

up to the age of eighteen or twenty, to borrow the books if they liked. This would sometimes give the teachers an additional opportunity of talking to and encouraging their former pupils. When the arrangements are made you can draw upon me up to £300 for this purpose. We may find means later on of adding to this sum, should it be desirable to do so. I know you will help to carry out this suggestion, which, under the special circumstances of the case, and in consideration of my present work, does not, I think, conflict with the tradition which fortunately exists in Rotherham as in many other constituencies, that subscriptions are not a necessary part of the duty of a member of parliament. A secretary to your committee will be required to help you; you will doubtless make the needful arrangements for this purpose."

—Commenting upon this letter, the *Daily Chronicle* of London says: "Mr. Acland's primary idea is to make the school libraries attractive to the children. He would give the younger ones a store of the very best picture-books, and the elder a good supply of tales of adventure, travels, books of poetry, fairy tales, illustrated works of science and history, and historical romances. These books would be taken home, and they would thus fill with ideas of wonder and beauty the minds of growing childhood through the long winter evenings. The boys and girls would read aloud to their parents after the day's work, and the *ennui* and dinginess of many a small home would thus be relieved and brightened. The library being thus an adjunct to the school, the school work would become more interesting and intelligible, and the child would work with more zest at school in order to be able to enjoy the library books at home. Some day, it is Mr. Acland's hope, school libraries will be a necessary part of the apparatus of all our schools. It is perhaps scarcely to our credit that this is not the case already. In Paris, where, whatever we may think of some aspects of public school teaching, the general arrangements and apparatus are the best of any city in the world, there are such school libraries in each *arrondissement* of the city. The result is that the studies in Paris elementary schools are more vitally intelligent than in our own. While it is true that there is no royal road to learning, it is equally true that there are attractive and unattractive methods of education; and we in England have not, in our revived zeal for education, always chosen the most attractive. The school should be, as far as possible, a second home to the child, a place to which the child desires to go. The schoolboy whom Shakespeare depicts as creeping like