

limits; (2) by a state to supply its rural districts, managed by the State Library Commissions; or (3) by some charitable association—Children's Aid Societies, Social Service Centers, etc.

When the State Commissions, large city libraries, and Associations make up collections to send to rural communities they use one of two methods—either the fixed group method—a collection containing 50 to 100 books and having a certain per cent. of general non-fiction, and a certain per cent. of fiction; or they make a collection to order, there being no limit to the number of books in it. The first method proves best where libraries are sent over a whole state, and little is known about the communities to which they are sent, and the latter where those who desire collections have an opportunity to visit the center of distribution and are capable of selecting their own books. The second plan allows the greatest amount of freedom, and with the fixed group plan the State often sends out visitors through its commission to the rural communities to find out what group would be best suited for certain places.

As mentioned before, Traveling Libraries may be sent to communities, associations, schools or individuals. When sent to an individual, they are generally for distribution among members of a group of neighbors and friends. Of course the individual should assume the responsibility for the books, and should keep an account of their use, and report regularly in the manner required by the lending authorities. This particular variety of the traveling library is known as the "home library." Such a library is also a phase of neighborhood work with children in tenement-house districts. A small library is left in the custody of some child, and about once a week a visitor meets the group at the child's house, exchanges the books, talks about them to the children, etc. Much here depends on the personality of the visitor. This group of children as they grow older may become a study club interested in some one subject, and may prefer that their collection of books shall be increased in size and limited to one subject.

In placing traveling libraries in cities the only problem is the selection of a place of deposit and a proper custodian. A school house is a natural center, but it is not always the best place of deposit for a collection intended for the entire community, unless the building can be kept open after hours and during vacations. In some places libraries are sent for school use only. Sometimes the pastor of a church will offer his home for a collection, but this is not always a good place of deposit either. Possibly the best place is a store—a drug store or a well-kept grocery store.

The work of the distribution of books in the rural communities requires often the work of an organizer—someone sent out by the State Library Commission to

study the communities, and organize libraries where needed. This organizer may reach the club women of neighboring county towns, the debating clubs over the state, the small country schools, as well as individuals and community groups. The great value of this work cannot be over-estimated. It is amazing the large per cent. of country readers that are served by Traveling Libraries. Through the Traveling Libraries our citizens realize the Library's great usefulness outside and within the city limits.—*Sarah M. Findlay, Librarian, Lindenwood College.*

Note.—The editor feels that some such arrangement as this might be devised to meet our lack of library facilities in rural communities.

THE NEEDS OF RURAL EDUCATION I.

(Continued)

The community intent upon improving the appearance of its school premises will find the first prerequisite to a satisfactory result a well-organized, definite plan of work. This plan may well be one which will require a period of years to realize. The usual haphazard method of planting a tree or two each Arbor Day, or sticking in a shrub here and there, results in an equally haphazard appearance of the school grounds.

The plan accompanying this article is copied from the bulletin, "The Improvement of School Grounds," sent out by the Ontario Board of Education. It offers many valuable suggestions which may be used to advantage by any school planning a program of school improvement. The row of deciduous trees, outlining the premises, with the scattered arrangement of evergreens within, provides for shade in the summer and a wind shield in the winter. This arrangement may be adapted to school grounds of smaller area, where the evergreens may well be replaced by clumps of shrubs. Care should be taken, however, in planting, to preserve any "beautiful view which may be obtained from the grounds and at the same time exclude from view any unsightly object which might mar the outlook."

The value of shrubs is also suggestively depicted in this plan. Shrubs may be used to screen the outbuildings. They may also, be used with a good effect in irregular groups or clumps in nooks and corners about the grounds or buildings. It will be noticed that no single shrub breaks the open spaces of the lawn. This plan, also provides for school gardens and play grounds. The wild-flower garden may well be placed in the corners at the rear of the grounds.

Vines may serve to screen the outbuildings or to soften the outlines of the school-house itself. The perennial border may either be placed around the school house or may be used to outline the school garden. It