

school district raises a sum of money for establishing a library, or adding thereto, the Board of Education may grant to it a sum equal to one-half the sum so raised, not to exceed \$20 in any one year. In 1899, only 24 of 1,771 schools in that Province were reported as purchasing books. In Connecticut, the State makes grants to districts or towns for libraries, on condition that a like sum is raised or expended. This is a somewhat more liberal regulation than those already mentioned, and it has provided more than half the schools with libraries.

Under the *mandatory plan*, school trustees must set aside annually for the purchase of library books a certain per cent. of the school grant apportioned to each district. In Wisconsin, the treasurer must withhold annually for the purchase of library books an amount equal to 10 cents for each person of school age residing within the district. In Iowa, from five to 15 cents, as may be ordered by the board, is withheld for each person within the ages of five and twenty-one years, for the purchase of library books. In California, the County Superintendent must set apart for district libraries not less than 5 per cent. nor more than 10 per cent. of the county school fund annually apportioned to the district. In cities, the library fund consists of a sum not to exceed \$50 for every 1,000 children or fraction thereof, between the ages of five and seventeen years. Under this plan, *nothing* is left to local initiative and a library is actually secured for every school. The latest addition to the ranks of those following the mandatory plan is the North-West Territories. In 1901, a section was embodied in the School Grants Ordinance making it compulsory on the part of all districts to expend a small sum annually for the purchase of books. The section reads as follows:—"The Board of every district receiving a grant under clause 3 of section 3 hereof shall expend one-half of the amount of such grant in each and every year on the purchase of books for a school library, and such books shall be selected from a list authorised and furnished by the Department."

To show what has been accomplished in consequence, it need only be mentioned that the estimate of grants under this head for 1901, to 275 schools, was \$5,154.93. One-half of this amount, or \$2,577.46, must, last year, have been expended in procuring libraries for the schools of the North-West. Even before the passing of the Ordinance referred to, 105 districts had provided libraries containing some 4,229 volumes, and all brought about by the successful efforts of teachers alive to the importance of having a small library of books suitable for school children.

It is almost unnecessary to state that none of the plans outlined has been adopted in this Province. In fact, our school system in its present form is scarcely prepared for the general adoption of any one of these plans. But it does seem possible to adopt the *duplication plan* for *rural* districts and the *mandatory plan* for *city* districts.

Now, in order to apply the duplication plan in rural districts, it would be necessary to obtain pecuniary assistance from the Legislature. Since 1898 a grant of \$500 has been annually made by the Legislature for "travelling libraries." A system of travelling libraries is an excellent thing, and there are now no less than thirty-nine, of a hundred volumes each, in use in this Province. But the claims of the rural school children ought surely to be regarded as of more importance than those of all the adults whom these libraries can possibly reach. Consequently, it does not seem unreasonable to suggest that if no additional sum can be voted by the Legislature, the "travelling library" grant be applied for a few years at least to the purchase of libraries for rural schools on the duplication plan similar to that adopted in the State of Connecticut. Let the boys and girls of the rural schools carry away with them the reading habit as one of the most precious gifts of the school system. Children who form a taste for good literature are reasonably safe, both intellectually and morally. "The person who has learned *how* to read, and not *what* to read, is placed in a position of great danger."