

especially books adapted for the use of school children and such as throw light upon their studies. These books are at the command of teachers and are sent to the school-rooms upon their requisition, on the principle of the travelling library. All the other books and resources of the library are accessible to the school children, under proper restrictions. Classes of pupils are taken to the school-room in the library for lectures and instruction. The school librarian visits the teachers, learns their needs, and encourages a more general use of books, other than the regular text-books, in the school-room. Thus the public library is brought into the schools, for the school children are made familiar with the use of the library, given systematic instruction in the use of books, and encouraged to form the habit of using a library. In Los Angeles, all the city school libraries were, as early as 1891, deposited in the public library building and placed under the care of the librarian and his staff. Both teachers and pupils were thus given access to a larger number of volumes. In 1897, a school reference room was established and copies of many valuable books of reference secured. In addition to books, the school department of the Los Angeles library has a large collection of mounted pictures for concrete illustration of lessons. Besides this, groups of pictures of interest in connection with various holidays, current events and occasions of note are always displayed from time to time in this department. On the occasion of my visit early in 1901, pictures of our late beloved Queen (then recently deceased) were on exhibition to teach the young American the history of one of our greatest sovereigns. The rooms were crowded with children just from school, who were selecting books or drinking in information through the eye from the pictures of the day. In this way the people of Los Angeles have the schools and the library working together in the utmost harmony, and accomplishing the maximum amount of good upon the minimum amount of money, time and energy.

Thus far in this paper the effort has been to justify the need of the school library by giving the opinions of several well-known educationists of eminence, to outline the plans adopted elsewhere for securing such library, to suggest means of applying two of these plans to this Province. But for all this outpouring, it may still be necessary for us to be content with the means at our own disposal. If such prove to be the case, we must then look upon teachers and trustees as the prime movers in this work. Already several teachers, alive to the value of a few shelves of books in their schools, have raised sums of money by subscription or by school entertainments and purchased small libraries. It is in this way that each of such schools as Cranbrook, Ducks, Fernie, Kaslo, Sandon, Tremblay and Vernon became possessed of a small collection of books (not always well chosen, however) to serve as an additional educational influence in the district. Where there is a will there is always a way, and the excellence of the way will generally be in direct proportion to the energy of the will. A useful library for a rural school can be purchased for \$20 to \$25; a \$10 library (or even a \$5 one) should not be despised. After raising a small library fund by either of the means just mentioned, the first difficulty to confront the teacher will be the proper selection of books for the varied needs of the school. This difficulty will no doubt be met by the issuance, as in other Provinces, of a catalogue of books recommended for public school libraries. It is necessary to seek such guidance so that the library may be organised with a definite view to future growth, as well as with a clear purpose to make it contribute to the school activities and to foster the intellectual life of the children.

To the teacher, the library, however small, can be made a most important auxiliary. To himself, it may be a source of entertainment, inspiration and instruction, and if it is not such, neither he nor it should be there. No teacher can use a library to advantage who does not care for its contents. To entertain or inspire others, he must be entertained and inspired himself. The pupil can, through the medium of books, be brought into touch with thoughts and ideals whose influence once felt can never quite be lost. The mind is not only to be