LIBRARIES AND EDUCATION

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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.*

sential 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 Kitschel, who "in spite of the machine (des Systems) could do the extraordinary thing, because they were extraordinary men." (Die Bibliotheken, in Die Kultur der Gegenwart, Teil I, 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 ignoring 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-higher 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
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best possible advantage; and the attitude a young person adopts towards his leisure hours reveals, in some measure, the extent of mental control and responsibility which underlies his activities. The unfolding of this capacity of choice, and its fulfilment in the more worthy pursuits of a cultured life, both in the severe effort towards an ideal and in the relaxation of the spirit in play, are intimately associated with reading and general instruction, and no teacher should neglect to superintend the influences which prompt a child’s taste for books. Towards this end, two things may be noted—guidance in developing a healthy and stimulating habit of reading, and the attraction of libraries as an inducement to practise it both in school days and after.

Children do not naturally take to reading; their native bent for amusement finds an outlet more freely in the active movements of play; and educationists encourage this spontaneous outflow of spirit to a large degree; for, by means of the external expression of inward feelings, children may be led to realize the rhythm of song and ballad, the charmed symmetry of the dance, and the fascinations of heroic story, myth, or fable. Reading comes as a result of educative influence. The cultivation of the imagination in outdoor exercises, and the awakening of responses in the child to the call of nature in field and garden, prepare the desire for acquaintance with written expressions of these things. Reading is rather a cultural acquisition than a mental heritage, and the sources through which the mind inclines toward desirable material are therefore factors of highest moment. To enfranchise the tendency under favourable conditions, teachers require all the resourcefulness possible. An extensive knowledge of good literature, and a capacity to entice young minds to resort to illuminating books bearing upon their immediate experiences, are essential. Not only should they be possessed with the inspiration of learning, but they should also show themselves susceptible to the measured constraint of actual contact with routine and everyday suggestion. But teachers cannot depend on disciplinary influence alone, whether of the inward force of character or the outward display of authority, to induce children to read; it must be supplemented by the voluntary handling of books. The constraint arising from the teacher’s position cannot always abide of itself, and, therefore, it requires, to sustain its power, the association of the children with practical work, having interests directly in common with their needs, and, unless it is subsumed in this higher action of self-conscious direction on the children’s part, its real value is lost.

In this connection, the school library reveals its serviceableness as an integral element in education.‡ The constructive power of discipline in class

‡ Cf. E. F. Huey, Psychology and Pedagogy of Reading, N.Y., 1908, p. 355:—“In order to obtain the rich disciplinary value of reading, much of the instruction in
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comes to the test here, and discipline apart from spiritual elevation is wasted effort. The benign ministration of the library books may awaken in the mind of the children a fresh phase of the teachers’ relation to them, unfolding a conception of voluntary service. From this friendly intercourse with teachers, the pupils may come to appreciate the inner significance of study as a life-force; and thus profit immediately by the beneficent influences of a widened outlook. In this atmosphere of mutual confidence, the representation of beautiful forms in literary expression may be more readily received by the juvenile intelligence, and the child may with keenness distinguish between aesthetic pleasure in good books and mere excitement in highly coloured vapourings, and so eventually acquire a clear sense of literary discrimination. Thus the early companionship with a collection of books may evolve an enlightened idea of the aims of school instruction on its positive side, as leading to the noblest avenues of thought, and to the pleasant byways of recreation in reading, as places of rest from the stern features of class-work.

the subject must consist in teaching the effective use of the library."


II.—SCHOOL LIBRARIES: GENERAL READING.

So far as schools and colleges are concerned, we may discuss two broad aspects of reading: it may be either recreative and inspirational, having no immediate bearing upon the studies in school, or it may be directly connected with the lessons in class, and thus be supplementary to them. The former is general, and the latter special and limited. There is little winsomeness in works of a merely informative kind, and children cannot be expected to be attracted by them; their use comes as a later development. The aim of recreational reading for young minds is to conform as nearly as possible to the spontaneity of childhood. Children are more readily susceptible to stories which involve a dramatic setting, or which suggest movements in keeping with their childish ideas. In forming collections of books for schools, we should afford to readers facilities for making themselves acquainted with literature of an inspirational type suitable to their years, and permitting full play to their imagination, and thus preparing a highly favourable instrument for subsequent intellectual advance. A child may be gradually led on from folk stories, fairy tales, &c., to heroic adventures, romances of chivalry, of school and domestic life, description of travel.
and, thence, to the more formal narratives of biography and history, standard fiction and poetry. Works of information for children should incline towards what is pleasantly practical, and to what appeals to their enjoyment in the constructive arts, games, and handicrafts. Such exercises are of greatest value, when carefully and simply planned and accurately described.

In a short paper one may not detail references, but for consultation it may be mentioned that in the United States the Buffalo Public Library, Cleveland Public Library, Pittsburgh Carnegie Institute, New York State Library, Pratt Institute, and others furnish admirable lists of English and American books adapted for the use of young readers. In Great Britain lists on juvenile literature are issued by the National Home-Reading Union, Stepney Public Library, Finsbury Public Libraries, Cardiff Public Library, Bolton Public Library, and others. Some of these bibliographies are graded for class purposes by librarians and teachers, who have expert knowledge in the selection of children's books. In Germany the question of general literature for the young is carefully gone into. Miss Alice Jordan* has brought under the notice of the American Library Association the services of Heinrich Wol gast, † of Hamburg.


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This gentleman was the leading spirit of a periodical called Jugendschriften-Warte, founded in 1893 by Paul Ziegler, in which the nature and principles of juvenile literature are discussed by specialists. Local committees have been established throughout Germany, which, with the cooperation of teachers, report yearly on the output of German publications for children. These lists are freely distributed throughout the empire, usually at Christmas-time. I ought also to make mention of the work carried on by the National Home-Reading Union* in Great Britain in the preparation of book lists for young people, under the direction of Professor J. W. Mackail, Dr. Holland Rose, and others.

In children's libraries it is well to provide for diversity of interests, so that general reading may be wisely indulged in. Ample scope should be given to the promptings of a child's fancy, and he should be permitted some measure of choice in the selection of his reading matter. Reading

p. 56 ff. Miss Chadburn explains that the Sentinel of Children's Literature attained a circulation of 52,000 copies in 1906, and that there were 637 titles in the lists issued for that year. The aim of the committee's propaganda is—"The expression of excellent subject-matter in excellent form, be it in prose or poetry; and its illustration by pictures of excellent artistic value." It is also worthy of note that at the opening of the new Hamburg Public Library the local committee for the criticism of juvenile literature was incorporated as part of the organization of the library. The whole article is worth perusal.

* A branch of this Union has been established in Victoria, and is co-operating with schools and libraries.
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being a kind of mental travelling, in the opinion of Hamilton Mabie, the teacher, or the librarian, ought to advise the young traveller as to direction and limitations; but the task requires tact and skill. In a suggestive paper on "Book Selection for Children," read before the New Zealand Library Association, Easter, 1911, Miss Burnite, of the Cleveland Public Library, said that the educational force of the library rests on something subtle and delicate—the spontaneous and conscious interests of the child. Hence, the appeal of the library must be voluntary, and its work, to be successful, should be an active influence in the mental progress of the child. Though these remarks were applied to children's libraries connected with the public library, we might also keep them in mind as regards the attractive power of school libraries. Here, the teacher would advisedly use the opportunity afforded by his or her official relation, and exercise some restraint upon the children in their reading. Personal interest is most effective in stimulating the desire for books and helping the children in the right direction as to their choice. An American librarian says that the true method is to operate on the desires of the readers and cultivate the taste. Their aims and needs should be ascertained, and, as far as possible, satisfied by the distribution of books enlightening the pathway to the ideal.


GENERAL READING.

Present-day methods of school decoration, both internal and outward, make school life more comfortable to the scholars, and their share in the ornamentation gives them the feeling of possession and an intimate fellowship with the school and its doings. Some of these services, such as the collecting of prints and coloured pictures, illustrative of the history and social life of the community, exhibitions of special objects, story-telling circles, and the like, are rendered by children's libraries in other lands. Much of this kind of work is being done by the schools in Victoria, and it might be advantageously used as a means of adding to the attractiveness of the school libraries now being formed and extended. The surroundings of the reading-room, or, at all events, the place where the books are stored, should be pleasant and conducive to quiet and order. In connection with books for the ordinary purposes of the library, a librarian should make a point of good editions, for the printing and illustrating of a book for children require attention. Fine type, clear spacing, and well-proportioned margins, instantly win response, add to the pleasure of handling a volume and looking through its contents, and inspire the reader towards a genuine love of the beautiful. Where these features of book selection are regarded, the children who come under their dominance are greatly helped in keeping themselves unspotted from the world of trash.
III.—SCHOOL LIBRARIES: SUPPLEMENTARY READING.

Supplementary reading is more specialized than general or recreative reading, and is usually collateral with class-work. As regards the young children, the teachers are more immediately concerned with their efforts to awaken and cultivate a taste for reading itself: the task of prescribing extra books for consultation applies to the higher grades, more particularly to continuation schools and colleges. This additional reading should be so regulated as to encourage further study of the subjects taught, especially where it is impossible to crowd all the references into actual class instruction. If provision be thus made for young minds to develop their powers of acquiring knowledge, supplementary to the lessons given in school, the freedom, experienced in the pursuit of those special branches of study in source-books, will evoke an invigorating passion to consult the treasures of information, stored up in an accessible library, and thus assist the students to realize the close intimacy between libraries and school education.

This work need not be so complicated as it seems, for the development may be graduated; and, indeed, it is surprising what may result even here from small beginnings. As an instance, written lessons may be made exceedingly interesting by encouraging the use of encyclopedias and larger works of reference on such subjects as geography, history, and literature, and even science. The pleasure in obtaining fuller information on a question, particularly when presented in true perspective, rouses the youthful desire to pursue it further. This form of exercise, in a considerable measure, supplants the negative feeling of compulsion which necessarily attaches to the force of discipline. The comparative study of the sources of a subject, however elementary, is a distinct gain to the pupil, and, if steadily continued, produces consciousness of becoming at home with large collections of books, and of ability to use them. The treatment may be very simple, the real object of the assignment being the actual use of the school reference library. By utilizing the index of a volume on history, for example, or the notes at the bottom of a page, one may refer to the other works mentioned, and make a comparison of statements; or two or three authors may be consulted on a question, and their opinions placed side by side for joint consideration by class and teacher. In every instance, resort to the library would be necessary, and the first insight of the wider application of a lesson will effect a memorable impression on the mind of the pupil. Let one imagine the change of outlook wrought upon the youth’s conception of historical
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events, who consults, in a library, Stanhope's Life of Pitt, and contrasts the references to him in an ordinary school history; or the understanding that one may obtain of the significance of wars in Greek and Roman history, by comparing the statements in the usual class-books with the effects of sea-power in ancient history as narrated by A. T. Mahan; or, again, how easily a critical study of Green may be made by using Welsford's Strength of England as a commentary. Under the guidance of a competent teacher, elementary research of this kind may be undertaken in continuation schools and elementary colleges—and even in the higher forms of the State schools, for the information given in the School Paper admirably lends itself to this exercise. But the point of emphasis here is the use of the library as a supplementary factor in class study; and, if the library is near at hand, in the school building, the advantages are increased accordingly.

IV.—LIBRARY ORGANIZATION.

Orderliness.—I have mentioned some aids that a library supplies to a school or college in assisting internal instruction, and in stimulating the desire for good reading. But every library must be organized, if it is to be efficient. Even the smallest school library should be orderly arranged, and its contents suitably recorded, for the care and attention bestowed on the books provide an excellent training for dealing with more important collections, and not only so, but develop a habit of carefulness and responsibility. Orderliness is essential to the well-conducted library, both as to book-arrangement and method of service. When books are systematically placed on shelves, all standing upright in their respective positions, the effect is pleasing to the eye, and invites use. Books ought to be scrupulously preserved, and no damaged volume should be allowed to remain exposed to view. One torn back, if showing, may spoil a whole row, or case, of otherwise attractive volumes. A matter of this kind may not appear of much moment to a small library, but it should be remembered that constant vigilance in the preservation of books is one with a genuine regard for the protection of all instruments of knowledge.

Accession Book.—The simpler methods of organization may be easily learnt. The library
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of a school is a possession, and its value and contents should be accounted for with the same exactness as is usually bestowed upon the attendance-roll. The first requirement, after the books have been received, collated, and marked, is to enter them in an accession book, in which the volumes are listed in consecutive numerical order as they come to hand, the entries comprising the author's name, brief title, publisher, date of issue, and price, and stating whether purchased or presented. If this is done, the accession book may also serve as a stock-book, showing the contents of the library at any time. For modes of accessioning books, and other technical matters here referred to, Duff Brown's Manual of Library Economy (Lond., 1903) may be consulted, or the excellent little volume on the Children's Library, by W. C. Berwick Sayers, published last November by Routledge.

Catalogue.—A catalogue ought to be prepared, even if it be of an elementary kind. This may be divided into two parts, the one giving the names of authors, in alphabetical order, with the titles of their works in the library, the other detailing the subjects of the books themselves. The former or author catalogue may be easily provided, either in an interleaved register, or upon cards kept in boxes or trays, arranged from A to Z. In the book register, the author entries, being fixed in location, would require to be well distributed to allow for expansion. The advantage

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of the card system is that the cards are movable, additions are easily inserted, and headings may be subdivided when the sets become too large for rapid consultation.

The second form or subject catalogue is most important for reference purposes, and it should be compiled at least in the larger libraries of the schools and colleges. The subject headings may either be chosen indiscriminately, as occasion arises, and arranged according to the plan of a dictionary (this allows of a somewhat popular treatment), or they may be conformed to a preconceived classified order. This latter method is preferable for the sciences; and, as being distinct in design from the alphabetical arrangement, it permits of viewing things in their scientific relations. For an ordinary school library, the dictionary form would be sufficient.

Classification.—It is often a matter of dispute whether the books in a small library should be placed on the shelves in an appropriate and classified order. It is, of course, one thing to classify books on the cards; it is quite another to allocate fixed positions for them on the shelves, according to a system of theoretical classification. A minute scheme would be useless for a library not possessing a sufficient quantity of books to make it workable. But some form of classification is essential, even as an aid in illustrating the links between the sciences or departments of human knowledge. Reference books would easily be separated from
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books dealing with special subjects, and the volumes on each subject be located in specified sections. A simple way is to follow the large or main headings of such schemes* as Dewey’s or Cutter’s, and expand as the library increases.

In a training college, which would specialize in works on education, there would be a distinct advantage in classifying according to the Dewey decimal system, for many societies which publish bibliographies on an extensive scale adopt this scheme, and conformity with it enables one to gain ready access to the vast output of literature in one’s own line of study. Many libraries of first importance, which do not accept the Dewey classification as a means of arranging the books on the shelves, have agreed to use it in an improved form for documentary purposes on cards, so as to bring their collections into conformity with a uniform system.

In order that the books should not get mis-placed, and that a check be kept upon them if loaned or removed, it is necessary to prepare a shelf-list. This register contains a list of the books just as they appear on the shelves according to their location marks. If Dewey’s system is used, the classification number may be used as a guide to the book’s position. A very easy way is to give a number to a case of shelves and to each shelf, according to a system. Each book will then carry the case and shelf number, with a further one indicating its order on the shelf. This method is in use at the Training College Library.

Charging Methods.—To meet the needs of children for recreational reading, school libraries become, to a great extent, lending libraries. The removal of any book from the shelves should be carefully noted and recorded. A registration book of the names of borrowers might be kept. The applications should either be signed on separate cards, or be entered in the register itself, each applicant being allotted a number. Though this may appear a needless procedure in a school where all the users of the library would be known, still the suggestion is worth carrying out, as the habit easily inculcates the idea of responsibility and effects discipline. In the large libraries, the borrowers might be given a separate card in their own names. On this “call” card, there would be written the location number of the book (or other symbol by which it may be identified), with date of issue. Another plan is to keep an account against the book. Issue cards or slips would be prepared, one for each volume in the library, and arranged in numerical order—i.e., according to the accession number. On these cards there

* Mr. Berwick Sayers has suggested a simplified decimal classification, useful for children’s libraries. See his Children’s Library, pp. 56-57. Dr. E. C. Richardson’s Classification, N.Y., 1908; gives an easy outline of Cutter’s system, pp. 201-7. Dewey’s own volume (7th edition) may be consulted at the Public Library; but I doubt whether there is any edition of Cutter’s in Melbourne.
main headings of such schemes* as Dewey's or Cutter's, and expand as the library increases.

These two methods may be made reciprocal and combined, the book-issuance slip being formed into a pocket, and the borrower's call-card inserted in the pocket.

A simple system, very largely used and suitable for a small school library, is to enter the borrower's number, with date of issue, against the volume in a rough register, recording all the works in the library on folios numbered to correspond with the accession numbers. The entry would be cancelled by inserting the date on which any volume on loan was returned. It is well to examine books before they are again placed on the shelves, so that a check may be constantly kept upon their condition.

All these matters require detailed advice and information, and a knowledge of them may be readily obtained by a visit to the public libraries where they are daily in operation.

V.—LIBRARY TRAINING FOR TEACHERS AND CHILDREN.

These services appertain rather to the mechanical side of a library's work. It is of more importance to attend to the selection of the books, and to the guidance of the young people in their choice of reading matter. The task of influencing school children in this direction belongs, in the first instance, to the teachers, and, for this reason, many librarians advocate the formation of class libraries; for by this means every child is reached and directly controlled by the teacher, and he is thus immediately in contact with books all through the higher grades of his school course. But this system requires, on the part of the teacher, a considerable range of knowledge as regards children's books, but there is no doubt as to the effectiveness of this method of book distribution in the schools. Mr. C. G. Leland,* who superintends the libraries under the control of the Board of Education in New York City, says:—"The school library might be a strong factor, if teachers came to us from normal schools and colleges a little more intimately acquainted with children's

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classics and books in general." Mr. Leland enthusiastically supports class-room libraries, and his advocacy is enhanced by experience. The New York department has under its control some 12,500 of these class libraries, containing 500,000 volumes; and, last year, 600,000 children used 7,000,000 books. (Of course, there is the question of finance and organization, which is not considered here.)

In larger schools and colleges, where it is almost impossible for the teachers to give adequate attention to library control, there is either a librarian (usually a lady) in charge, whose duty it is to assist the teachers in their work, as regards instruction in the use of books, compiling of small bibliographies, illustrating historical events by print collections, &c.

The advancement of school libraries in our midst must necessarily call forth the need of instructing teachers in library method, as is done in normal schools and training colleges of America and elsewhere. If the work of these libraries in the higher schools, which are largely attended, is to prove really beneficial, the task of controlling them will eventually demand one person's whole attention. To perform these services adequately the librarians, or teachers who partly perform similar duties, require special training in library technique, familiarity with children's reading and the books best fitted to satisfy it, as well as an acquaintance with literature in general, and,

above all, ability to appreciate the needs of children and to harmonize the work of the library with the daily curricula of the school.

Instruction of this kind will enable teachers and those directing school libraries to attend with care and precision to the important problem of book selection. It is not given to everyone to possess the qualifications necessary for this service. The skill of a librarian or teacher, who has to do with children's reading, is reflected in the purposes that guide his or her choice, and the sustained interest of the young in the works, which are provided for them according to a definite plan, tests the enthusiast's efforts to the uttermost. The relations of the public libraries to this side of the question, involving also the supply of books to the libraries in the schools, will be referred to later on.

"It is unhappily true," said the late A. R. Spofford,* sometime Librarian of Congress, "that books do not teach the use of books." It is one thing to instruct children in the art of reading; it is quite another matter to acquaint them with what a book is and how to make use of it. This knowledge may be imparted by indicating how an author comes to write upon a subject, and relating the treatment of his manuscript by the printer and publisher. The process results in the form of a printed book, comprising usually a cover, title-page, preface, table of contents, text (with notes

and illustrations), index, &c. Each of these might be described in detail, so that the scholars may learn to handle a book intelligently, and gain, by practice, a ready survey of its contents, as well as a rapidity in judging of its value as a source of information. In this connection, attention should be given to the name of the author and his credentials, and, if need be, to the imprint with name of publishers and date. That the children may quickly perceive and determine references and allusions in books, and also affairs of current interest, they should be induced to learn the practical value of dictionaries, atlases, encyclopaedias, and standard works of reference. This may be done in class to some extent.*

The imparting of this knowledge may be treated as elementary. The more serious instruction relates to the perusal of the books themselves for the purpose of prosecuting a line of study. This necessitates actual contact with the collections in a library; and a first-hand acquaintance with them as instruments of study is essential for successful work in these days of specialization. With this aim in view, the higher classes might be taught the simpler elements of library routine, the use of the catalogues, their various kinds, the method of classification and shelf arrangement, as well as a practical knowledge of general bibliographies, periodical indexes, and public documents and papers.*

* In the Library Journal, 1910, pp. 58-60, Miss Hopkins gives the synopsis of some eight lessons on the use of reference books and materials.


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It is apparent then that libraries are, or ought to be, factors in school work, and that teachers may, with advantage, more closely ally themselves with librarians, and vice versa. There exists a library journal, Public Libraries, ably edited by Miss M. E. Ahearn, whose policy is expressed in the motto—"The public library as an integral factor in education." The work of the public libraries and schools ought to be co-ordinated in Victoria: the higher interests of a truly national system of education demand it.* Co-operation is necessary in delimiting their spheres of action and prescribing working agreements for their joint advantage. The schools of every State should reap the benefits which other public institutions may bestow, whose functions partake of an educational character. The public library is uniquely situated in this respect, and no librarian should disregard the obligations of the institution under his care to advance education. His highest duty is to develop a "community library" in the real sense of the term, and this ideal requires a clear conception of the significance of libraries in the training of children in the schools. Mr. Dawson Johnston,* who has compiled the History of the Library of Congress, upholds this view of the public library being an auxiliary educational institution. By "institution," he does not mean the collection of books, but the library service, for this is of far more importance than merely gathering and arranging acquisitions; and, unless the library is a living centre of learning, taking its place along with the school and university, it is not rendering its own peculiar service to the community. This conception of a library suggests why American libraries have so intimately associated themselves with public instruction. By co-operation with teachers, librarians have been enabled to reinforce the schools with books, and attend to their distribution among the children. These ideas have been carried out in various ways, and a good account of them will be found in Bostwick's American Public Library. This writer quotes the Buffalo Public Library as a splendid instance of the harmonious regulation of the joint activities of libraries and schools. The library selects and provides reference books for the classes with the advice of the teachers, and gives technical assistance. In addition, it arranges for general reading by establishing children's libraries within its own walls and branches, and also lends collections to the

* Of, Dr. Alex. Leeper: "... a more definite recognition of the place of the public libraries in the educational machinery of the country should be one of the chief aims of our Library Association."—Library Association of Australasia Trans. and Proc., 1900, p. lxxv.

* Library as a Reinforcement of the School.—Public Libraries, April, 1911, pp. 132-34.
schools. This plan is very largely adopted throughout the United States and in some towns of Great Britain. Teachers are frequently granted extra facilities for borrowing books, and, in many cases, special purchases are made on their behalf upon a joint understanding. In some States school libraries are supported by subscriptions, as in Victoria, but they receive further aid from libraries subsidized out of rates and taxes, as well as direct grants.

This remarkable interest shown by librarians in school work, without obtruding upon the distinctive province of the teacher, is a distinguishing feature of American education. They recognize that "libraries lack teachers and teachers lack libraries"; and, hence, they endeavour to coordinate libraries and schools as educational institutions. The American Library Association has its committee for co-operation with the National Education Association, and the New York Teachers' Association has its Library Section. By this means their mutual relations are constantly under discussion. I hope that the teachers' associations in Victoria, both primary and secondary, will form similar sections for co-operation with the newly-formed Library Association of Victoria.

The University Library.

This conference* has been called to consider, amongst other matters, how methods in the various stages of education may be co-ordinated so that the scholar may advance continuously, step by step, and may not have to travel any intervening region without direction. This effort has reference to what one may refer to as an intensive view: we try to construct an unbroken line of progress passing inwardly through all the divisions of scholastic training. But an extensive survey should not be overlooked. Comparatively few children pass beyond the primary schools, and the larger proportion of those who undergo secondary (and technical) instruction, do not reach the University; and, indeed, no small section of students who matriculate elude further contact with cultural associations after leaving the University. And, if their status is to be seriously considered, what authority is responsible for their guidance in general culture? The University Extension Board has undoubted obligations here; but I have rather in view the duties of the public

* Educational Congress held in Melbourne, March 11-15, 1912.