

The application of the mandatory plan to city districts might be effected through the Government grants made on account of high schools, and the attendance of all pupils. This plan could at least be applied to high schools by declaring that the equipment on which the grant depends shall not be considered satisfactory unless it includes a suitable library of reference and other books.

It may not be out of place to mention that another plan not yet referred to or outlined in this paper has been tried with excellent results in several city districts of the interior. It may be designated as the *voluntary* plan. Within the past year the school boards of Grand Forks, Nelson and Rossland have expended sums of money in the purchase of libraries for their respective schools. Both the high and the graded school of Nelson are now provided with small libraries, which will, in all probability, be added to from year to year. The action of these school boards is certainly worthy of imitation, and fully proves the value of the fourth or voluntary plan, which, of course, requires funds, generosity and intelligence for its successful application.

There is another phase of the library question which is important and which seems to present some possibilities in this Province: I refer to the helpful co-operation of the public library with the public school. This, as you know, is possible only in cities which have large free public libraries, such as New Westminster, Vancouver and Victoria, and it would, undoubtedly, do much to solve the school library question in these cities. For instance, the Victoria High School is now pressing for a good library of reference books for teachers and pupils. Why should the city hesitate to establish in the High School building a branch of the public library containing the books asked for? In fact, all our public libraries should be managed so as to help the local schools in every way. The time has surely gone by when the librarian is merely a custodian of books; he must now seek alliance with the teacher, his co-worker in the educational field. It is not too much to say that the public library which has no connection with local schools is neglecting its mission and ignoring one of its noblest opportunities. But how is this connection to be brought about? It may properly be regarded as the duty of the local school trustees who should approach the managers of the libraries and secure their co-operation in the work of education. Or, better still, the local school board should be represented on the board of managers of the public library. Such co-operation should lead to the opening in the public library building of school reference rooms or school departments, with books for teachers as expert workmen on special lines, books for the immediate work of the child as well as for his work after leaving school, projected along the same lines as those set forth in the course of study itself.

The hearty co-operation of the public library with the public school is one of the most noticeable features of the modern library movement in the United States. The utmost anxiety is there displayed to have the library assist the school in every possible way. Teachers are supplied with teachers' cards, allowing them to take many books at a time and to retain them for a long time. Classes are supplied with books, and boxes of books are carried from school to school. All the public libraries of California recognise the needs of the boys and girls. San Francisco Public Library opened a juvenile department in 1895. In that city, more than 15,000 children's books are circulated monthly.

The old city of Brookline, a wealthy suburb of Boston, extremely conservative in almost everything but education, has, through the efforts of its Education Society, practically brought the public library into the schools. A school room has been opened in the public library building and made the headquarters of school children. The person in charge of this room assists and instructs school children in the use of the library and reveals its resources. Books selected by the school committee (that is, board of school trustees) are collected in this room,