

on their own efforts to provide library facilities.⁽³¹⁾ Until the depression the subsidising, by the Department of Education, of local efforts to provide book collections had inspired many school committees and masters to form school libraries, but when the subsidy was withheld library development evidently almost ceased.

However, a number of factors combined to bring about a change. In the first place, the passing of the commercial depression made possible the reintroduction of the government subsidy in 1936,⁽³²⁾ and coupled with this was the advent to power of a government pledged to safeguard the interests of the common man. But possibly most momentous of all were the overseas tours of Dr. G.H. Schofield, Parliamentary Librarian and Mr. N.T. Lambourne, Director of Education. On their return, these gentlemen considered that the library and the workshop should become the central features of the schools, and that juvenile libraries should be well stocked with books attractively arranged, and staffed with assistants competent to guide young people in their choice of reading matter.⁽³³⁾ With this stimulation of interest, a number of schools commenced to increase and improve their library facilities although, when speaking at a meeting of the Canterbury School Committees' Association in 1937, Mr. Bell said that some teachers were antagonistic to the introduction of libraries into schools on the ground that it meant more work for the staff. On the other hand, in schools where the teachers had offered assistance willingly, the scheme had proved a great success.⁽³⁴⁾

31. Munn and Barr *op. cit.* p.44.

32. N.Z. A to J 1936. E.1. p.36.

33. "Press" September 11, 1935.

34. "Star-Sun" July 22, 1937.