

the gayly colored songbirds of Maryland and our other crop protectors.

At such prices our institutions should be just as able as the Boston Library to collect prints for distribution as loans. But the Boston Library has not had to purchase all of its pictures. Thousands of prints, photographs and postcards are presented to it in furtherance of its work, as they would be presented to our libraries if they began to collect for educational purposes. Moreover, ours should be the city to develop this idea still further and have the pictures go from the libraries into the homes. A portfolio of pictures taken from the library to the home, just as a book is taken out, would give many fruitful topics of conversation between parents and children and help to make citizens of the foreign born.

But since we now have the finest art gallery in the country and are to have a Baltimore Museum of Art, surely there is urgent need of the pictures in the upper grades of the schools in a prescribed course, or as supplementary work, that shall prepare the pupils to have some understanding and appreciation of the treasures therein offered for enjoyment and cultural benefit.

That some knowledge of the most notable works of art in the world should be considered an essential part of a common school education is surely not demanding "frills." It is a perfectly logical demand on the part of those who wish to enjoy the galleries and museums as fairly well educated people.

CONSTANCE CHISHOLM.

Baltimore, April 2.

Why Not The Picture Loan Service From Our Libraries?

TO THE EDITOR OF THE SUN—Sir: One Baltimorean, at least, wonders why our libraries are not yet following the example of those of other cities in regard to the picture loan service, now considered one of the important functions of libraries.

The ready reply to all who question the deficiencies of public institutions is usually that inadequacy of funds handicaps progress. And yet our endowed libraries are financially able, one would imagine, to expend a few hundred dollars a year in making collections of prints to be lent for instruction in the schools, the clubs and elsewhere.

From its various branches the Boston Public Library annually lends 40,000 pictures to schools, reading rooms and study clubs, and the fine arts department of the central library also sends out over 2,500 portfolios of pictures to schools.

All of these pictures are classified in a way to illumine and develop the subject matter that the schools and the clubs are presenting to seekers after knowledge, results proving them to be of the highest educational value.

But in Baltimore, while pictures, of course, enter largely into kindergarten methods and while individual teachers, of their own volition and at their own expense, occasionally introduce them in their class work, the writer is informed by one in authority that classified pictures are not used in the intermediate and upper grades as a regulated and obligatory part of our school system of instruction nor are they furnished to the schools.

Why is it not realized here, as elsewhere, that the late Dr. Gilman, of Johns Hopkins University, was emphatically right when he said, years ago, that that which enters the mind by the "eye-gate" makes a far more vivid and lasting impression than that which enters by the "ear-gate" alone, especially in youth. He was simply stating a psychological fact that has made itself known to observers of young people from the time of the first chap-books and crudely illustrated fables down to the latest motion pictures. It is so self-evident today that to argue in its favor would be the most bromidic of efforts.

This being admitted, why, then, should not the Baltimore children of receptive years, as well as those of Boston, have national and local history vivified by pictures?

Modern processes of art reproduction make it possible to purchase thoroughly good prints for our tiniest coin. Yes, old masters for a penny; while for the munificent sum of 2 cents each there is an almost inexhaustible list of birds, animals, trees and fruits portrayed in natural colors, the habitat of the bird shown with it.

Think how quickly the children could be won to the ranks of bird defenders if they could see and handle in the schools, or get from the libraries, a collection of