Library Association of Australasia, which ceased in 1902, published some four volumes of its Proceedings. Since then, only a few colourless official publications have appeared, and they contain practically nothing explaining the positive services, which the public library may render to the community. Realizing that individual effort cannot fulfil the requirements of the situation, several librarians lately agreed to follow their New Zealand brethren and form a local library association,* with a view of creating an effective public opinion in favour of library

*The objects of the Library Association of Victoria are:

i. To bring together persons interested in libraries by means of conferences and interchange of ideas on questions affecting libraries, and also to awaken the enthusiasm and support of the public in the cause of libraries.

ii. To elevate the status of librarianship in Victoria, and of libraries generally as educational institutions.

iii. To promote the study of the use of bibliographical methods and library economy.

iv. To promote the establishment of children's libraries, to assist in the development of school libraries, and to render libraries effective in all branches of education, including University Extension, Home-Reading Union, and other institutions.

v. To emphasize the desirability of co-ordinating

vi. To carefully consider all legislation affecting libraries, and to assist in promoting necessary reforms.

vii. To urge co-operation amongst the libraries of the Commonwealth, so as to afford special library facilities to scholarship by making the library resources of all the States available for research students and qualified investigators in any part of the Commonwealth.

I am informed that the Public Library of South Australia will shortly complete arrangements for the establishment of a children's library. The matter is now receiving attention from some Victorian libraries, though nothing noteworthy has been accomplished so far.
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in the Education Gazette last March, and also the report on Schools and Libraries which was furnished to the Department last year. The paper on The University Library was written in connection with the recent Education Congress; and the opening article contains the substance of a lecture, delivered on 29th May, at the Prahran Public Library. I have added considerably to the original papers, especially in the form of footnotes; reduced redundant matter; and, in some instances, made slight modifications. There still remain, however, repetitions. I decided to let them be rather than re-write the whole, believing that reiteration would not be a "bad thing" in relation to the doings of libraries in lands where the use of the books is the primary concern.

We have had royal commissions on the several branches of public instruction in schools and colleges. I hope that in the near future the libraries will be similarly favoured, and that the best evidence may be obtained as to the most efficient methods, now in use for their promotion, advancement, and administration as educational institutions, equal in value and importance with the schools, colleges, and university.

The public libraries in Victoria once had an undaunted champion in the person of Sir Redmond Barry, whose activities remind one of Goethe's solicitude for the Libraries of Weimar and Jena. Though his work remains, his spirit seems to have gone far from us. Much of what has been done since his day, may be attributed to the momentum he gave the library movement, when alive. We still await his successor.

I cannot overlook to record my indebtedness to the valuable periodicals I have consulted. In almost all instances I have stated the references; and it may be of advantage to mention here that the Library Association Record, the Library, the Librarian, and the Library World are published in Great Britain; and the Library Journal and Public Libraries in the United States. The Zentralblatt für Bibliothekswesen, which is indispensable for information concerning European libraries, is published at Leipzig, under the able editorship of Dr. Paul Schwenke, of Berlin.

E. MORRIS MILLER.

Public Library, Melbourne,
August, 1912.
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Libraries in Relation to Education.

I.—MODERN CONCEPTIONS OF THE PUBLIC LIBRARY.

The subject upon which I propose to address you this evening is one which, I regret to say, is comparatively new to Victoria; and, while I congratulate Mr. McMicken in having the matter brought forward for public discussion, I am rather dubious as to the channel through which the communication is being made; but, if I be denied the insight that comes from a wide and varied experience, still I may perhaps claim that I speak upon a subject which has possessed me, and which, I feel sure, will ere long command serious attention in this State.

The idea of inducing a number of people to meet together in a library, to listen to discourses on various intellectual interests, is not by any means a novel thing, even in Melbourne. It was tried with partial success in the National Museum some years ago, and it has also become an integral portion of the public library service in other parts of the world: the idea itself goes back to the earliest beginnings of libraries.*

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The Prahran City Council has done well in reviving this admirable means of attracting people within the precincts of the library; and may the people of Prahran so support their public library, which has a recognized standing as an educational institution, that ere long it may be suitably housed in a building commensurate with the growth of the city.

My first point is to state what the modern public library is, and what are its functions. Superficially, one may say that a public library consists of a collection of various kinds of books, stored in a convenient building, arranged in an orderly fashion, and designed for the use of those who voluntarily frequent it. If this be all, the whole work of the library may resolve itself into the steady accumulation of books, available on demand. Indeed, in the opinion of many librarians, the idea of a library does not go beyond this. They imagine that they have fulfilled their duties when they have selected, purchased, catalogued, classified, and placed the books upon the shelves, offering the bare minimum of facilities for the guidance of readers. In view of the progressive work now accomplished by the public libraries, these services are no more than matters of mechanical routine—the mere arrangement of details, without reference to the real object of the library as a whole. It is with regret that one notices that the libraries of Victoria have scarcely passed this stage.

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And what is this larger conception of the public library, which is prominent in the minds of enlightened librarians? The primary concern of library administration, both as regards staff and material, should be focussed upon the needs of its constituency of readers. The accumulation of books is not the main purpose of the library, nor even the mechanical methods necessary for their arrangement. These processes in themselves are only means towards the continuous distribution and circulation of the books amongst the people, with a view to elevate their life-ideals and render them efficient in their capacity as citizens. The effective performance of these services requires the direction of scholarly librarians, who possess

* "To-day the librarian works in the full consciousness that the interest of the community whom he serves is the be-all and end-all of his work."—A. Andersson, of Upsala, at the International Congress for Historical Sciences, Berlin, 1906. See Zeitschrift für Bibliothekswesen, 1908, p. 505.


++ the best apparatus is but a clumsy and rough-hewn aid in a work which must be first of all one of intelligence and scholarship.

"C.f. W. I. Fletcher:—"If we have here a [library] profession, it must be by virtue of its having, to a marked degree, a cultural and a scholarly side. So long as there is mere technique, most of which is concerned with the simple handling of books as books, it were pretentious to call it a profession. Only as the librarian is, in a very true sense, a professor of books, is his work professional. To this end he must not only be a reader and know what is in books as a matter of information, but he must know books in their relations and in their history, and he must know people. . . .—Public Libraries, 1909, p. 2.

In a paper on "A Scholar Librarian." (Library Association of Australasia, Trans. and Proc., 1900, pp. IX-xiv.)
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a broad educational outlook, and regard their profession as demanding of them an informative acquaintance, not only with the advancement of learning in its multiform diversities, but also with the primary intellectual needs of the community whose servants they are. The calling of librarians is a public trust to inspire confidence in their collections, and to achieve this they must, in addition to the right selection of books, know how to guide readers into the wise exercise of the reading habit, as well as how to inform their own minds with the wider associations of the public library with the national aims of the community. Thus it may fulfill its part as an indispensable element in the moulding of personality, in the cultivation of individuality, and in the enlargement of the intellectual force of all those who come within its influences. No one should ever leave a library without realizing the fact that he has for a short time been a spectator of all time and existence, a contemporary with the thinkers and workers of all generations.

It may be said that these are services which belong to the schools and universities, and that Dr. Alex. Leeper expressed similar views, at the same time laying stress on the extreme importance of administrative ability.

W. C. Berwick Sayers, *Children's Library*, Lond., 1911, p. 72:—"The librarian is no longer merely a student, but is a practical man of affairs; a product of the peculiar necessities of his profession; a combination of educator, scholar, and man of business; and his library is his workshop."

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there is no necessity for public library administration to involve itself in these concerns. While it may be true that the objects of libraries are similar so far as the fact of imparting instruction is concerned, still the means of enlightenment is dissimilar. And further, the library has to control a wider constituency than schools and colleges, which only direct the scholastic training of the nation for a limited period, whereas the libraries are available to everyone from childhood to old age.

"For, as conceived to-day," to quote the striking words of Mr. Herbert Putnam,* Librarian of Congress, "the public library is not merely to aid collaterally in the formal processes of the schools, and to furnish material for advanced learning beyond the schools, but to act directly upon the community at large no longer pursuing, or which has never far pursued, the formal processes; furnishing to it facts which may serve it in its business, opinions which may influence it in its convictions, and influences which may affect it in its perceptions, its tastes, its conscience, and its conduct."

Thus the modern public library is expected to be an active educational force in the community, vitalizing every citizen, and rendering him more efficient in fulfilling the duties of citizenship. When we reflect that the primary schools of the

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State only hold the children for an average of scarcely more than 6 or 7 years, and then send forth well nigh 90 per cent. of them into the world to toil for their daily bread, it must surely strike us that the larger proportion of the people is far from adequately equipped to develop cultivated minds in the midst of the keen struggle for a mere living. They have been enlightened only as to the bare rudiments of knowledge; they have not had the experience to realize it as a means of power and command; and it often happens that when they are able so to value it, they are not in a position to make its strength their own: the hard strain of existence has compelled them to neglect the more formal elements of their early instruction for the want of a sufficient inducement to continue them. It is just in this connection that important obligations rest upon the public libraries, as distinct from colleges, universities, or private libraries.

If we agree that the libraries have these responsibilities towards the community, it is clear that the acceptance of this conception of the public

* Referring to United States, Mr. L. B. Wilson, University Librarian, North Carolina, says that less than 25 per cent. of children between 14 and 20 years attend public schools, and that only 1 American in 1,000 attend the colleges or universities. "It is just here that the library finds its chief ground for existence."—Library Journal, Jan., 1910, p. 9. Cf. Mr. Dawson Johnson, p. 35.

† Exact statistics are not available for Victoria in this matter, but the percentage must be at least 50 per cent. There are practically no "secondary" education statistics in the Victorian Year Book.

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library does not entirely rest with the people themselves. The appeal of the library cannot differ from that of the schools and universities. How will any library succeed in fulfilling its public trust, if its administrative authority assume a silent attitude towards this problem of adult instruction? Are the librarians of this land to stand idly by and permit the masses to drift from contact with the only educational institution conveniently at their disposal? Men and women who obtain a secondary or a university education come under the higher influences of culture, and have at least direct opportunities to appreciate the value of libraries to them as individuals. But what positive methods are we exerting to influence those who only received the training of primary schools, to continue their education by voluntary association with libraries?

This question goes to the heart of the modern public library movement, which is based on the principle that the library should be at the service of everyone; that no barrier of any kind should prohibit, in however small a degree, the poorest members of society from enjoying the treasures of culture stored up in books; and, further, the principle involves, not only that hindrances should be removed, but that ceaseless efforts should be put forth to encourage everyone to use the library and to feel at home there.

At the present moment the Library Associations in Great Britain are bestirring themselves,
and making a strenuous appeal for public recognition of the educational standing of the libraries. Mr. Stanley Jast,* in an address delivered at Leeds last January, stated:—"We should educate the public as to the real requirements, the real needs, the real functions of a municipal public library. We must address ourselves primarily to the man in the street, for it is he who makes and unmakes councils. We must get out of his head the idea, still astonishingly and exasperatingly prevalent, that the main functions of the public library are to display halfpenny papers and to circulate fiction to shop-boys and servant-girls. We want him to see in the public library the greatest educational factor, and at least one of the great moral factors in the national life. We want him to realize that the partial failure of the system of public instruction . . . is due in some part to the failure to recognize that the crown of the educational system should be the public library, and that an effective system would feed into the public libraries at every point.""

In an admirable article on "Libraries," in the 11th edition of the *Encyclopaedia Britannica*, v. 16, p. 551, Messrs. Tedder and Duff Brown state:—"At one time libraries were regarded entirely as repositories for the storage of books to be used by the learned alone, but now they are coming

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* Library Association Record, 1912, p. 35.
it is necessary that they receive training and
guidance in the effective use and handling of
books, as well as in their care and preservation. *

Still, this workshop conception of a public
library does not cover the whole ground—indeed,
it would be most unsatisfactory if it did. Books
are more than mere implements or tools. They
may take on that phase so far as laboratory, class,
or research studies are concerned. Nevertheless,
a library only partly fulfils its functions as an
institution for self-education, if it does not also
gather about itself the rarer atmosphere of culture.
The library of the Egyptian king Osymandyas had
an inscription, which, being translated, read—
"The Dispensary of the Soul," the idea being
that the library's function was to impart "soul
culture through communion with books," to
borrow the phrase of W. I. Fletcher,† the
eminent bibliographer. The public library should
be what Principal Childs, ‡ following Newman, has
conceived the true university to be—a sanctuary
of the mind. The tendency to-day is somewhat
to overlook this aspect of libraries. It were well
that they provide quiet retreats for contact in
mind."

"These treasures are to be freely shared, because
the more they have taken out of them, the richer they
become."

* Owing to wide-spread ignorance of how to turn over
the leaves of books, considerable damage is done to ex-
pensive quartos and folios in our larger libraries.
† Public Libraries, 1909, p. 3.

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silence with the best outpourings of the souls of
thinkers of bygone generations.* It would be un-
fortunate, if the cloistered seclusion of the older
libraries become altogether a thing of the past.

In considering the educational aspect of
libraries, one cannot overlook the needs of the
scholarly investigator of the contents of books and
documents. The public library must afford him
special facilities, which the general reader would
not ordinarily desire. These facilities should not
be confined to the information obtainable in a
single collection of books, but be extended to
embrace co-operation with other important collec-
tions, so that the wants of the student may be
fully met and satisfied as a matter of public policy.
This work falls mainly upon the national library
of the State, and the world's lead in this direc-
tion must be assigned to the Library of Congress,
which is endeavouring to unite "all the great
libraries in the country into one huge system of
book depositories in which the treasures of all will
be available to the student at any one of them." †

* One has in mind Charles Lamb's feelings on entering
the Bodleian, and the affectionate regard for libraries
which filled the soul of Leigh Hunt.
† Haskin, American Government, Philad., p. 287.
II. — CO-ORDINATION OF LIBRARIES AND SCHOOLS AS COMPLEMENTARY FACTORS IN EDUCATION.

Libraries have ever been associated with scholastic life, and the efforts which are put forward at the present time, to associate libraries with schools, are in line with past traditions. The great university and college libraries are directly linked with the monastic libraries and other haunts of the religious. But the more recent establishment of libraries in public schools,* while true to traditional heritage, has rather owed its stimulus to the growth of the modern public libraries. This development is a matter within the memory of our fathers, following hard upon the pioneering work of Edward Edwards† and William Ewart in awakening England to the universal need for public libraries as educational institutions for the people.

In 1876, the year when the American Library


† See his biography by Thomas Greenwood, London, 1902 (cf. p. 1): "The idea of a public library in its modern conception, as a democratic institution freely accessible to all, had not even emerged from the cloud of speculation . . . when Edwards first gave his attention to the subject."

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Association was founded, Mr. Charles Francis Adams* remarked upon the division between libraries and schools in a public lecture, and sought to emphasize the importance of libraries as factors in the education of the young. The usual discussion followed Mr. Adams’s suggestion, but nothing practical was accomplished until the library and school authorities of the city of Worcester, Mass., arranged that teachers and pupils should visit the library of the town. Even then the idea advanced slowly, and it was not till 1896 that the American Library Association openly sought the cooperation of the National Educational Association. As a result of their negotiations a joint committee was formed to consider the best means of associating the work of libraries and schools as component factors of educational policy. A valuable report† was compiled, and each association instituted departmental committees for further cooperation and discussion of common interests. So encouraging has the outlook since become that school libraries are now almost universal in the

* Miss J. A. Rathbone, Modern Library Movement.—Public Libraries, June, 1908, p. 200. I find that the lecture was published in Adams’s New Departure in the Common Schools of Quincy, and Other Papers on Education, Boston, 1855, but I have not seen a copy in Melbourne.

† A copy is in the library of the Education Department. The Library Department of the N.E.A. still exists, and holds 1912 session at the Chicago Public Library. The A.I.A. Co-operative Committee will exhibit school library materials. The New York Teachers’ Association has added a library section to its departments.

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United States and Canada, and the public libraries assist in their establishment in many ways. The schools and the libraries in Great Britain are increasingly working together in a similar fashion, and the New South Wales Public Library also generously supports school libraries. In Victoria the Education Department is zealous in the same direction, but receives little or no aid from the public libraries. What then, in brief, may we conclude are the advantages of school libraries, and of the association of public libraries with school-life?

School training is designed to equip children with the means of self-development: its purpose is not to mould them after any particular pattern, nor to turn out mere reflections of the teachers they work under, but each child is supposed to be trained that his own inner being may expand and grow under the influences of experienced teachers. It is desirable that the child should leave school with an unfulfilled desire to know and prove all things, being provided with the instruments suitable for use in the effort to develop himself upon lines most conducive to his peculiar temperament and station. Good teachers recognize that the children are only under their care for a comparatively short period, and that they therefore cannot fairly treat their scholars, as though this brief term of control constituted the only available source of enlightenment. The instruction imparted should rather be with a view towards

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advance into the more complex spheres of knowledge, and particularly towards giving the juvenile intelligence an aptitude for these higher trends, combined with an efficiency to make use of them when the moment of contact arrives. By thus preserving individual tastes and affording opportunities for the inner unfolding of the capabilities, the teacher may not only rely upon the momentum for future study from the allurements of a professional calling, but may also draw forth from the subjects themselves a sufficiently human interest* to maintain a desire in the student to pursue them, and other associated studies, throughout his life. The endowment of scholars with this power of initiative in the determination of intellectual pursuits is supremely valuable for the advantageous use of the larger libraries in later years.

When young minds are left to gain knowledge for themselves, we may conveniently regard the means of development from two points of view—firstly, through the actual experiences of life in the struggle for existence, whether within the family circle or beyond; and, secondly, through the world of books. In respect to the former, the personal work and high example of teachers and guardians and associates are of incomparable importance, but it is not my province to deal with this phase of the matter. My concern is with the second means—the world of books. When we con-

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template that world, and consider its immensity and complexity, is it to be wondered at that a person untrained in their use is bewildered at the sight of them? We all remember the air of unfamiliarity, and even fear, which came over us when we first surveyed the contents of a library, being scarcely able to distinguish the titles upon the backs of the volumes. As it is impossible for anyone to read all the books on all the subjects he is interested in, book selection becomes a business of supreme moment. This accomplishment is by no means easily acquired, and it were well that future readers be induced early in life to learn the art of handling and choosing books.

The first approach to this knowledge might conveniently be suggested through the reading lesson,† whether in history or literature, which is now more immediately associated with the school libraries. Instruction in reading should be preferably related to an ideal extending beyond the actual work done in class. The teachers' influence will be more lasting in proportion as they have before their minds the wider associations, into which the children will enter, when the period of school tasks has ceased, and more particularly as

* Cf. Justin Winsor, The College Library: — "We must learn our ways through the wilderness of books until we have the instinct that serves the red-man, when he knows the north by the thickness of the moss on the tree-trunks." U. S. Bur. of Educ. Circular of Information, No. 1, 1890, p. 8.

† Cf. chapter on Pedagogy of Reading in Stanley Hall's Educational Problems, 1911, v. 2. It is remarkable that

they guide them into gradual acquaintance with the most beneficial sources of information. Instruction apart from the use of libraries is liable to weakness in that it is more likely to fail in developing the idea of continuity in study. As a means of inducing the continuous pursuit of subjects begun in early years the school library * is of incalculable value, and, indeed, in this respect its service becomes indispensable, provided the proper care is exercised in its ministry as an incentive to cultural advancement; † for not only does it instantly widen the outlook of the scholars, bringing them into pleasurable relations with books suitable for reading during leisure, but it also unfolds to them the varying phases and de-

few writers on education have referred to the libraries in reference to instruction in reading; but within recent years quite a number of books have appeared in United States on this subject alone. Mr. Roberts (Library Association Record, Jan., 1907, pp. 8-9) relates that at Leeds some 100 children at a time enjoy an hour's silent reading under the direction of a teacher. A book is selected for each child, and handed to him as he passes into the library. When the meaning of a word or explanation of a reference is wanted, the lifting up of a hand brings the teacher, who then provides the dictionary or reference volume, and instructs the child how to use the book in order to find the answer needed.

"... Our schools and colleges have kept pace with educational progress in almost every line except that of training pupils to use intelligently and independently the ordinary guides in intellectual work." — Miss F. M. Hopkins, Place of the Library in High School Education. Library Journal, 1910, p. 57.

† Several library guides to German cities emphasize this service of their school libraries. Cf. Zentralblatt für Bibliothekswesen, 1912, p. 126.
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developments of the subjects they are studying, as viewed in the several volumes which are presented to them upon the shelves. And there is the further advantage, that the library in the school may be made a stepping-stone to familiarity with the public libraries, as potent incentives to lifelong education.

This early use of books by children in the schools may have a far-reaching significance for national or civic welfare, especially when the possibility of connecting it with the public library is constantly held in view, for acquaintance with ably-conducted libraries, besides having a moral influence in combating the allurements of impure books,* at the same time fosters the intelligent control of large collections, which imparts an easy balance to judgment and develops a discriminating outlook upon movements in the world of affairs.

The Education Department of Victoria is to

* Librarians, who direct the reading of children through the agency of children's libraries, affirm this method as most effective against trash and debasing books. The true censorship, so far as libraries are concerned, does not lie in prohibition or exclusion, but in presenting the best. Cf. Herbert Putnam, Librarian of Congress, Service of Books in a Democracy:—‘The library is no censor. It does not dictate to the individual: he is still free to read what he fancies, at his own expense. Its responsibility is merely to see to the right expenditure of public funds. Its process is not that of rejection, but selection. It opposes good books to bad. It does not demote the one nor champion the other. It champions only that sound preference in the community itself which really wants the best, and looks to the public authorities to provide this.’—Library Journal, Feb., 1912, pp. 61-62.

be commended for its activity in forming libraries in the schools of the State, and although the Department has received aid from private individuals and bodies such as the Victoria League of Victoria, yet it is to be much regretted that the public libraries* have so far done little or nothing to encourage the Department. While the neglect seems to imply a desire to refrain from co-operating with the educational authorities, at the same time it clearly reveals the fact that there is no general public enthusiasm supporting the public libraries, and stimulating their progress as institutions for self-culture. The Department has urged the teachers to get into touch with local librarians, and it is hoped that in the near future Victoria will take its stand along with other countries, which appreciate the value of libraries in school instruction.

The editorial article of the Library Journal for last April stated:—‘Nothing better has been done for education in recent years than the development of teachers and librarians in their common aim, and particularly in their association in library and school organization, through which each side may keep closely in touch with the other’s work.’

* It is unfortunate that there is no librarian upon the Council of Education. His expert knowledge would be valuable in such discussions as recently arose over school libraries and prohibited books. No doubt the fact that the library spirit is so “dead” in Victoria accounts for the oversight.
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In several cases the management of the libraries within the schools* is under the complete direction of the associated public library; but technical assistance from the libraries, whether by offering advice as to arranging books on loan, or by training teachers in library routine, is becoming almost unexceptional.

Perhaps I may give a few typical instances of what many libraries in the United States, Canada, and Great Britain are doing to place books in the schools for use by the children. The New York Public Library† has travelling libraries in 104 schools, some having 1,000 volumes for circulation. In addition to establishing large reference libraries for teachers, it supplies 21 recreation centres and 31 summer play-grounds with books. Six elementary school play-grounds are furnished with books on games and sports. The New York Public Library carries on this work by means of a special school department. It makes liberal purchases of books, particularly for teachers, who are allowed a reasonable number for school use, returnable within six months. Attendants from the branch libraries visit the

* This arrangement is easily adopted where the libraries and the schools are either under the one control, or under the direction of, the same Minister. Here there is separate control throughout. The Bureau of Municipal Research, New York, has lately issued a report on "Outside Co-operation with Public Schools of Greater New York," suggesting that all school library work be under the management of the New York Public Library.

† Library Journal, 1910, p. 162.

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schools, delivering books and offering general assistance, as well as posting up information concerning the libraries and their current accessions. These branch libraries are served with educational reference books to the extent of some 10,000 volumes, and teachers and classes attend them for instruction in all that relates to their usefulness. To evening clubs for boys the library distributes regular collections of books on civics, hygiene, manual training, &c.; and for girls, books on domestic science, &c. A special feature of the school department is the exhibition of model teachers and school libraries. Though New York may have the advantage of the resources of a large population, it should be remembered that services of a similar character, on a scale conformable to their size, are undertaken by most of the public libraries in the United States. In 1910 the Chicago Public Library placed £2,000 on the estimates for the supply of books to schools. The Buffalo Public Library selects and provides reference and other books for the classes, with the advice of the teacher, and gives technical assistance as to their disposal and arrangement. The library of Kansas City since 1902 has supplied to the public schools collections of books, varying from 150 to 500 volumes, according to the size of the school.

As an instance of the trend of things in Great Britain,* the Bolton Public Library during 1910

*Cf. also W. C. Berwick Sayers, Children's Library,
supplied 14 schools with 2,081 volumes, and lent some 22,883 volumes for home reading from the schools. Cr. R. Roberts, of Bradford, in the Library Association Record (January, 1907, p. 3), mentions that the Bootle Public Library provides books for the schools. Book-cards are used for borrowing purposes, and the school library practically becomes a branch of the local library. Special facilities are afforded to teachers. The fine work of Mr. J. Ballinger* (now Librarian of the new National Library of Wales) at Cardiff must not be overlooked. He has related the opening of a children's branch library, which, though rushed at first, averaged 200 visits per day. The lady superintendent knew most of the children and their tastes; she also visited the schools and arranged details with the teachers. Mr. Harry Farr,† who now administers the Cardiff Public Library on the lines laid down by Mr. Ballinger, states that in 1910 some 151 classes, comprising 6,172 scholars, visited the two halls of the children's libraries of the town. These institutions, in addition to their main library service, distribute books, prints, pictures, and periodicals amongst the neighbouring schools.

I shall end these references by calling attention to the fact that the National Education Association (United States) has represented on its roll of membership 274 public schools, 220 universities and colleges, and 183 public libraries, through whose instrumentality there exists a Library Section of the association, which assists the American Library Association in the development of the public library as an educational force. The new Library Association of Victoria and the Education Progress Association may well take this example as a precedent for joint action in common aims.

Loud, 1911. Also M. E. Sadler, Continuation Schools in England, 2nd ed., Manchester, 1906, pp. 81-82, quoting J. J. Ogle. The first effort was at Birkenhead in 1865.

* Cf. his article in The Library (N.S., v. 9, 1908, pp. 173-185) on Children in the Library
† Library Journal, 1911, p. 170.
III.—PUBLIC LIBRARIES AND CHILDREN.

So far I have been referring to assistance which libraries render to teachers in school work. But there remains to be mentioned what public libraries are attempting to do for children outside the schools. The practice is either to provide separate reading-rooms* for them, containing specially selected collections of juvenile books, or to set apart a portion of the main reading-room for their own use. This endeavour to induce in children a consistent desire for reading by an early association with the public library was discomfited by several librarians; and even now there are numbers who look askance at it, for it is alleged that children ought not to be tempted too early to acquire the artificial habit of reading books in libraries, inasmuch as it is far more preferable that they should follow Nature's way, and enjoy the healthy exercises of play and song.

But the idea of a children's library is not to draw children from the play-ground, nor in any way to enforce unnatural modes of life upon them. It is no more exceptional a procedure than

*In regard to museums, I may add that the Smithsonian Institution has a separate children's room, and the American Museum of Natural History has an instructor to explain the exhibits to the children. At Brooklyn special lectures are given, and similarly at Stepney Borough Museum, England.—Library Journal, 1910, p. 150.

school instruction itself, and its voluntary appeal possesses a virtue to which children willingly respond under suitable guidance. Indeed, the children's librarians, equally with the school teachers, undergo special training* and obtain an intimate knowledge of children's ways. They are far from discouraging play and outdoor amusements; they rather aid in the better accomplishment of these things.† But they recognize that the time comes when children should be taught to read and use books, and their purpose is to prepare them for this unending accompaniment of their lives, and the work in the libraries is graded to conform to the growing mind of the child.

As a beginning, the children gather in their own divisions of the public libraries to listen to stories told by the librarians, who thus vocally acquaint them with fairy tales, folk tales, fables, &c.,

* The following is an instance of the kind of training given:—At the Chicago University, the School of Education offers courses in library economics for persons desiring to supervise children's libraries. The courses extend over three quarters of twelve weeks each. The first comprises school library economics, elementary genetic psychology, libraries for children; the second treats with children's literature and the art of story-telling, combined with practical work in branches of the Public Library of Chicago; and the third completes the course on school library economics, and adds marginal educational activities, combined with practical work. Cf. Public Libraries, Oct., 1911, for other examples; and the Circular of Information concerning the Training School for Children's Librarians issued annually by the Carnegie Library of Pittsburgh.

† In Chicago there are well-equipped "field-houses" in the play-grounds and parks. Here are placed delivery
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moulding and stimulating the young imagination for the more difficult tasks of reading formal literature, such as biography, history, and works of the creative imagination. Afterwards the children are invited to attend lectures, usually illustrated, given upon commemoration and other special days within the precincts of the libraries. The rooms are decorated with pictures, bright, cheerful in appearance, and in every way pleasing to young eyes.*

Owing to the great stress which is laid upon a right selection of books for children, their librarians are trained in the study of children's literature, and they come to regard the matter as one which cannot be trifled with in the least degree. It requires a long experience to do this successfully; and several libraries and library schools issue graded lists of juvenile books,+ with advice and direction as to their use and distribution. So valuable are these bibliographies that the United States Department of Education uses stations and reading-rooms equipped with books by the Public Library. During 1910 some 637,683 persons used these libraries. By voluntary co-operation, several ladies arrange for the telling of stories as a regular feature of library work at the play-fields.—G. Taylor, Director, Chicago School of Civics and Philanthropy, Public Libraries, 1905, p. 248; and Educational Opportunities in Chicago, June, 1911, p. 15. Cf. also reference to New York Public Library, p. 90, supra.


† Cf. infra School Libraries and Reading, p. 60.

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them in connection with school work. In efficiency to select books of the right sort, the young has the real skill of the children's librarian, and in addition to selection, the books should be distributed as a means of graduation towards others bearing upon the same and associated interests.

This work also requires a comprehensive study of the child-mind, and frequent fellowship with children in their everyday doings. I cannot conceive an educational matter of more fundamental importance than this association of the public library with the young life of the community; and, as regards Victoria, the position is deplorably rudimentary.

Through the library one may satisfy the complementary needs of the instruction given to children in school; for, while in the latter place the discipline is formal and compulsory, the library easily makes allowance for the freer development of initiative in the scholar towards avenues, the voluntary appeal of which, when responded to, is most alluring. The average child is invariably ready to get released from the restraints of school discipline, and have done with it; and the period of separation comes soon enough in all conscience. But the library, as distinct from the school, is an institution which should hold him through life, and it can only do so through the open encouragement of the various tendencies of his intellectual bent. Discipline there must be, even in a library; but it should be made effective towards a recog-
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The notion of a communal responsibility for the welfare of the institution as a whole, and, in being exhorted to treasure and respect their library as an individual possession, the children receive, in some measure, the essential foundations for the building up of a genuine civic consciousness.*

*This matter receives too little attention from school books on citizenship. Cf. Books for Boys and Girls approved by the Brooklyn Public Library, 1911, p. 55:—"The children's department of the public library aims to be a 'nursery of good citizenship.'"

IV. — TRAINING OF TEACHERS AND STUDENTS IN LIBRARY METHODS.

Children in the primary schools have occupied our attention so far. On every hand educational authorities, both of schools and libraries, are endeavouring to bring children into the immediate association of good books. Where homes are happily blessed with private libraries,* the young inmates early seek their companionship at the suggestion of guardians. Those who are not so fortunately placed are dependent upon the schools. In whatever way the desire to read books be fostered, it is still necessary that youthful minds should be taught how to use them as instruments of knowledge, and how to manipulate with ease the resources of a public library. This problem is constantly in the minds of librarians who take a lively interest in education. Mr. W. W. Bishop, of the Library of Congress, asks—"Is the ability to use books and to use libraries an end to be consciously sought in universities and colleges?" Dr. E. C. Richardson, Librarian of Princeton University, maintains that the handling of many books is an important part of polite education in

* Every inducement should be held out to the young to collect books for themselves. Cf. H. Münsterberg, Problems of To-day, 1910, p. 100:—"The well-adapted book at home is, after all, the strongest agency for national culture."
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these days. Dr. Canfield, the late Librarian of Columbia University, in the Report on Instruction in Library Administration in Normal Schools,* stated:—"Instruction in the most efficient use of a library should form as important a part of the curriculum as instruction in language, or history, or science. It will exert more influence on the pupil's future career than any two subjects in the course of study. The library rather than the schools makes possible and probable a continuation of intellectual activity and progress after school-life is finished." Miss Kroeger in her Guide to the Study and Use of Reference Books,† quotes from Justin Winsor:—"I have long known how much books of reference fail of all the good they might accomplish, simply from ignorance of them, or inability to use them intelligibly."

My final quotation here is from the address of Professor A. H. Chamberlain,‡ of California University, before the American Library Association:—"The school and library are parts of one and the same great organic institution. Whether housed in the school building or in a separate structure . . . the library is part and parcel of the educational scheme." And he further maintained that it was therefore necessary that all teachers should be at least familiar with the elements of library work.

I do not desire to suggest by these quotations that teachers should be fully qualified librarians, and that librarians should be fully qualified teachers. It must be remembered that their functions are distinct, and their methods of work dissimilar. Librarians do not train pupils in the rudiments of knowledge—that is the work of the teachers. But, having become equipped with the intellectual instruments for the acquirement of learning, the students necessarily seek the aid of a librarian to guide them into the avenues leading to the highest enlightenment. The duty of the teachers is to associate their instruction with the use of the library, and thus prepare the way for the helpful services of the librarian. But this guidance cannot be given, unless the instructors in schools and colleges are acquainted with the methods of handling books and bibliographical material.* And in the advanced studies of the secondary schools, training colleges, and universities this bibliothecal knowledge is positively indispensable to the best work. It not only stimulates the habit of thinking, but broadens the out-


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look, and develops the practice of surveying the whole field of a subject before arriving at final conclusions; and, more important still, the general knowledge of bibliography will enable a student to follow out the ramifications of his line of study, draw upon the same or similar sources of information as his text-books, and constrain him to compare another's conclusions with the original materials upon which they are based. The point of view of the author under consideration is then an immediate object of criticism, and the idea of research work opens itself before the mind of the student in the fulness of its possibilities. This insight into the value of a bibliographical acquaintance with books should be awakened early in every university student's career, and it should be undoubtedly obtained by teachers during their courses in the training college. So far as Victoria is concerned, such intellectual exercises are unrealized—let alone practised—by teachers and by university students, until their courses have been completed. Professor Chamberlain is insistent that it should be obligatory for all teachers in training to graduate with proficiency in library administration, for in teaching they must handle books, which involves more than the mere reading of them. One must be able to evaluate them, to know how to find them in a library, and, when found, how to use them to the best advantage, without wasting one's moments to no purpose. If

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the subject-matter be something unusual, and if effective investigation be desirable, it is indispensable to be familiar with a library's methods of detailing its resources, as well as to have a ready facility to turn to the reference works and other materials, which are likely to be most serviceable. In addition, the ability to take down just such notes as are necessary, to cite carefully the sources of one's information,* and to follow up any clues which present themselves during the search, are invaluable accomplishments. If teachers be possessed of the keys, which will unlock to them the treasures of knowledge stored up in a library, they surround themselves with a cultural atmosphere, becoming as a

"Being breathing thoughtful breath,
A traveller between life and death."

And the unconscious effects of a good teacher's elevated outlook upon the highest aspects of human achievement are incalculable for the upliftment of the personality of the pupil. Intimate contact with a library's resources develops this faculty of cultural-mindedness, and the constant presence of the accumulations of learning in books inculcates the spirit of intellectual humility, and encourages confidence in the effort to select one's own peculiar province.

Having regard to the general trend of this paper, I do not intend to encumber it with particular

* Cf. infra The University Library, p. 91.
details. It is sufficient at this stage to affirm that we in Victoria should cease to lag behind other advanced countries in library training for teachers and students as well as librarians. Most of the leading universities and normal colleges of the United States have special courses in library economy and bibliographical methods. Similar instruction is given, but not on so extensive a scale, in Great Britain, at the London School of Economics and Political Science (University of London), by the Library Association, and in some measure at the Universities of Leeds, Manchester, and Liverpool.† Oxford and Cambridge incline rather towards bibliography in its antiquarian association with literature and the history of printing and publishing.

The Universities of Toronto and M’Gill (Montreal) have summer schools for students desiring a knowledge of library practice. Some time ago a proposal was made to institute similar lectures at Melbourne, but, strange to say, it received no support from the public libraries.†

Not only must we plead for this education of teachers in library administration, but we must also encourage librarians to become acquainted with the general principles of education so far as it concerns the teaching profession. I lay down this qualification specially, because I regard librarians as having an educational vocation, though, as has been maintained, distinct from that of the calling of the teacher, including under this term the university professors and lecturers.

Even apart from any association with students in their school and university careers, librarians have a sphere of activity which is peculiarly their own. The period of actual pedagogical instruction is very limited as compared with that of the larger range of an individual’s life, and during the whole of which the librarian* provides facilities for instruction through books. Hence, besides following with a sympathetic understanding the employment of the teachers in their professional work, the librarian must prosecute his own study of educational principles and methods, to prepare himself for the all-important task of educating the people in the reading of books, as has been ably put forward by Mr. Dawson Johnston,† the Librarian of Columbia University.


† *Librarian as an Educator.*—*Library Journal*, 1912, p. 439. Mr. Johnston also says that the school budget of New York is $6,000,000, and that of the libraries
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Before dealing with the means of assisting and arousing the general reader to an intelligent use of the public libraries, I shall just briefly refer to some phases of a library's attitude in the service of scholarship.

£200,000. The cost of school training per pupil is £18 per annum, and of the libraries per borrower 8 shillings. And yet only 40 per cent. remain to the 8th grade in public schools, and only about 8 per cent. finish high school courses, while the libraries on a much smaller budget have to cater for all.

V.—SOME LIBRARY AIDS TO SCHOLARSHIP.

An invaluable asset to any community is a large number of research students* who are investigating problems the significance of which to the State cannot be easily computed. It is not altogether desirable that these men should be congregated together in one city, and there is a distinct gain in their being well distributed. But, wherever they may be situated, it is most necessary that they be provided with books and materials for their investigations. In a State where libraries are poorly equipped in respect of requirements for scholarly research, it is to be expected that the library† which is supported out of State revenue will be at the disposal of every

* Mr. Dawson Johnston maintains that the obligations of libraries to advance research are even greater than those of the schools. In my opinion, a State Library, really alive to the interests of scholarship, would allocate a definite proportion of its appropriations for the purposes of filling up lacunae, and of securing representative works of permanent value published in foreign countries. I doubt very much whether Australian libraries sufficiently attend to this matter.

† The Ohio State Library has a notice placed in all provincial or municipal libraries, informing readers that they may borrow books from the State Library for four weeks on paying postage. The notice adds:—"The State Library is the free public library of the State, and citizens are entitled to the best service that it can give." Cf. Mr. Putnam's remarks regarding the Library of Congress, p. 39, infra.
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citizen of the State. Its aim should be to endeavour to increase the mental efficiency of the whole State by which it is maintained. The Library of Congress—which is the national library of the United States—and most of the State and public libraries of America supply a constituency of scholarly readers, far exceeding the bounds of the immediate locality in which they exist. These libraries value books, not for the sake of piling up collections for storage, but in so far as they are in use,* and they therefore seek every reasonable method of placing the books in the hands most likely to make some worthy contributions to human knowledge. This extension of the distribution of their collections to investigators, who reside in other States or other parts of the same State, "rests on the theory of a special service to scholarship, which it is not within the power of the local library to render." Thus a hard-working student who is studying matters of importance to the well-being of a community in its various aspects, may have at his disposal the whole library resources of the State in which he resides. It is of interest to quote here from an address on the Quick in the Dead,† delivered by Mr. Herbert Putnam at the opening of the new library building of the California University:—"We would not urge you to include in your collection every book

*A. Morel, Bibliothèques, Paris, 1906, v. 2, p. 204:
"Les livres son faits pour être lus."

† Library Journal, May, 1912, p. 245.

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printed. We would have you take due account of the other research collections throughout the country, including those at Washington, which may be drawn upon freely in a very special need." (Italics mine.)

This form of book distribution is what is known as the system of inter-library loans. Besides being extensively in operation in United States and Canada, it is a prominent feature of Continental library policy.

Of what value is a book hidden away on the shelves of one library in a certain part of the State, when its contents may be made instrumental in opening up new spheres of influence and activity to a student in another part? The grandeur of the design* as an educational utility comes home

*Prof. G. E. Vincent, Chicago, Individualizing Duty of the Library.—Public Libraries, 1903, p. 396:—"It is worth the while of the library to study, so far as this is possible, the individual needs of those who frequent it, and, wherever anyone of special ability or aptitude appears, to do all that the resources of personal sympathy and the library permit to give scope and opportunity to this struggling personality. Just here the immense service of a central library appears. In New York State, for example, if in a country town some person finds an interest, and seeks to develop it far beyond the resources of the local library, it is possible to bring from the shelves of the State Library in Albany expensive volumes, and to put these at the service of the ambitious student. There is something inspiring in the thought of vast resources of this kind mobilized so easily and delivered at any point in the Commonwealth."

Cf. W. Schultze (quoted by G. Leyh, Zentralblatt für Bibliotheksweisen, 1911, p. 12), who considers the ideal service of a library to be one in which "every scientist, being associated exclusively with the library of the
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to us when we remember that the library resources of the German Empire are available for the research specialists in the prosecution of their studies. By this means their libraries become active forces, promoting the advancement of their intellectual services in the highest degree. To this end duplicate catalogues of the contents of the main contributing libraries are distributed throughout the country, and a co-operative catalogue* (Gesamtkatalog) is formed, including the contents of all the libraries subscribing to the scheme of inter-library loans, and placed in a fixed location, either in an independent bureau (cf. Auskunftsbureau, Berlin),† or province where he resides, should receive from it any book it possesses; and any other book which it does not contain, he should be able to receive, through its agency, from any library whatsoever which does contain it, conveniently and without burdensome formalities."

See also infra The University Library, p. 94.


† The Auskunftsbureau der Deutschen Bibliotheken (Bureau of Information for German Libraries) is attached to the Royal Library, Berlin, and has in progress a union or co-operative alphabetical catalogue (on cards) of the combined contents of the Royal Library and the Prussian University Libraries. It is intended to extend the catalogue to embrace the contents of all the larger collections of the empire. Every inquiry of the Bureau as to where a book is to be found in German libraries costs one penny, and, if possible, arrangements are made to forward the book to the inquirer through the agency of some local library. Morel refers to the Bureau as "le premier modèle de bibliothèques sans livres" (Bibliothèques, v. 2, p. 325). In 1906 over 160 libraries were associated with the Bureau.

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in some leading central library. By such agencies the main distributing library* may become the living centre of the State's library service.

Many libraries also encourage research by permitting a student, who is pursuing investigations of a special character, to receive on loan several volumes† bearing on his subject, provided the request be reasonable.


This matter of library centralization receives a good deal of attention from German librarians and savants. The Zentralblatt für Bibliothekswesen is constantly made the battle-ground for discussions in which schemes to embrace all the library services of the Empire are put forward. Most interesting suggestions, based upon the result of several local efforts at centralization, occur in a contribution by H. O. Zimmer on "Zentralisation der Bibliotheken," appended to the Proceedings of the German Library Association for 1911 (Z. für B., pp. 446-65), including one for linking up the library resources of the empire by means of central catalogues and bureaus of information, covering specified areas, each under the control of an accomplished librarian. The idea, which embraces the State, public, university, and school libraries, is in progress in some quarters (cf. Frankfort). At all events, though German library practice is sometimes laughed at by unthinking persons, German librarians nevertheless do think and act impartially in regard to their libraries as aids to scholarship. In reading the criticisms of scholarly Germans upon their own advanced systems, one is impressed by the great possibilities of the public or university library in this connection.

* The proposal of a central "clearing-house" library has been recently put forward in connection with German libraries. Mr. W. C. Lane, of Harvard University, mooted a similar idea regarding the university and college libraries in the United States.

† For instance, the Washington Public Library will send research students 10 volumes at a time. This form
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The idea, which underlies these features of library administration is, that the libraries should be real factors in the dissemination of the sources of knowledge amongst individuals, capable of prosecuting intellectual work for the mutual benefit of the citizens of the State. The decision of the librarian in matters of this kind requires skill and insight, and, if his judgment be exercised with a wise discrimination, combined with an acquaintance of the value of the subject under review, he will materially aid in rendering the collections under his care live instruments in the advancement of genuine learning. Whether facilities of this description be granted or not, it is nevertheless a modern requirement of libraries to offer special facilities to scholars carrying on investigation of public importance. Every assistance of library aid is commonly granted to teachers and students. The point is, books are for use, not for storage. It has long been customary with the Italian State Libraries to lend out to officials and persons of similar rank five books, and even MSS., from any of them without guarantee. Some may even borrow up to 15. The privilege is not so widely availed of as compared with Germany and other countries. See Dr. G. Biagi, of Florence, in his Note on Italian Library Affairs.—A.L.A. Proc., St. Louis Conf., 1904, p. 58. Cf. also G. Leyh, Ausliehe an den italienischen Staatsbibliotheken.—Centralblatt für Bibliothekswesen, 1911, p. 7. He states that, of the books actually used in several German libraries during a year, there are many instances where over 75 per cent. of them are taken out of the library. The proportion for the Royal Library of Berlin (56 per cent.) is considered low. This use of libraries is not encouraged in British communities, but the practice, which is in general favour on the Continent, strongly appeals to those who know the difficulties that accompany research. See also infra The University Library, p. 95.

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should be afforded them to come in contact with the book-shelves, and such privileges given them as will save time spent in searching for references, and thus expedite their studies. To this end our universities should contribute in some measure, especially by inducing students to become familiar with library methods during their courses. The day is approaching when university students will not be without this knowledge, for it is more and more being accepted as an essential equipment for the cultivated mind.*

*Cf. E. Morel, Bibliothèques, 1908, v. 2, p. 330:—
"Aujourd'hui tout homme instruit doit être capable de documenter un sujet. . . . Toute thèse part d'une bonne bibliographie."
VI.—SOME SOCIAL SERVICES OF THE PUBLIC LIBRARY TOWARDS THE GENERAL READER.

All educational institutions are called on to recognize social obligations to the community around them, and public libraries and librarians cannot afford to neglect their responsibility in this direction.* Thus it is increasingly maintained nowadays that librarians, in the larger public libraries, also take upon themselves to fulfill duties, which the community rightly claims from them, in excess of the actual work they are required to do within the walls of the institution.† Librarians who to-day shut themselves up within the rooms in the library are lost.† The cloistral seclusion of

* Cf. Professor G. E. Vincent, Chicago University:—“The library is no independent force let down from above to uplift society. It is itself a social institution, and hence moulded by social forces.”—Public Libraries, 1908, p. 394.

† Cf. J. I. Wyer, late President of American Library Association, Outside the Walls,—Library Journal, April, 1911, pp. 172-177:—“Every librarian should be broader than his business; wider in sympathies and interests than his work.” Mr. Wyer writes against “library insularity,” “magnifying routine,” “minimizing the spirit,” “unduly subordinating humanity to mechanism” (p. 173). “Let us never make our work inside the library so much our world that we can forget the great throbbing . . . world outside its walls” (p. 177).

‡ Cf. Abbé J. B. Colton des Houssayes, Duties and Qualifications of a Librarian: Discours at Sorbonne, 1780, ed. by Dana and Kent, 1906:—“He will never seek monasteries is now no longer our daily portion: we must out to the hedges and by-ways, and constrain the people to come to the feast. While we legislate for people in the mass, to uplift we deal with them as units, and the obligation requires personal service.

And so the librarian, if his library is to become a power in the community,* should associate himself with public movements, in furtherance of the library’s interests as an educational force. This activity is in keeping with the advance of the times, which are characteristically marked by advertisement as a potent source of influence. So multitudinous are the variety of things, that are put forth in every direction, that selection is inevitable on the part of the public, and advertising is utilized to assist the effort of choice, and stimulate it—sometimes to nullify it altogether! This means of arousing public support and criti-
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cism invades our politics, educational services, and business pursuits, as well as our recreations.

The solicitation of general interest on the part of the public makes the Education Department conspicuous as an organization. It adopts an aggressive attitude, not only in the modernization of school buildings, but also in the association of teachers with the life of the community, in the establishment of school committees, celebrations of commemoration days, relations with industries and the pastimes of the people. Not even the University is immune from this feature of public reinforcement of its position, so long as it has claims upon the community, as a national organization, in meeting the needs of citizenship in all the various phases of its complex activities. The value of a university degree is accepted as a standard of ability, and is in large demand; and the granting of it, in consequence, becomes a matter of high public importance, carrying responsibilities which are not lightly regarded. Hence the constant vigilance, on the part of the authorities, to sustain the efficiency of the University to the utmost.

When public criticism is indifferent to any institution, we may conclude that either its utility is unrecognized, or that the service itself is unable to meet a current demand, and so has become decadent and is forgotten. Institutions, if they are to be live factors in intellectual progress, must be aggressive, in the social sense, asserting their

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claims upon the constituencies which they serve. Passivity is impossible if the thing truly exists, and I ask—Are our public libraries to be the one solitary exception to association with current movements in our midst? Are they alone to be untouched by the enlivening fires of public criticism and the incessant demands of the social needs of the community? It is pleasant to note that there are signs of a change!

So far as enlightened opinion in Europe and America goes, this spirit of positive aggressiveness is also the distinguishing mark of the service of the public library, and libraries assert their strength as institutions for the public good,* even as churches, and schools, and universities, and make known their resources to provide information to meet the daily vicissitudes of inquirers. In other words, to use the modern term, they advertise†—meaning by this, the constant endeavour, on the part of the librarians, to place before the people the utilities of the libraries, as indispensable for the continuous

* Cf. Theodore Roosevelt:—"After the church and the school the free library is the most effective influence for good in America." Quoted by Professor Chamberlain.

† Cf. Professor Neystem, of Wisconsin University, Advertising the Public Library.—Public Libraries, May, 1912, pp. 157-159:—"The function of advertising . . . is the next great step in the advance of your institutions." (Address to the Wisconsin Library Association.) The Buffalo Public Library has prepared an excellent advertising prospectus, making known the privileges granted by the library to citizens. More than 1 in 4 of the residents are using the library in Buffalo. In
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education of the whole nation, apart from the formal methods of the schools. And to do this, they show forth the social advantages of the libraries, in seeking to uplift the community and strengthen its moral fibre. They therefore raise their services alongside of—and even beyond—the school, as component parts of a national system of education, drawing the citizens within the library walls by the attractions they offer for social development and moral elevation.

But the community must be positively and practically appealed to. The librarians should be public exponents of their profession, not merely by taking the platform, but by being prominent in every good work, being "found out" in social undertakings for the benefit of the people as a whole. If a librarian serves on an education board, for example, at once the institution under his charge receives an added prestige, and thus the influence of his profession is extended. In this connection there is no better way than the establishment of a strong and energetic association of librarians, creating a well-sustained public opinion and enthusiasm for the cause of public libraries. This a pamphlet under the title of Educational Opportunities in Chicago, June, 1911, issued by the Council for Library and Museum Extension (Chicago), it is stated that a centrally directed campaign of publicity has been planned to arouse the interest of the public in the educational opportunities freely offered at its very doors. For various methods of library advertisements, see How Libraries Advertise.—Library Journal, July, 1912, pp. 399-90.

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service, besides being national in its bearing, has important social consequences for the librarians. They are brought out into the open; they become known to a wider public through the aid of the press, and their institutions come accordingly under general notice. With the extension of these efforts towards a systematic co-operation with the schools and their authorities, the libraries will be accepted by readers for what they are really meant to be—establishments providing voluntary instruction to one and all in everything of human interest, appealing to a public well apprised of the educational advantages they offer.

In this work the American libraries are assisted by library commissions, whether voluntary or under State direction, which supervise and generally promote the cause of the public library. This section of library extension is in many States supported by the educational authorities. In addition, conferences are held from time to time, and the public are continuously enlightened as to the importance of the libraries as factors of education and healthy-minded citizenship. To crown all, there is the influential American Library Association, which, by its meetings and committees, has lifted America into the front of library development, and caused the American people to realize the immense services, which a noble collection of books in daily use can render towards elevating the nation into commanding strength. One might go on to refer to the social and educa-
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tive work of the libraries and library associations of Great Britain, and to the wonderful growth of people's libraries throughout Germany. Considering the recent advance of the Education Department in the establishment of school libraries, and the larger demands for reading facilities which must result in consequence, it were surely time that the public libraries of Victoria prepared themselves both to support this movement, and to secure the young generation for their reading-rooms, by the adoption of the best methods now practised by progressive communities.

The habit of spreading information concerning the public reference and lending libraries is a feature of the times. Nicely-worded notices are posted up in factories and workshops, large public institutions, schools and colleges. In addition, bulletins containing lists of recent acquisitions and selected books on various subjects for special reading are widely distributed. Lecture-halls are frequently attached to libraries, and free lectures given to the people, all with the one aim of inducing them to read and follow up the subjects for themselves. In this connection the libraries are effective aids in University Extension. This equipment of lecture-halls in library buildings renders the library a social centre in the true sense: the scholarly associations of the library impart a convenient atmosphere for discussion, and men of light and leading, as well as the general body of readers, accustom themselves to gather for educational intercourse within the precincts of the public library.  

To meet further needs of the community from the social point of view, the modern public (central) library has extended its functions, by the establishment of various subsidiary libraries under its direction and control. Thus we have branch libraries, deposit stations, travelling libraries, deliveries by waggons and through the post—all forming portions of one institutional organism. These library depositories, where they are not in separate buildings as branch libraries, are housed in workshops, laboratories, stores, working men's clubs, recreation grounds, parks and gardens, cabmen's shelters, pioneering settlements, railway camps, &c.; and it is a ruling principle that where the need is socially urgent, there the library should be most ready to press its service. The leisure

* Cf. C. F. Newcombe, Raison d'Être of Library Lectures.—Library Association Record, 1907, p. 231 ff. He refers to the Pictvon Lecture-hall, Liverpool, and to Southwark, Cumberwell, Stoke Newington, Croydon, Herne Hill, North Islington, as possessing lecture-halls. The John Rylands Library, Manchester, is exceedingly well endowed in this respect. Several English libraries sup-

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port University Extension lectures and reading circles of the N.H.R.U.

* Some libraries are beginning to house the special libraries of local societies. Cf. Croydon and Hampstead. Dr. E. A. Baker, Library Association Record, 1908, p. 666. The civic library, according to my ideal, should be in the most intimate relations, not only with all educational bodies, but with every institute, association, and social movement whatsoever, cultivating the sciences, literature, and the arts. In the library should be focussed the intellectual life of the whole community. . . .
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moments of workmen, especially where they are employed far from their homes, deprived of the ordinary comforts of society, are held in remembrance by library officials, who seek every opportunity to fulfil the purposes of their institution as the important factors in adult instruction.

While on this topic I may say that the American libraries make a special point of attending to immigrants. Every inducement is offered to these people to frequent the public libraries, where they are particularly brought into contact with the story of the land to which they have come, its constitution, its institutions, and its citizens’ services. In this connection the American libraries are revealing their work as educational establishments, and they have received high commendation from Prof. H. Münsterberg,* who says:—

"Admittedly all the technical apparatus of library administration is expensive: the Boston Public Library expends every year ¼ million dollars for administrative purposes. But the American taxpayer supports this more gladly than any other burden, knowing that the public library is the best weapon against alcoholism and crime, against corruption and discontent, and that the democratic country can flourish only where the instinct of self-perfection as it exists in every American is thoroughly satisfied."†

† For a similar opinion cf. E. Schulze, Frei Öffentliche Bibliotheken (Introduction), 1900.

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To quote another instance, which also has applicability to Australia. The Cleveland Public Library* has instituted branch or depository libraries in the waiting rooms of children’s courts. By this means the library is putting forth not only preventive measures, but also constructive methods, to lead the wayward youth into the paths of rectitude and right living.

Though the libraries in Victoria, and in Australia generally, have scarcely begun to undertake their great responsibility in this respect, still it may be hoped that very shortly Australian librarians will display activities, demonstrating that libraries are branches of the economy of education, and that librarians of the true type are educationalists. Our system of public instruction in Victoria will not be complete, until the libraries are co-ordinated with the schools and universities* in the maintenance of higher standards of culture. Our librarians ought to exalt their profession beyond that of mere caretakers and custodians, and undertake their share of the task of directing the community’s taste for reading, and leading it to the best available sources of knowledge. Libraries differ from museums.† Books are not

* Library Journal, 1910, p. 159.
† Libraries are commonly spoken of as book mausoleums. Lord Rosebery recently deplored this condition of things. Morel, in his Bibliothèques, frequently quoted in these pages, criticised the great libraries of France as being “cimetières.” But there is another form of this idea of a book repository, somewhat more rever-
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put in glass cases for show; they are meant to be read, a book being only of value as it is read. Librarians who accept this principle do not wait for readers to come to the library, but put forth every available means to induce them to accept its privileges, knowing well that, for educational freedom, it has no equal among modern institutions.*

ential in sentiment. *Cf. Henry Ward Beecher's lines on the Bodleian—"A library is but the soul's burial-ground. It is the land of shadows." Bacon also speaks of libraries as shrines where all the relics of the ancient saints are preserved and reposed. But in all this, one thing is lacking, and that is, the fact of the accomplished librarian having "power on this dead world to make it live," for he is not a "custos corporis mortui." Mr. W. L. Fletcher (whose exactitude in things bibliographical is well known) says that, if the "china in the shop" (i.e., catalogues, &c.) were utterly broken up, the library would still live, and be an effective agency, in the person of the scholarly librarian, who had a real mastery over books. This note but brings up the superiority of personality as against machinery. *Cf., in this connection, Dr. F. Milikan's interesting references to Robert von Mohl and Friedrich Ritschl, who "in spite of the machine (das System) could do the extraordinary thing, because they were extraordinary men." (Die Bibliotheken, in Die Kultur der Gegenwart, Teil 1, Abt. i., p. 565.)

* F. Milikan, op. cit., p. 545:—"Libraries are educational institutions which reveal the freedom and impartiality of learning to a degree not to be found in any school in the world."

School Libraries and Reading.

I.—INTRODUCTORY.

In these days of extensive book-production, the early acquirement of a habit of good reading is essential for every child. The teaching of all subjects, whether in literature and history, or science and art, cannot without risk ignore this educational service. Certainly, reading for its own sake is not the primary object of education: the thing that vitally matters is efficiency to confront the hard facts of life with courage and foresight, and effectively resolve them. Though visions may come, alluring the soul to soar:

"In ever-highering eagle-circles up
To the great sun of glory,"

yet the constant performance of duty in one's "allotted field," or station in life, will fit these in as instruments towards a more intelligent and fruitful aspiration. Action withal requires mental endowment, and the careful cultivation of one's reading provides no small portion of the equipment and extends the range of power. It is only after long and persistent practice that one can master the art of utilizing spare moments to the