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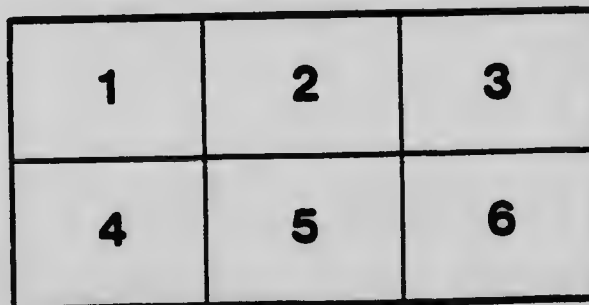
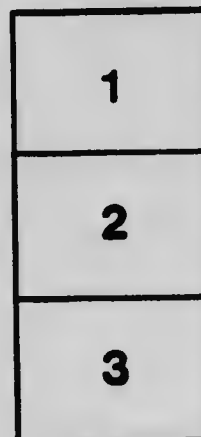
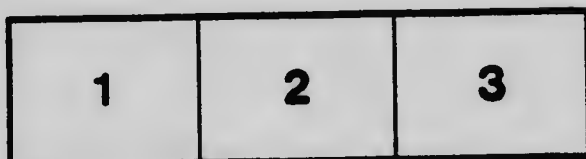
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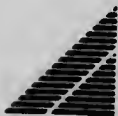
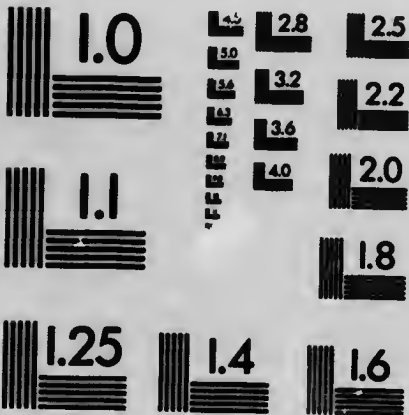
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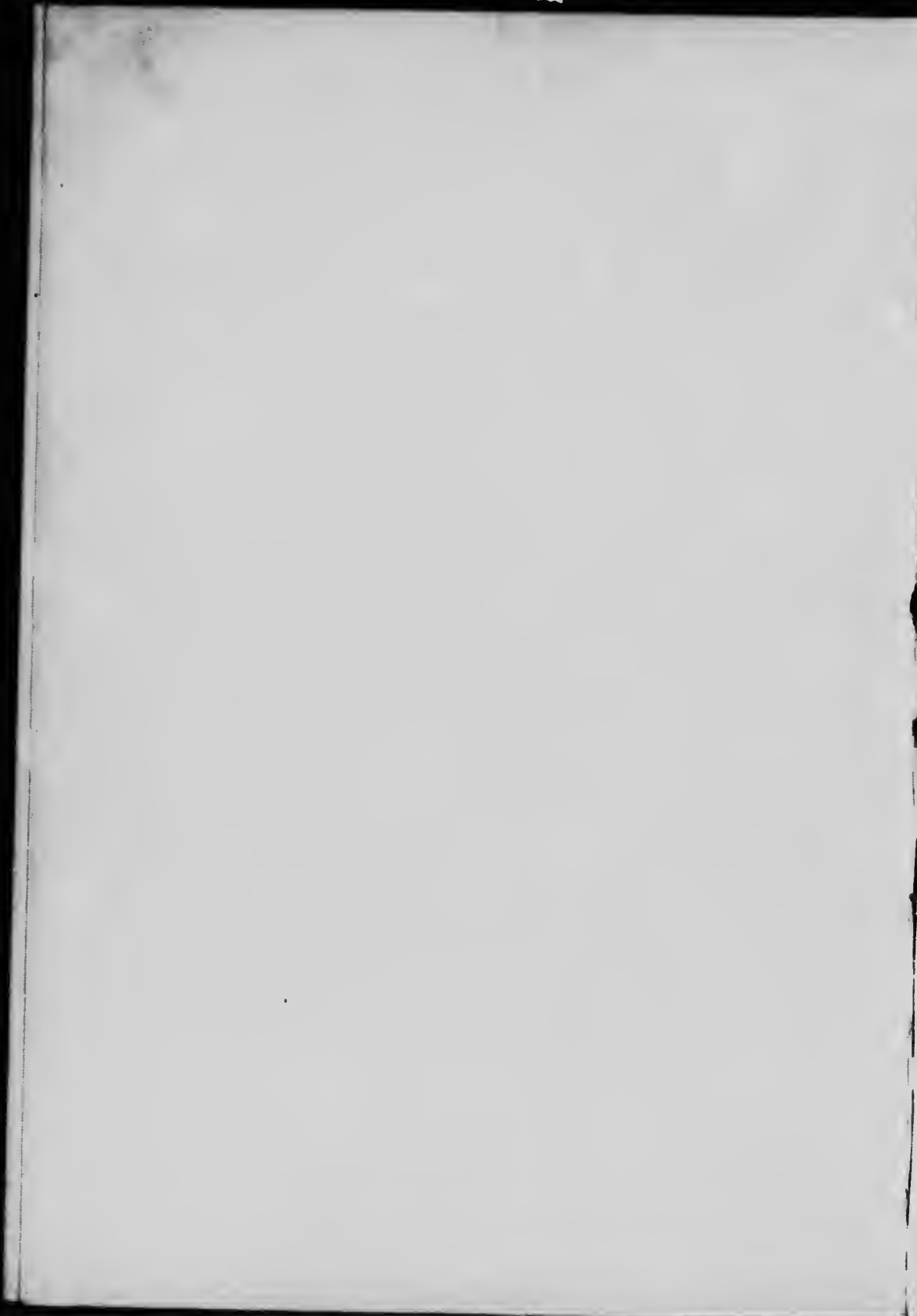
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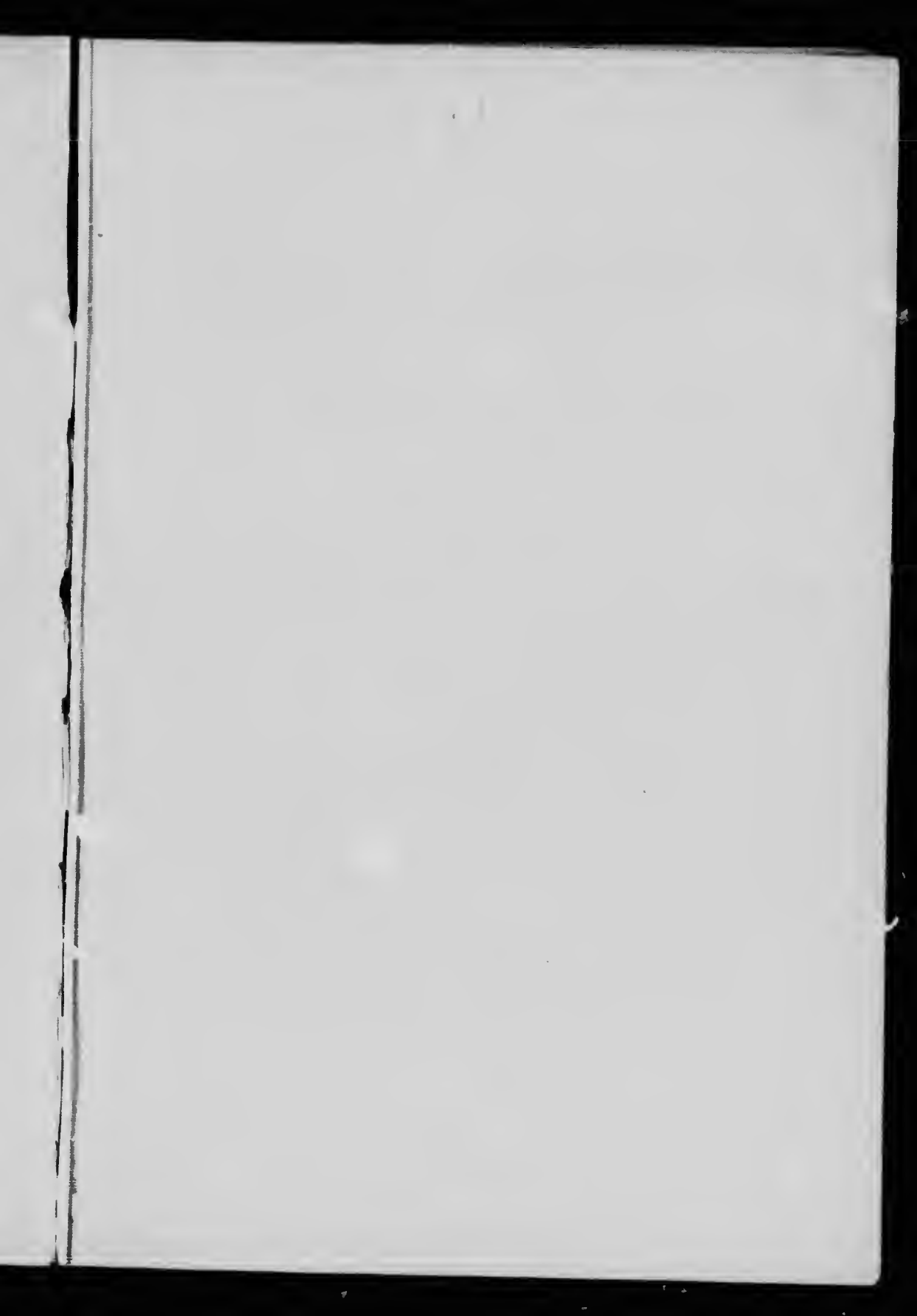
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# The Public Library

ITS PLACE IN OUR EDUCATIONAL  
SYSTEM

BY

E. A. HARDY, B.A.

"To make good books of the highest order freely and easily accessible throughout the length and breadth of the land were surely to give no mean furtherance to the efforts of the schoolmaster, and of the Christian minister, to produce under God's blessing a tranquil, a cultivated and a religious people."

—Edward Edwards.

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## PREFACE

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THE thesis is herein maintained that the public library in Ontario is historically and logically a part of the educational system of the Province. The historical phase is full of interest and suggestion, not only to those immediately concerned, but to the library worker elsewhere. The experiments of three-quarters of a century have been given in considerable detail, that students of library administration might trace, step by step, the advance from the Niagara library of 1800 and the two early Mechanics' Institutes of 1835 to the well organized public library system, of 1911. This accounts also for the inclusion of the appendices A and B (prepared largely by the author). Grateful acknowledgment is made to Professor A. H. Abbott, Professor F. Tracy, and Professor James Mavor, of the University of Toronto, for many suggestions, and to Mr. E. F. Stevens, Pratt Institute Library, Brooklyn, N.Y., and Mr. S. H. Ranck, The Public Library, Grand Rapids, Mich., for permission to use the valuable papers given as appendices C and D.

Toronto, January, 1912.

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# THE PUBLIC LIBRARY

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## CHAPTER I.

### *HISTORICAL SKETCH*

THE story of the public library is a chapter in a long story that goes back to the world's "dark antiquity." The patient explorer with his pick and spade has brought to light the treasures of ancient libraries buried beneath the drift of millenniums. These brick tablets of an early civilization in their pictures of the life of the time, with its commerce and politics, its wars and strategy, its ambitions and ideals, reveal those touches of nature that make us all of kin. The merchant, the warrior, the legislator, the king, the scholar of this remote antiquity have left their messages to the ages. Through all the generations succeeding men have inscribed their thoughts and feelings on many kinds of material, brick, parchment, papyrus, and other men have gathered into libraries these records of activity and thought.

The libraries of Egypt, Greece and Rome were famous in their day. "One of the earliest

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national libraries that the world ever heard of was that formed by the Ptolemies in Egypt. The far-famed library of Alexandria was the work of several monarchs, and so great was the veneration of the Egyptians for it that they looked on it almost as sacred, going so far as to inscribe over its portals these words: "The nourishment of the soul." The ends of the earth were ransacked to enrich its shelves and as was the custom of the times, the would-be possessors were not too particular how they came by their literary treasures. It is related that one of the Ptolemies absolutely refused to supply the famine-stricken Athenians with corn until they furnished him with certain original manuscripts which he coveted." The Alexandria library was really two libraries, a larger and a smaller, the two containing about half a million rolls or volumes. Private libraries were numerous among the Romans of wealth and culture, but public libraries were not established in Rome until a comparatively late date. Julius Caesar "had it in mind to present Rome with public libraries, but it does not seem probable that he actually did much to carry out his plan. Augustus, however, erected two libraries, the Octavian, founded B.C. 33 in honor of his sister, and the Palatine. Tiberius and Vespasian also established libraries, but the most famous of the Imperial libraries was that of Ulpian Trajanus,

known as the Ulpian library and first established in the forum of Trajan." Altogether in the fourth century there are said to have been twenty-eight public libraries in Rome and a hundred years later was founded one of the world's greatest libraries, that of the Vatican, which has been adding to its treasures through all the intervening centuries, until now it possesses priceless collections, especially in manuscripts, housed in magnificent fashion.

The "dark ages" following the disruption of the Roman Empire, and occupied with the strife of founding new Kingdoms in Western Europe, were not favorable to literature and libraries, Learning was at a low ebb during these centuries, ceaseless struggle among men and nations claiming first place.

#### LIBRARIES IN EUROPE.

From the middle ages, however, Europe has had libraries of note. The National Library of Paris, one of the oldest in Europe, was founded in 1350, and the library of the University of Prague is claimed to date from the same year. The renaissance created a great demand for the classics, met largely by the invention of printing. But "the appetite grows with what it feeds on," and printing led naturally to a widespread desire for books, a desire that has deep-

ened and broadened through the centuries till it compasses all phases of human thought and deed. The great libraries of Europe are the responses to this desire and are monuments to their founders and patrons, notably such libraries as La Bibliothèque Nationale with its three million volumes, the British Museum with a million and a half, the Royal Libraries at Berlin and Munich and the Imperial Library at Moscow with a million each. All the countries of Europe have felt this same desire and have established libraries of all kinds, national, university, cathedral, and public, Germany alone having at least fifty libraries of over 200,000 volumes. The public library has been the last to develop in each country, but France, Norway, Germany and other countries have now public library systems, that of Norway being especially noteworthy.

#### PUBLIC LIBRARIES IN GREAT BRITAIN.

In Great Britain the history of the library is much the same as on the continent. Kings, prelates and scholars founded libraries for the wealthy and the educated, but not until recent years was anything done for the mass of the people. Two centuries ago, however, a vision came to Rev. James Kirkwood, Minister of Minto, of a system of public libraries for every parish and his "Overture for establishing of

**Bibliotheks in Every Paroch throughout this Kingdom**" (Scotland), published in 1699, is one of the most interesting documents in the library world. The chief features of his scheme were:

1. A convenient place in every Paroch must be set apart and fitted for keeping of books.

2. Every present minister must give in all his books to the Bibliothek of his own Paroch—four exact alphabetical catalogues to be made, one for the minister, another to be kept in a little chest in the Bibliothek (as a check upon the librarian), another in the Bibliothek openly and the fourth sent to the principal library at Edinburgh.

3 & 4. Clauses relating to payment of the minister for his books.

5. Where the Kirks are vacant, the ministers of the Presbyterie with the Heretors of the Paroch shall have power to bestow all the vacant stipends of that kirk upon such books as they shall see most fit and necessary for the Bibliothek of that kirk.

6. Clause providing for the supervision of these Parish libraries by the Presbytery to prevent unnecessary duplication of books, to secure judicious book selection and the Presbytery to act as clearing house for exchange of any duplicates on hand.

7. Clause provides for the librarian, prefer-

ably the schoolmaster, who must give security before appointment, must properly prepare the books for lending and take great care of the books.

8. "It will be convenient that there be a bookbinder in every Presbyterie to bind all the books that belong to that Presbyterie, for which end he must be provided with a house and all the instruments fit for his trade and with some small stipend yearly to maintain him, and then whatsoever books he shall bind he shall be paid only for the materials and nothing for his work."

9. Clause providing for uniform cataloguing.

10. Clause providing for a tax on land owners and ministers for purchase of all such books, new and old, as shall be judged suitable.

11. Clause providing for applying this tax to the establishment of a printing house and paper manufactory which shall correspond with all the printing houses throughout Europe and shall reprint and distribute to every Bibliothek such books as were judged suitable.

12. Clause providing for the appointing of a Commission of the General Assembly to revise or cause to be revised by experts all old and new books and to determine what books shall be printed every month.

This most remarkable document, which anticipates by almost two centuries such modern ideas as support of libraries by public taxation,

supervision by central authority, lists of best books, uniform system of classification, suitable and cheap binding, was followed in 1702 by a second pamphlet, "An Account of a Design about Erecting Some Libraries in the Highlands of Scotland." In this pamphlet Kirkwood outlines a scheme to place a library in each county in the Highlands under the supervision of the Presbytery, which is to provide semi-annual visits of inspection to the libraries, and of the Synod, which is to investigate them every two or three years.

The General Assembly sanctioned at least the latter idea, and by 1705 and 1706 "the scheme of presbyterian libraries was realized to the extent of nineteen, in addition to which fifty-eight local libraries were established." Many of these died out, however, and Kirkwood and his tracts were forgotten till 1889, when copies of the pamphlets were discovered. Doubtless his influence was a factor in establishing local public libraries later, for we find such libraries established in Scotland a century afterwards, *e.g.*, in Falkeith, 1792, and by 1840 parochial and subscription libraries seem to be common in Scotland.

#### IN ENGLAND.

In England the first public libraries were probably the library in London, founded by Richard Whittington and William Bury as early

as 1425, a library in Bristol dating back to 1464, the Redwood library in Bristol, 1615, and the Chetham library in Manchester, 1655. But these and similar institutions were founded and maintained by private beneficence. The origin of the public library movement probably belongs to the first half of the nineteenth century. Such men as Dr. Birkbeck in connection with the Mechanics' Institutes; Charles Kingsley and Rev. F. D. Maurice in their labors for the education of the workingmen and the founding of the Working Men's College; Mr. (afterwards Lord) Brougham in connection with the founding of the London University, 1826-28, and the origin of the "Society for the Diffusion of Useful Knowledge" in 1826, were doing great service in popularizing books and education.

The Mechanics' Institute movement, begun by Dr. Birkbeck, opened its first institutions in London, 1823, and Glasgow, 1823. The purposes of these Mechanics' Institutes are set forth in the following preamble of the Manchester Mechanics' Institute (1825).

"The Manchester Mechanics' Institution is formed for the purpose of enabling mechanics and artisans, whatever trade they may be of, to become acquainted with such branches of science as are of practical application in the exercise of that trade; that they may possess a more thorough knowledge of their business, acquire a



greater degree of skill in the practice of it, and be qualified to make improvements, and even new inventions, in the arts which they respectively profess. It is not intended to teach the trade of the machine-maker, the dyer, the carpenter, the mason, or any other particular business; but there is no art which does not depend, more or less, on scientific principles, and to teach what these are, and to point out their practical application to the arts, will form the chief objects of this Institution. Of these lectures, mechanical philosophy and chemistry will, of course, be leading subjects; and when their general principles and those of other important sciences have been made known, more minute and detailed instruction upon particular branches of art will form the subjects of subsequent lectures. It is intended that a suitable library shall be formed for circulation and reference, and that there shall be a collection of models and instruments, together with a chemical laboratory. It is hoped, also, that instruction may be given in the elements of geometry, in the higher branches of arithmetic, and in mechanical and architectural drawing."—*Special Report (1881) on Mechanics' Institutes, p. 2.*

These institutes developed so rapidly throughout England and Scotland that in 1853 there were upwards of 700 institutes in operation, with over 120,000 members and about

18,000 in attendance at evening classes. Thousands of lectures were given and the circulation of the volumes from their libraries had become very large. It must always be remembered that these Mechanics' Institutes were proprietary institutions and not publicly owned and supported.

All these movements, however, were really only the general preparation of the soil. To three men belongs the honor of planting and nourishing the public library, as we now understand the term. Edward Edwards gave practically his life to this work. By day and by night he toiled for many years, studying the question of free libraries for the people, investigating what had been done throughout the world and planning what could be done for Great Britain. He may be termed very truly the father of public libraries in England. Associated with him were two members of Parliament, who brought to realization his free library plans, William Ewart and Joseph Brotherton. Ewart was a University man, wealthy and travelled, and he "longed to see his country possess equal advantages" with those he had seen on the continent. He piloted through the House the famous Ewart Bill of 1850, which is the Magna Charta of public libraries. Joseph Brotherton, who assisted him so ably, "was essentially a man of the people, and he was proud of being

the son of a Lancashire manufacturer." He was one of the few men in the House of Commons at that time in touch with the masses of workers. "He knew the Lancashire operative from a long experience. Nowhere in the country were there more readers, more hard-headed men with an honest desire for knowledge than in the thickly populated districts around Manchester."

Edwards came into notice in 1835, in his 23rd year, by addressing to Mr. Benjamin Hawes, M.P., chairman of a Select Committee of Parliament to inquire into the condition, management and affairs of the British Museum, a pamphlet of great ability, setting forth his views of the evidence presented before the committee, by Sir Henry Ellis, Chief of the Museum, and others. He followed this up by his evidence before the committee in 1836, showing his mastery of the questions in hand. From 1839 to 1850 he was on the staff of the British Museum, and in 1847, 1848 and 1849 he labored incessantly in the cause of public libraries. He contributed to the *British Quarterly Review*, August, 1847, a 42-page article on "Public Libraries in London and Paris." He read before the Statistical Society of London, March, 1848, a 31-page paper giving "A Statistical View of the Principal Public Libraries in Europe and the United States of North America," showing "a masterly grasp of

library statistics." In April, 1848, he addressed to the Earl of Ellesmere a 38-page printed letter on "The Paucity of Libraries freely open to the Public in the British Empire," in which he notes a total of 30 libraries of any considerable size in the United Kingdom, of which twenty were university libraries, and some of the remaining ten very doubtfully classed as public in any true sense of the word. In this letter occurs the following passage, very significant of Edwards' spirit and vision.

"In the attempt to extend libraries throughout the country upon whatever system, there will doubtless be some opposition to be overcome, and more indifference to be transformed into sympathy and co-operation. But the ground once broken, co-workers will soon be met with. A measure which should at once invite voluntary subscriptions, confer the power of levying a library rate by consent of a certain proportion of rate-payers in any district, and also provide for some amount of parliamentary aid at the outset, would probably be that best calculated to attain the object in view. A public provision of schools, without a public provision of libraries, would evince small regard for logical sequence. Those who can read will never be without reading of some sort. To place good literature within everybody's reach is certainly the best

way to counteract the empty frivolity, the crude scepticism and the low morality of a portion . . . of the current popular literature of the day. To make good books of the highest order freely and easily accessible throughout the length and breadth of the land were surely to give no mean furtherance to the efforts of the schoolmaster, and of the Christian minister, to produce under God's blessing a tranquil, a cultivated and a religious people."

In March, 1849, a Select Committee of Parliament was appointed on the best means of extending the establishment of libraries freely open to the public, especially in large towns in Great Britain and Ireland. The committee was continued in 1850, holding in all 23 meetings, and presenting very valuable reports each year. A mass of evidence was accumulated showing the backward condition of England, especially as compared with other countries. In 1850 a bill was introduced into the House to provide for the establishment of public libraries and museums in all municipal towns, and after considerable opposition, it passed the Commons, the Lords offering no opposition, but rather assistance.

The chief provisions of the Ewart Act as finally passed were:

1. Town councils were permitted, if they thought it well to do so, to put to their bur-

gesses the question—"Will you have a library rate levied for providing a Public Library," and to poll them on that question. The proposal was, however, limited to a population of not less than 10,000 within the municipal limits.

2. In the event of the ratepayers deciding that question in the affirmative, the rate so levied was limited to a halfpenny in the pound on the rateable property.

3. The product of any rate so levied was to be applied (1) to the erection or adaptation of buildings, together with contingent expenses, if any, for the site; (2) to current charges of management and maintenance.

4. Town councils were then empowered to borrow money on the security of the rates of any city or borough which shall have adopted the Act.

This Act was very much improved in 1855 and amendments followed *e.g.* in the acts of 1866, 1871, 1877, 1884, 1887, 1889. These amendments reduced the vote from two-thirds to a simple majority, increased the possible library from a halfpenny to a penny in the pound and granted permission to use the proceeds of the tax for the purchase of books, the original Act directing that it be spent on buildings and maintenance.

Manchester was the first place to adopt the

Ewart Act and it opened its new library Thursday, Sept. 2, 1852, with great ceremonies. "A more brilliant and intellectual assemblage was seldom seen than that which filled every nook and cranny of the reference room of the Campfield Library, where the meetings were held." Among those present were Bulwer Lytton, Monckton Milnes, W. M. Thackeray, John Bright, Charles Knight, the Earl of Shaftesbury, Charles Dickens, Joseph Brotherton, Sir James Stephen. Many speeches were made by these and other distinguished men in praise of the Manchester Library and public libraries in general. Three sentences are especially worthy of quotation, the first from Bulwer Lytton, the second from Dickens, the third from Thackeray.

"But, gentlemen, education does not cease when we leave school; education rightly considered, is the work of a life, and libraries are the school books of grown-up men."

"It is this great free school inviting the humblest workman to come in and be its student; this great free school, most munificently endowed by voluntary subscription in an incredibly short space of time—starting upon its glorious career with 20,000 volumes of books—knowing no sect, no party, no distinction—knowing but the public want and the public good."

"Of course, amongst the many sanitary and social reforms which every man interested in the public welfare is now anxious to push forward, the great measure of books will not be neglected; and we look to those as much as we look to air, or to light, or to water. If books do soothe, cheer and console; if books do enlighten, enliven, and fortify; if they do make sorrow bearable to us, or teach us to forget or to endure it; if they do create in us harmless tears or happy laughter, if they do bring forth in us that peace and that feeling of good will of which Mr. Dickens spoke, and which anybody who has read his books must have felt has come from them—surely we will not grudge these estimable blessings to the poorest of our friends, but will try with all our might to dispense these cheap but precious benefits over all."

The Act was not at first adopted very rapidly but, after some years, there was a more widespread movement and, by 1890, 207 places in Great Britain had availed themselves of its provisions. The past twenty years show a remarkable increase to some 700 libraries in Great Britain and Ireland, the donations of Mr. Carnegie having stimulated many communities either to accept his proposed aid or to provide their own buildings.



## PUBLIC LIBRARIES IN THE UNITED STATES.

"Public Libraries, in the sense of collections of books purchased, and maintained by public taxation for the free use of the people, are a development of the last half of the nineteenth century. As far back as 1803, the town of Salisbury, Connecticut, received by bequest the private library of Caleb Bingham and made some additions to it by town grant, but the collection of books is no longer in existence and can hardly be said to have figured at all prominently in the general library movement. The town of Peterborough, N.H., lays claims, and perhaps with some justice, to having been the birthplace of the public library. In 1833 that town voted to use a certain sum of money received from the State as the proceeds of a general taxation of banks, for the purchase of books for a town library to be free to the people of the town. Since this was sixteen years before a law was passed in any state providing for a library tax, it is probable that it was not only the first publicly supported library in the country, but also in the world."—*Dexter, "History of Education in the United States."*

Earlier than this there were semi-public libraries, such as that of the American Philosophical Society in Philadelphia, with which Benjamin Franklin was so intimately associated.

This library received its first books from London, 1732. An attendant was on duty one hour on Wednesdays and two hours on Saturdays and was allowed to permit "any civil gentleman to peruse the books of the library in the library room, but not to lend or suffer to be taken out of the library, by any person who is not a subscribing member, any of the said books, Mr. James Logan only excepted." Libraries of this kind and college libraries sprang up in all parts of the country, as did many private collections, but they were at the disposal of and used by practically only the few, and not till more than two centuries after the founding of Harvard library and one century after the founding of the American Philosophical Society library in Philadelphia was there any considerable movement to provide libraries for the general public.

The causes which brought about the public library movement in the United States during the middle of the nineteenth century are probably numerous, though investigation has not yet searched them all out. The great educational movement in Massachusetts under Horace Mann, Secretary of the State Board of Education, 1837-1849, was undoubtedly one of the main factors. The American Lyceum movement, beginning in Milbury, Massachusetts, about 1826,

and sweeping so rapidly through New England and to the West and South that in 1831 there were "not less than eight or ten hundred town lyceums, fifty or sixty county societies, and several State lyceums," was another potent reason. These lyceums were town (township) debating clubs, freely participated in, and immensely popular. The preparation of speeches and papers by the thousands who took part must have developed the need for libraries of reference, and the general quickening of the intellectual life of the community through these meetings joined with the influence of the public school movement in creating a sense of need for public libraries. Another cause was the growing wealth and prosperity of the country which naturally sought for means to gratify its intellectual and artistic tastes.

The first form of the public library promoted by legislation was that of district school libraries. The State of New York in 1835 inaugurated this movement, Governor DeWitt Clinton having first publicly advocated it in his message for 1826. This example was followed by twenty-one other states. New York State spent large sums of money on these libraries (from 1839, \$55,000 annually), as did Ohio and some of the other States, but though New York State reported in 1853 that these school libraries possessed 1,604,210 volumes, the plan proved a failure.

Three defects were (a) the unit was too small, (b) the librarian (i.e. the teacher) was too frequently changed to preserve any continuity of responsibility for the books and (c) there was a lack of supervision on the part of the State. After years of costly experimenting this method was clearly perceived to be inadequate. These libraries had one especially good result, however, that they familiarized the people with the idea of libraries for the general public and so paved the way for the town (township) public library.

New Hampshire, as has been noted, has the honor of leading the way in the establishment of an individual town library, by founding the Peterborough library in 1833. In 1849 the legislature passed a law enabling municipalities to establish and maintain public libraries; the first of such laws in United States and probably the first in any country, (antedating the Ewart Act in Great Britain by one year), though Massachusetts had passed similar legislation for the city of Boston in the previous year. "The New Hampshire law of 1849 was very simple in form and its main features remain unchanged. Under its authority any town may raise and appropriate money for establishing and maintaining a library, without limitation as to amount, the money to be raised by ordinary taxation."

Massachusetts followed with a similar law in

1851, Maine in 1854, Vermont in 1865, Ohio in 1867, New York, Illinois, Wisconsin and Colorado in 1872 and to-day practically all the United States is covered by library legislation. New Hampshire in 1893 again "took the lead in library legislation by enacting the law that each town shall assess annually a sum to be computed at the rate of thirty dollars for every dollar of the State tax apportioned to each town . . . to be appropriated to the sole purpose of establishing and maintaining a free public library within the said town. It also provided that in case the sum be less than \$100, the state should make it up to that amount." Massachusetts, in 1890, had made another move of great importance by the appointment of a State Library Commission to look after the libraries of the state and promote their establishment and growth and this act was copied, in the following ten years, by sixteen other States. The State of New York was also making some radical experiments in library legislation and development, *e.g.*, in establishing a library training school and a system of travelling libraries.

The effect of the leadership of these States and others, such as Ohio and Wisconsin, has been a wide diffusion of public libraries throughout the United States and the enactment of many laws to protect and promote their interests. Private beneficence has co-operated in providing

many handsome and well equipped buildings, (Dr. Thwaites' estimate of private donations for buildings, maintenance and books during the decade, 1890-1900, being over twenty-five millions of dollars), until to-day the public library is an established institution in practically every American city and town and in thousands of villages and country places.

#### PUBLIC LIBRARIES IN CANADA.

So far as public libraries are concerned, Canada and Ontario are almost synonymous terms, for, at the present moment, there are probably not twenty-five public libraries in Canada outside of Ontario and most of these are of very recent date. Individual libraries in Quebec and the other provinces have interesting histories, in one or two cases covering long periods, but their story lies outside the scope of the present work.

The earliest library in Ontario, was organized in Niagara in 1800, by forty-one men called the "proprietors," who paid an annual fee of four dollars. The opening words of their register of membership are worth quoting, especially when we remember that the first English settlement in Ontario was made in 1783, that is, only seventeen years before.

HARRISTON, ONT., PUBLIC LIBRARY. \$10,000



A FRONT VIEW



OTTAWA PUBLIC LIBRARY, MAIN STAIRWAY.

A Bit of Luxury.





"Niagara Library, 8th June, 1800.

"Sensible how much we are at a loss in this new and remote country for every kind of useful knowledge, and convinced that nothing would be of more use to diffuse knowledge amongst us and our offspring than a library, supported by subscription in this town, we whose names are hereunto subscribed, hereby associate ourselves together for that purpose, and promise to pay annually a sum not exceeding four dollars, to be laid out on books, as agreed upon by a majority of votes at a yearly meeting to be held by us at this town on the 15th of August annually, when everything respecting the library will be regulated by the majority of votes."

This library continued until at least 1832. In 1848, however, a Mechanics' Institute was organized, which is in operation to-day as the Niagara Public Lib

In 1835 Parliament granted aid by special acts to the Mechanics' Institutes of Toronto and Kingston, the former receiving \$800, and the latter \$400. These are the first official notices of Mechanics' Institutes in Upper Canada. In 1836 the Brantford Mechanics' Institute was incorporated. In 1839, Hamilton organized a Mechanics' Institute, which was incorporated in 1849. Dundas Mechanics' Institute was incorporated in 1841, and London in 1842. In

1851 an Act was passed for the better management of Library Associations and Mechanics' Institutes, providing for their establishment and incorporation. The two institutions were recognized by the Act as different organizations, but curiously enough while the organizations effected under the Act were called Mechanics' Institutes, they were really Library Associations. Grants were paid that year of \$200 each to the following Mechanics' Institutes:

Brockville.  
Belleville.  
Guelph.  
Hamilton.  
London.  
Niagara.  
Picton.  
Perth.  
Simcoe.  
Toronto.

In 1857 grants of \$200 were paid to 58 Mechanics' Institutes, indicating a rapid spread of this movement through Upper Canada, and a Board of Arts and Manufacturers was incorporated to foster and promote the growth and usefulness of the Institutes. The aims of the Board are thus set forth:

"Whereas it is desirable to promote the development of mechanical talent among the

people of this province, by disseminating instruction in mechanics and kindred sciences, and by affording increased facilities for the study of models and apparatus;

“There shall be and there is hereby created and established in and for Upper Canada, one corporation or body corporate, to be composed as hereinafter provided, and to be and be called ‘The Board of Arts and Manufacturers for Upper Canada.’ (Similar provision was made for Lower Canada.).

“Each incorporated Mechanics’ Institute in Upper and Lower Canada, respectively, shall elect and accredit to the Board of Arts and Manufacturers one delegate for every twenty members on its roll, being actual working mechanics or manufacturers, and having paid a subscription of at least five shillings each to its funds for the year then last past.

“It shall be the duty of the said Board of Arts and Manufacturers to collect and establish at Toronto, for the instruction of practical mechanics and artisans, museums of minerals and other material substances and chemical compositions, susceptible of being used in mechanical arts and manufactures, with model-rooms appropriately stocked and supplied with models of works of art, and of implements and machines other than implements of husbandry and machines adapted to facilitate agricultural

operations, and free libraries of reference, containing books, plans and drawings, selected with a view to the imparting of useful information in connection with mechanical arts and manufactures, and also to found schools or colleges for mechanics, and to employ competent persons to deliver lectures on subjects connected with the mechanical arts and sciences or with manufactures; and the said Boards shall keep records of their respective transactions, and shall from time to time publish, in such manner and form as to secure the widest circulation among the Mechanics' Institutes, and among mechanics, artisans and manufacturers generally, all such reports, essays, lectures and other literary compositions conveying useful information as the said Boards, respectively, may be able to procure and judge to be suitable for publication."

In 1858 the Minister of Agriculture, under whose jurisdiction the Mechanics' Institutes were placed, made an investigation into the condition of the Mechanics' Institutes in Upper and Lower Canada, no previous effort of the kind apparently having been made. He states in his report that "the number of Mechanics' Institutes and Library Associations receiving aid is 143 (including Upper and Lower Canada). Of these only 49 have, as yet, returned any answer to the circular." The Minister

recommended withholding the grant from Institutes and Associations that did not reply. "The total annual grant to Mechanics' Institutes and Library Associations is \$36,500, and it is desirable that this amount should be expended for the purpose for which it was designed by the Legislature." This is the last year in which any grants were paid to the Mechanics' Institutes of Upper Canada, the grants being resumed in 1868, and Upper Canada having been changed in 1867 to Ontario.

The institutes existed during these ten lean years as best they could. Complaints were made to the government and efforts were put forth to secure amendments to the Act and a renewal of the grants. In 1864 only six institutes were represented on the Board of Arts and Manufacturers, viz.: Cobourg, Dundas, Hamilton, London, Toronto, Whitby. A committee of the Board presented a report recommending the establishment of a School of Design in three divisions:

The first division for the study of Natural Philosophy and Chemistry.

The second division for Drawing, Designing and Modelling.

The third division for Practical Mathematics.

The course outlined was to be thoroughly practical, evening sessions were to be held and

popular lectures on practical scientific subjects to be arranged. The school was to be free and open to both sexes. A couple of paragraphs in this report of 1864 are worth quoting here nearly fifty years later:

“Your committee deem it highly desirable, and conducive to the interests of the community, that every facility should be afforded the industrial classes to make themselves more intimately acquainted with the physical, artistic, and mathematical principles they are daily calling into action, thereby enabling them to economize raw material, shorten the processes of production, and produce more elegance of design and accuracy of workmanship in whatever they execute. Artizans so instructed, both as to the science and practice of their respective arts, would be more likely to establish manufactures amongst us, employing the idle youth of our cities and towns, and adding to the wealth of our country.

“Your committee cannot but remark, that while liberal public provision is made for the education of persons intending to follow the various learned professions, they cannot see that it is no less important that the working classes should be provided for.”

In 1865 the Minister of Agriculture points out in his report the lack of results from the

Board of Arts and Manufacturers, but remarks that in the opinion of the Board and the public "the main impediment to their usefulness lies not so much in their legal organization as in the insufficiency of the annual grants voted by Parliament for these purposes. The course marked for the Board by the Statute (20 Vic., Cap. 32) was certainly a most extensive one—including industrial museums, schools of design, evening schools for apprentices and adults, free libraries of mechanical works, etc. It is now apparent that \$2,000 per year, not even one of the objects, not to speak of all, could be fully carried out." The Minister goes on to say that he believes the Government "ought unquestionably to do much more than it has done to promote similar objects and interests, but without liberal and continuous local co-operation, the desirable results never can be reached." In 1868 the Board of Arts and Manufacturers was abolished and its valuable reference library transferred to the Department of the Commissioner of Agriculture and Public Works.

At the close of the last meeting of the Board the members present organized an Association of Mechanics' Institutes of Ontario in conformity with a Statute just enacted (31 Vic., Cap. 29, Sec. 24). This association was organized in Toronto January 21, 1868, and its first meet-

ing was held in the Hamilton Mechanics' Institute September 23 of the same year. The objects were set forth by the Secretary thus:

"1st. The establishment of a centre of action, or bond of union, for the various (now) isolated Mechanics' Institutes.

"2nd. The preparation of and continued completeness of a catalogue of books suitable for Mechanics' Institute libraries, especially of books of a technical or practical character.

"3rd. To have arrangements at all times open for the procurement of such works by the Association, for the Institutes, at the lowest wholesale prices.

"4th. The imparting and receiving of information, by discussion or otherwise, on the questions of Institute evening class instruction, lectures, libraries, reading-rooms, exhibitions, and other operations."

The Association met regularly from 1868 to about 1880, and was then discontinued. Among the topics considered at the annual meetings were the following:

Supplying of The Bookseller (English) and The Publishers' Circular (American) to Institutes belonging to the Association to assist in book selection.

The preparation of and continued completeness of a catalogue of books suitable



for Mechanics' Institute libraries, especially of books of a technical or practical character.

Purchase of books at large discounts by co-operating through the Association.

Establishment and encouragement of evening classes by appeals to Institutes, and by offering prizes.

Appeals to government for larger grants.

The annual inspection of libraries, serious complaints being made as to its insufficiency.

On February 11th, 1879, a convention of Mechanics' Institutes was held in Toronto at which 49 delegates were present, representing 23 Mechanics' Institutes. Various amendments to the Act were suggested, one of them being the following:

"That 20 per cent. of the Government grants be applied for fiction."

From 1880 till 1900 no organized effort at co-operation seems to have been made by the Mechanics' Institutes in Ontario. The latter year saw the organization of the Ontario Library Association, of whose many activities a full account will be given in a later chapter.

In 1868, i.e., immediately after Confederation, the Mechanics' Institutes were placed under the supervision of the Department of the Commissioner of Agriculture and Public

Works. A clause was inserted in the Agriculture and Arts Act (31 Vic., Cap. 20, Sec. 25) authorizing a grant of one dollar for every dollar from local sources up to two hundred dollars. This grant was originally intended for evening class instruction, but on the representations of a committee representing the Board of Arts and Manufacturers the purchase of technical works was also recognized, a classified catalogue of such books being prepared by the Department. Thirteen Institutes received grants during this year, and 26 in the following year.

In 1869 an amendment was made to the Act, recognizing the purchase of general literature, other than fiction, in addition to technical books. The Commissioner of Agriculture and Arts in his report for 1869 and 1870 notes wider interest in evening classes, but deplors the small result yet attained. He adds: "If, in the wisdom of the Legislature, means should be provided for the efficient teaching of science in its practical application to the various industries of life, the encouragement of class instruction in Mechanics' Institutes would assume a yet more serious form, constituting a means for supporting, in great measure, a Scientific School with pupils."

In 1871 an amendment was passed (34 Vic., Cap. 23, Sec. 6) increasing the maximum

grant from \$200 to \$400, and changing the basis so as to give two dollars for every dollar from local sources. In the report of the Commissioner of Agriculture and Arts occurs the following passage:

“The majority of the Institutes have devoted their funds principally to the improvement of their libraries. It should not, however, be lost sight of that among the objects sought to be promoted by Mechanics’ Institutes, class instruction specially adapted to the wants and circumstances of working men occupies a prominent position. As these Institutions increase in age and resources, it is hoped that but few will be found without the teaching functions being largely developed. It is true that as our public system of education improves and ramifies throughout the country, the necessity of evening classes for teaching adults the rudimentary branches of learning will diminish. But it is the characteristic work of Mechanics’ Institutes to teach the application of knowledge acquired in ordinary schools to the practical purposes of life, including such technical subjects as relate to the every-day pursuits of the various classes of the working population.”

In 1872 amendments to the Act were passed (35 Vic., Cap. 32, Sections 5, 6, 7, 8, 9) providing for the semi-annual inspection of Mechanics’ Institutes by the County Inspector

of Schools, forbidding any payment of grants until such inspection had been reported to the Department, and restricting Mechanics' Institutes, entitled to share in Government grants, to such as should be organized in cities, towns and incorporated villages.

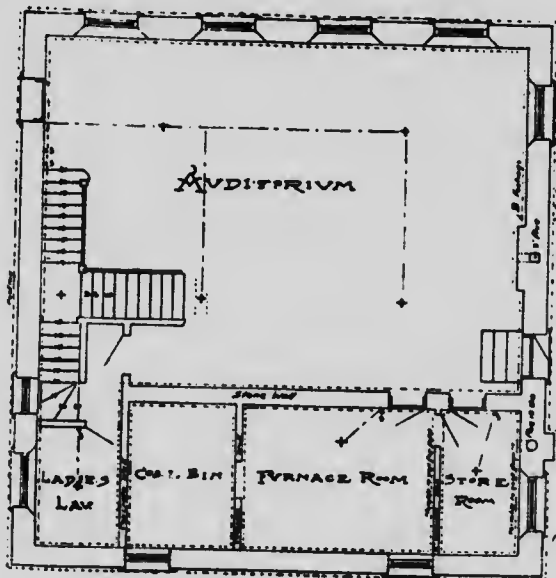
In 1873 an amendment was passed to the Agriculture and Arts Act (clause 25), "Permitting the Government grant to be expended in works of history, travel, poetry, biography and philosophy, in addition to the subjects allowed in the Act of 1871" and restricting the expenditure for the purpose of a reading-room to not more than one-fourth of the Government grant and local contribution. In 1874 the Commissioner sounds a note of warning (as he had done in 1872) hoping that they "will continue to maintain and develop their distinctive characteristics, that of promoting the education of working men of the various industries of life, and that they will not degenerate into mere reading-rooms for the reception of the sensational literature of the day."

In 1880 an Act to amend the Agriculture and Arts Act was passed (43 Vic., Cap. 5) by which the Mechanics' Institutes were transferred from the Department of the Commissioner of Agriculture and Arts to the Department of the Minister of Education. Thus the Mechanics' Institutes passed directly into the

FERGUS, ONT., PUBLIC LIBRARY. \$10,000.



FRONT VIEW.



BASEMENT PLAN.

An admirable plan: heating plant at side, and an auditorium secured of all available space.



educational system of the province. The wisdom of thus identifying these Institutes with the educational system was soon apparent both in the legislation affecting them and in their rapid growth during the next decade and a half, and the developments of the past ten years have furnished strong confirmation of the soundness of thus officially linking the library system with the general educational system of the province.

On taking over the Institutes the Minister of Education provided for a thorough inspection of their standing and history and the report covering this inspection was prepared by the late Dr. S. P. May and submitted in 1881. It is a valuable historical document. One notable paragraph is that recommending the reduction of the maximum grant, as its generous amount (\$400) was proving a detriment to smaller libraries.

In 1882 the Legislature passed the Free Libraries' Act (45 Vic., Cap. 22), probably the most important event in the history of libraries in Ontario. This Act was evidently modelled on the Ewart Act (1850) of the Imperial Parliament. It provided for (a) the establishment of Free Libraries by vote of the ratepayers; (b) for their administration by a Board of Management appointed by the Board of Education or Public School Board, by the Council and by the Separate School Board, the Mayor being a

member *ex-officio*; (c) for their maintenance by taxation to the maximum amount of a half-mill rate; and (d) for the transformation of the Mechanics' Institutes into Free Libraries. The Toronto Public Library was the first free library under the Act, the city adopting its provisions in 1882. The great importance of this Act may be seen from the following table:

PREVIOUS TO FREE LIBRARIES' ACT.

	No. of Institutes receiving Government Grant.	Total Amount of Grant.	No. with Evening Classes.
1850	3	\$ 600.00	*
1851	10	\$ 2,000.00	....
1853	22	\$ 7,400.00	....
1855	36	\$10,000.00	....
1856	49	\$12,400.00	....
1857	58	\$11,600.00	....
1858	67	\$10,220.00	....

\* Statistics not available. Presumably most of the Institutes had evening classes.

(1859-1867 period in which grants were discontinued).

1868	13	\$ 1,610.00	....
1869	26	\$ 3,307.41	3
1870	24	\$ 2,947.70	8
1871	43	\$12,598.04	6
1875	45	\$18,146.34	22
1877	58	\$18,157.58	23
1879	74	\$22,885.26	19



SUBSEQUENT TO FREE LIBRARIES' ACT.

	Libraries Reporting	No. of Members or Holders of Tickets.	No. of Classes	No. of Pupils.	No. of Reading Rooms.	No. of Vols. in Library.	No. of Volumes Issued.	Total Assets.
1883 (Apr)	93	13,672	28	1,758	59	154,093	251,920	\$ 225,190.00
1888 "	167	32,016	41	1,102	104	311,048	744,466	\$ 403,573.75
1893 "	255	84,088	41	1,117	156	510,326	1,415,867	\$ 685,412.17
1898 "	347	111,208	2	79	200	789,082	2,358,140	\$ 870,167.54
1899 "	364	121,397	2	35	200	862,047	2,547,131	\$ 955,975.81
1899 (Dec)	371	129,713	2	47	188	918,022	2,042,904	\$ 966,667.38
1901 "	389	147,208	2	35	186	989,050	2,534,711	\$1,024,300.14
1902 "	415	155,361	1	19	194	1,066,117	2,668,364	\$1,080,601.71
1903 "	446	172,792	..	..	191	1,140,392	2,738,590	\$1,151,877.04
1908 "	428	173,940	..	..	186	1,164,573	2,534,228	\$1,289,605.22
1909 "	365	..:..:597	..	..	..	1,278,855	3,071,875	\$2,296,119.85
1909 "	361	220,597	..	..	182	1,346,603	3,306,392	\$2,558,026.69

NOTE.—The decrease in the number of libraries in the five or six years following 1902 is due to a change in the Public Libraries' Act, which decreased materially the legislative grant to the smaller libraries, and compelled them to rely more upon their local resources. The effect of this change was a decided lessening in the number of weak and struggling libraries. The change in the Act is explained later.

In 1887 the provisions regarding legislative grants were changed to read as follows:

(a) Every Mechanics' Institute with a membership of 50 persons, and contributing in annual subscriptions the sum of \$25, shall receive \$25 annually.

(b) Every Mechanics' Institute with a membership of 100 or over, and contributing in annual subscriptions not less than \$50, shall receive \$50 annually.

(c) In addition to sums in the preceding sub-sections mentioned dollar for dollar to be given for books up to \$150, but not more than twenty per cent. to be expended on fiction, and dollar for dollar on reading-room, up to \$50, and three dollars for every pupil up to twenty-five in a class, and one dollar for every additional pupil, such grant for pupils not to exceed \$100. (The table on the preceding page shows how little advantage was taken of this and similar clauses in later legislation relating to evening classes.)

In 1895 an important change was made by the Act to amend and consolidate the Acts respecting Free Libraries and Mechanics' Institutes (58 Vic., Cap. 45). Section 26 provided that "Every free library established under the Free Libraries' Act and every Mechanics' Institute incorporated under the Act respecting Mechanics' Institutes and Art Schools is here-

by continued and shall be called a Public Library." Thus for the first time the correct name was given to institutions that had been established for years. This correct name has had something to do with their progress since, especially in the developing of public interest in their management and betterment.

The Act of 1895 changed also the basis of distribution of the legislative grants, the new clauses reading thus:

"19. The sum of forty-six thousand dollars (being the sum now appropriated by the Legislature for Mechanics' Institutes) shall be set apart annually by the Legislative Assembly in aid of public libraries and shall be distributed *pro rata*, subject to the regulations of the Education Department as follows:

"(1) The sum of one dollar will be allowed for every dollar invested annually by the board of management in the purchase of books, but so as not to exceed \$200 in the case of cities, \$150 in the case of towns, and in all other cases, \$100.

"(2) A further sum of one dollar will be allowed each public library for every dollar expended on newspapers and magazines for the purposes of a reading-room, but so as not to exceed \$50 for each reading-room.

"(3) The sum of \$3 will be allowed for every pupil where evening classes have been established under this Act, providing the class

is composed of 25 pupils, or under, with an additional allowance of \$1 per pupil over the number of 25, but so as not to exceed the sum of \$100 for evening classes."

The Act of 1897 made a further provision that for every dollar of government aid it must be "shown to the satisfaction of the Education Department that an amount at least equal has been contributed by municipal or school corporations or from the fees of members and other sources." The purpose of this clause was to compel the local board to duplicate in the purchase of books and periodicals the amount received from the government for that purpose.

The growth of public libraries in the province soon resulted in the expenditure for books and periodicals by the local boards of a larger sum than the amount of the legislative appropriations. There was a consequent *pro rata* reduction, until the local libraries were getting only about 60 per cent. to 70 per cent. of the nominal grant. An interpretation was then given to the statute by which "one dollar for every dollar" was held to mean that the legislative grant would be 50 per cent. of the amount spent by the local library for books and periodicals.

This clause worked out to the advantage of the stronger libraries, as they were able to

spend \$500 on their books and periodicals and receive the maximum grant of \$250 therefor, but the weaker libraries suffered severely and many of them either died or suspended operations. Strong representations being made to the Government by the Ontario Library Association and the smaller libraries, an attempt was made in the revision of the Act in 1909 to meet the situation in respect to the small libraries, as will be seen by the following clauses:

"(1) Subject to the next preceding section and to the regulations, there shall be paid to the Board of every Public Library established under this Act, out of any money appropriated for that purpose, not more than 50 per cent. of the expenditure made for books, magazines, periodicals, newspapers, bookbinding and materials used for cataloguing and classifying a public library, under the Dewey Decimal or Cutter systems, or a combination of such systems, but no grant shall be paid upon an expenditure upon books of fiction in excess of 45 per cent. of the amount expended upon other books, and no grant shall exceed in respect of books, bookbinding and materials for so cataloguing and classifying \$200 or in respect of magazines, periodicals and newspapers \$50.

"(2) After the money payable under subsection 1 has been apportioned, the Minister

may authorize the payment out of the residue, if any, of the appropriation of the following sums, or a proportionate part of the same.

- (a) \$5 to a public library which has kept a reading-room open not less than three hours per day for three days in each week; or
- (b) \$10 to a public library which has kept a reading-room open not less than three hours per day for six days in each week; and
- (c) \$5 to a public library whose total receipts are less than \$25 per annum; or
- (d) \$10 to a public library whose total receipts are over \$25 and less than \$100; or
- (e) \$15 to a public library whose total receipts are over \$100 and less than \$200; or
- (f) \$20 to a public library whose total receipts are over \$200 and less than \$500.

“(4) In estimating the amount to which a public library is entitled only cash payments out of moneys received by way of grant or gift or as membership fees shall be included, and no public library shall be entitled to any grant under this section by reason of the expenditure of money borrowed by the Board or by reason

### HISTORICAL SKETCH

of payments made in promissory notes or in any other way than by cash only."

During the past three years, 1908-1911, the small library's problems in finance and administration have been discussed throughout the province at the various Library Institutes and at the recent meetings of the Ontario Library Association. Strong resolutions have been passed and forwarded to the Minister of Education. The following extract from the report of the Inspector of Public Libraries for 1910 will show how sympathetically these representatives have been received by the Minister, and how advantageous it has been for the public libraries to be incorporated in the educational system of the province. This is noticeably the case in the provision for a Summer School for the training of librarians, and in the adoption by the Superintendent of Education of the Quarterly List of Selected Books (prepared through the Ontario Library Association and issued to the public libraries by the Department of Education) for distribution to all the High Schools and Continuation Schools of Ontario.

*"What the Department of Education has Recently Done for Library Extension in Ontario.*

*"The human tendency of every man—good, bad, and indifferent—is too often to betray*

greater interest in what is *going* to be done for him than what *has been* done already. It is well sometimes to take stock of our blessings up to date.

During the early days of 1908, 23rd of April—St. George's Day—four gentlemen, a special committee appointed by the Ontario Library Association, interviewed the Minister of Education on the question of increasing the monetary aid previously extended to Public Libraries in the Province.

The following suggestions were submitted to the Minister by this committee:—

“(1) *Re* Distribution of legislative grant.

Suggested basis (a):—

Maintenance .....	\$50 00
Reading Room .....	15 00
Classification .....	10 00
Half on books (up to \$300.00).....	150 00
Half on magazines (up to \$100.00).....	50 00

(b) Qualification of librarians to be recognized as basis for additional grants.

(c) Cost of installing an approved classification to rank as if same money had been spent on books that year.

(2) *Re* qualifications of librarians:—

(a) A course of study and examinations to be drawn up. Any one completing this course and taking prescribed examinations to be given a certificate by the Education Department, and



this certificate to be recognized in connection with increase in grant.

(b) The Education Department to encourage attendance of librarians at Library Training Schools as they are doing with teachers."

The Minister having taken these suggestions into deliberate consideration, and after consultation with the late Inspector Leavitt and others, amendments to the old Act of 1897 were drafted, and after a thorough thrashing out by the law clerks, and with the valuable help of the judges who formed the Board of Law Revision, the following basis for the distribution of the annual legislative appropriation was decided upon:

Maintenance .....	Nothing
Reading Room .....	\$10 00
Classification and Cataloguing—50% of the cost of material purchased. Hence no fixed amount .....	.....
Half expended on Books* (up to \$400.00)....	200 00
Half expended on Magazines (up to \$100.00).	50 00
	<hr/>
	\$260 00

A cash maximum grant of \$260.00 against a maximum of \$275.00, as suggested by the Ontario Library Association.

\*This \$200.00 on books was to be apportioned thus: 50% of amount expended on *non-fiction* and 45% of the above 50% to be allowed on *fiction*.

(b) No provision was made in the Act for recognition of the qualification of librarians as a basis for extra grant, but arrangements have since been made for establishing a Summer Library School in Toronto for the training of librarians, a proportion of whose expenses while taking a course might be in part defrayed by the Government and in part by the municipality, which in certain States of the United States is made compulsory. Certificates of efficiency after passing prescribed examinations to be issued by the Department, which might probably be recognized as a basis for an extra grant to those libraries employing certificated librarians.

(c) The principle that "the classification of a library should rank the same as if the money had been expended on books" has been adopted and amplified, for 50 per cent. of the cost on all cataloguing and classifying materials purchased is now allowed. In addition to which, and of far greater value than even the half cost of materials, the services of an expert Classifier and Cataloguer are given to any library *free of expense*, for the purpose of (1) introducing the Dewey Decimal System in any library making application; (2) the card cataloguing of all or a reasonable proportion of its books, and (3) giving free instruction to the local librarian.

The approximate cost of materials for a library, say of 4,000 books, would be about \$39.00, and the services of an outside professional expert if engaged, from \$5 to \$15 a day, besides the wages of qualified assistants. A total saving to a library of, say 4,000 books, of about \$125.00.

As to the Committee's suggestion for a "training school" for librarians (Section 2, paragraphs "a" and "b" as above), it has already been arranged for. (See my comments upon paragraphs "b" and "c" in Section 1.)

From the foregoing it will be seen that every one of the Committee's suggestions (except as regards "Maintenance") have not only been met by the Minister on a cash basis of \$260.00 as against \$275.00, but most valuable additional aid has been extended in the way of *free services* and the *halving* the cost of materials for classifying and cataloguing of far greater cash value than "\$10.00 for classification," as suggested by the Committee.

In addition to the preceding gratuities, a library can now earn a grant of from \$5 to \$20 on its annual receipts, if these are not over \$500.

The Library can also obtain the services of a Departmental "Book-repairer and binder" *free*, in addition to the payment by the Department of half the cost of necessary materials used.

Also, and of still greater importance, the Minister has agreed to the payment in future of a maximum grant of \$25 towards the maintenance of any struggling, deserving library to be provided out of any unexpended residue of the appropriation, in accordance with the revised regulations now in the printer's hands.

The Minister of Education has also agreed to donate to small deserving libraries unable to buy more books, packages of from 25 and upwards of new but slightly worn books from the Travelling Library stock.

The Minister also allotted in 1910 the sum of \$1,000 to be expended on technical books for loaning to any Public Library, for the special use of the resident artisans in certain industrial centres where no night schools or technical classes exist. The Minister of Education has also increased the grant to the Ontario Library Association, besides assuming payment of all the expenses connected with holding the twelve Library Institutes every year, including the expenses of delegates, the printing of programmes, etc., formerly paid for by the Ontario Library Association.

The Minister of Education in 1909, to show his sympathy with library extension, also undertook to pay the expenses of the special committee of the Ontario Library Association that visited the United States for the purpose of

finding out what steps the leading libraries in that country had taken to promote technical education. During the past year he also provided that the expenses of one representative from the Ontario Library Association to the Annual Convention of the American Library Association at Mackinac Island be paid by the Department.

The cost of editing, publishing and circulating a Quarterly Bulletin of Selected Books, containing about 400 titles, with a few pages of useful facts for the information of library workers, is also borne by the Department of Education.

If any man desirous of reaching a just understanding of the exact position will trouble to read the foregoing record of *what* the Department of Education has done for the Public Library movement in Ontario during the past year, and the provision that has been made for the future, he cannot be other than surprised and satisfied at the liberality and concern displayed by the Minister of Education in the cause of library extension."

The story thus briefly told of the development of the public library in Ontario during the past three-quarters of a century is one of considerable interest. It is especially suggestive to the student of the general library movement in its account of the continuous interest and financial support of the Legislature, and the principle

of government supervision. The movement in Ontario has been from the first fostered by a legislature, which has authority over every municipality, and which has been thereby enabled to develop a provincial system of public libraries, working under Library Acts and responsible to a Minister of the Crown.

## CHAPTER II.

### *THE PURPOSES OF THE PUBLIC LIBRARY*

The foregoing historical sketch makes it evident that the public library as an established institution, a part of the general intellectual and educational system of the country, is a development of the latter half of the nineteenth century. The growth of the public school system in the United States and Canada in the first half of the century and the increasing sense of wealth and prosperity prepared quite naturally for the coming of the library, while the greater diffusion of wealth and culture in the past generation has just as naturally fostered its rapid development.

The problems of the library are still comparatively new and that so many of them have been already worked out is due in large part to the persistent and devoted labors of the apostles of the public library movement in Great Britain, United States and Canada. Many problems are still waiting for solution and each new phase of development brings its own group, but, after all, these are but incentives to further and higher effort. A feature of great

encouragement is the ever increasing number of workers in the field, not only professional librarians of learning and skill, but statesmen, business and professional men, and many women of ability and culture.

It would be interesting to go into many phases of the public library's problems, but the theme of this discussion restricts consideration to those features which have to do with the public library as part of our educational system. It will be convenient to discuss these features and some suggestions in connection therewith under the general headings, the purposes of the public library, its general activities, its special activities in relation to education, and essentials in its administration.

THE PURPOSES OF THE PUBLIC LIBRARY: TO  
PROVIDE GENERAL LITERATURE.

First of all the public library must undertake to provide a selection of the best books of general, scientific and reference literature, standard and current. This is fundamental. The reader goes to the library for an answer to his question, no matter what the question may be. He may want to know when Julius Caesar made his first expedition against Britain, what is the population of Paris, how to play chess, where is Utopia, or who was Socrates. He may want to



prepare a speech on national ownership of rail-ways, or an essay on Lord Macaulay, or he may want to know how to remedy some flaw in the machinery of his automobile. To these and the countless other questions the public library provides an answer in the books upon its shelves or the periodicals on its tables, and every time such answer is given, an educative process has taken place. The habit of consulting the library is an educative habit, and in so far as the community acquires this habit it is being educated. This is true of many other uses of the library.

The answer given by the library will vary, of course, with the completeness of the selection of books and periodicals in its possession, and with the skill of the librarian in administering these resources. But that does not alter this fundamental purpose. Whatever else it does, this must not be slighted. In all legislation there has been insistence upon this point; in fact, this has been the great justification for the expenditure of the people's money upon public libraries. That the public library is the people's university is the well-known epigrammatic way of stating it; that is to say, the library imparts information to all comers and trains those who use it to a better knowledge and an increased appreciation of its services.

It may seem a formidable task for a small

library to undertake to fulfil this function, especially when a trained librarian is not possible, but fortunately, co-operation among librarians and assistance from governments have made it possible for even a very small library to be quite efficient. The American Library Association catalogue of 8,000 volumes for a popular library, with notes, prepared by the New York State Library and the Library of Congress, under the auspices of the American Library Association Publishing Board, can be had on application to the Superintendent of Documents, Washington, D.C. (\$1.00). "It is the most important and valuable single book that could be made to aid in the great public library movement." Its aim is to list in each department the books most authoritative and useful from the viewpoint of the popular library, to give author, place and date of publication, publisher, price and such annotation as will indicate the scope and character of the book. It is arranged in two sections, as classed catalogue and as dictionary catalogue of title, author and subject and is classified by both the Decimal and Expansive systems. The following table indicates its contents:

	TITLES
General Works, including Bibliography.....	148
Philosophy .....	143
Religion .....	319
Sociology .....	604

**PURPOSES OF THE PUBLIC LIBRARY 59**

Language .....	123
Natural Science .....	471
Useful Arts .....	453
Fine Arts, including Music and Sports.....	354
Literature .....	1,001
Fiction .....	1,226
History .....	973
Travel .....	685
Biography .....	1,020
	<hr/>
	7,520

This A. L. A. catalogue will not only serve to guide the library in its buying, but will offer great help to those who wish either to buy for themselves or to borrow from larger libraries. It should be in constant use in every library.\*

The library should possess also a carefully selected section of reference books, avoiding encyclopedias, anthologies, etc., sold by subscription. The section should comprise such works as:

Kroeger, A. B.—Guide to the Study and Use of Reference Books. Revised and enlarged edition. 1909 .....	\$1 50
Mudge, Isadore G.—Supplement to Kroeger's Guide to Reference Books (includes 1909-1910 publications). 1911 .....	0 25
Leypoldt, A. H., and Iles, George—List of Books for Girls and Women and Their Clubs. 1895 .....	1 00
New York State Library—Class List of a \$500 Library Recommended for Schools. 1901.	0 15

\*A new edition, covering 1904-1911, will be early in 1912. (A. L. A. Publishing Board, Chicago, \$1.00.)

Peck, H. T.—Harper's Dictionary of Classical Literature and Antiquities. 1897 .....	\$6 00
D'Ooge, B. L.—Helps to the Study of Classical Mythology. 1899 .....	0 45
Sturgis, Russell, and Krebiel, H. E.—Annotated Bibliography of Fine Arts. 1897.....	1 00
Baker, E. A.—A Descriptive Guide to the Best Fiction. 1903 .....	2 50
Hodgkins, L. M.—Guide to the Study of the 19th Century Authors. 1898 .....	0 60
Adams, C. K.—Manual of Historical Literature. 1903 .....	2 50
Hadyn's Dictionary of Dates. 25th edition. 1910 .....	21s.
Gardiner, S. R., and Mullinger, J. B.—Introduction to the Study of English History. 4th edition. 1903 .....	7s. 6d.
Dana, J. C.—Library Primer. 4th edition. 1908 .....	1 20
Plummer, M. W.—Hints to Small Libraries. 1902 .....	0 75
Koopman, H. L.—The Mastery of Books; Hints on Reading and the Use of Libraries. 1896	0 90
Whitaker's Almanac—annually .....	0 60
World Almanac ( <i>N. Y. World</i> ) .....	0 25
Canadian Almanac—annually .....	0 75
Statistical Year Book of Canada—Published by Dominion of Canada.....	Free
Chambers's Encyclopedia—last edition .....	7 50
Chambers's Concise Gazetteer of the World....	2 00
Century Cyclopeda of Names. 1899.....	10 00
Statesman's Year Book—annually .....	3 00
Canadian Annual Review .....	3 00
A good dictionary, Imperial or Standard or Webster's. ....	....

**PURPOSES OF THE PUBLIC LIBRARY 61**

**The Ontario Library Association's Selected List of Books, Vol. X., Part IV., which contains an extensive list of the best works of reference, with publisher and price** ..... Free

**Who's Who?** ..... \$2 50

**Who's Who in America? 1905.**..... 3 50

**Morgan—Canadian Men and Women. New edition** ..... 3 00

With such an equipment as a basis a library can add from time to time of those books that have been proved by constant service to be the most valuable in every department of literature, and can avoid the waste of its funds in buying inferior books.

What has just been said applies to standard works. In the selection of current books, there is abundant help as may be seen from the following list:

**American Library Association Book List—A Guide to the Best New Books (annotated), published monthly. A. L. A. Publishing Board, 78 East Washington St., Chicago...** \$1 00

**Ontario Library Association—Quarterly Selected List of Books. Department of Education, Toronto** ..... Free

**New York State Library—Best Books of the Year. Published annually**..... Free

There are valuable, though more expensive, guides also, such as the Book Review Digest, H. W. Wilson Co., Minneapolis (\$5.00).

## TO PROVIDE FICTION.

The public library has a recreative function, as well as the more strictly informational or teaching function. Fiction is a necessary part of the library's equipment. The demand for recreation through fiction is perfectly legitimate, and can be made to serve in the best development, not only of the library itself, but also of the reader and the community. What the drama was in the golden age of Elizabeth, fiction is to-day, the natural expression of life in its multitude of phases. Politics, war, finance, high life, the lower strata, school and church, are all portrayed by the skilful pen of the novelist. In his pages one may escape from the routine of daily life and visit far-away lands or move in distant centuries, refreshing the spirit and finding new stimulus for the tasks of the next day. At the same time there comes a heightening of literary standards, an increase in general knowledge, a broader outlook upon men and affairs, and a deeper sympathy with humanity. Scott, Dickens, Thackeray, Stevenson and a host of others are to be counted among the benefactors of the human race.

There is no sound objection to good fiction, and there is every reason why the public library should be generously supplied. One especially strong reason is, that it popularizes

## PURPOSES OF THE PUBLIC LIBRARY 63

the library, and creates a favorable spirit in the community, making possible the further development of the library in its more strictly educational features. It is manifestly difficult for a public institution to grow, if that institution does not find favor with the people, and the mass of the people will be quite willing to help the library in its more serious work, if they can find within its walls that which ministers to both their enjoyment and their profit. The fact that such a large percentage of the circulation is fiction is not necessarily a discredit; on the other hand, it may be often counted as highly meritorious. The quality of the fiction will determine this. There is no excuse, however, at the present time for libraries to waste their funds on inferior fiction. The monthly, quarterly and annual booklists already referred to, supplemented by such papers or periodicals as the *Bookman* (English edition) and the Saturday edition of the *New York Times*, facilitate the selection of the best, and care on the part of the library committee will be rewarded with a growing collection of the choicest fiction. There need be no strenuous effort put forth to decrease the circulation of fiction, provided it is the circulation of good, wholesome literature, but stress may well be laid on increasing the circulation of the other departments of the library.

James Russell Lowell may be quoted here. "I know that there are many excellent people who object to the reading of novels as a waste of time, if not as otherwise harmful. But I think they are trying to outwit nature, who is sure to prove cunninger than they. Look at children. One boy shall want a chest of tools, and one a book, and of those who want books, one shall ask for a botany, another for a romance. They will be sure to get what they want, and we are doing a grave wrong to their morals by driving them to do things on the sly, to steal that food which their constitution craves, and which is wholesome for them, instead of having it freely and frankly given them as the wisest possible diet. If we cannot make a silk purse out of a sow's ear, so, neither can we hope to succeed with the opposite experiment. But we may spoil the silk for its legitimate uses. I can conceive of no healthier reading for a boy, or girl either, than Scott's novels, or Cooper's, to speak only of the dead. I have found them very good reading at least for one young man, for one middle-aged man, and for one who is growing old. No, no—banish the 'Antiquary,' banish 'Leather Stocking,' and banish all the world! Let us not go about to make life duller than it is. . . ."—*Books and the Public Library, 1885.*



**TO PROVIDE FOR THE CHILDREN.**

The third purpose of the library is to provide for the children. A generation ago this was hardly thought of as part of the library's duty, but to-day it is so well recognized that it enters into library legislation. The Public Libraries' Act (Section 25), provides, that "where a Board makes a rule under which an age limit is established for children taking books from the library . . . the rule shall not take effect until it has been approved by the Minister." New library buildings everywhere provide for children's rooms, suitably equipped, or sections of the main room, and in the larger libraries, children's librarians are especially designated for this work. The Carnegie Library of Pittsburgh, Pa., provides a special course of training for children's librarians, extending over two years. The results everywhere attest the value of this activity of the library.

As in the other departments, there is an abundance of good material with which to stock the shelves. Authors and publishers are devoting themselves to meet this new and greatly increasing demand, and books of all grades of literary and mechanical merit are pouring forth, but there is plenty of expert assistance for the librarian to make wise selections, e.g.:

Sargent, M. E. and A. L.—Reading for the Young. 1896. A. L. A. Publishing Board..	\$1 20
Hewins, Caroline M.—Books for Boys and Girls. A. L. A. Publishing Board.....	0 15
Children's Reading, annotated catalogue, prepared by the Children's Department of the Carnegie Library, Pittsburg, Pa. A. L. A. Publishing Board .....	0 25
Ontario Library Association—Quarterly List of Selected Books. Vol. X., Part II. Dept. of Education, Toronto. Contains (a) lists of Books for Boys and Girls, published 1906-1910, and (b) a list of the best general lists of Books for Boys and Girls.....	Free

Note also the lists of books for boys and girls, prepared by such firms as D. C. Heath & Co., McClurg, Baker & Taylor, American Book Co., Blackie & Co., Thos. Nelson & Sons, and sent on application.

“The interests of the child should be one of the chief concerns of the librarian. Children's departments should be established in the larger libraries, in charge of trained assistants; while even the smallest library would have its ‘children's corner.’ This should be made bright and attractive by the use of pictures and flowers. All of the books should be within easy reach of the children, the picture books being placed on the lower shelves. The children's room should be open in the afternoon until 6.30 or 7 o'clock, but should not be made a means of attracting children from their homes at night

## PURPOSES OF THE PUBLIC LIBRARY 67

Arrangements should be made, even in the small library, for a special attendant in this department from the close of school hours until 6 o'clock. The children need help in selecting their books, and someone who knows the books and has sympathy with the children should be assigned to this work. Volunteer service can often be employed here with good results. The children should be taught the proper care of books, how to turn the leaves of dainty volumes without soiling them, and how, through the use of temporary covers, to protect the binding. They should also be taught the proper order of books on the shelves. There should be no age limit in the library, but even the youngest should have cards in their own name, under proper guarantee; and picture books should be provided for their use, so that in after life 'there will be no distinction in the child's mind between reading as an art learned and reading as a delight discovered.' The greatest care must be exercised in selecting books for young folks, and only the best of the great range of children's literature should be chosen. It is better to have duplicates of the best, rather than a variety of the mediocre in children's books. Fortunately, there are so many books for them that are both wholesome and intensely interesting that a small library need have no third-rate volumes on its shelves. Libraries

should have a good supply of the books for the young, by such writers as Howard Pyle, Kate Douglas Wiggin, Edward Eggleston, Sara Orme Jewett, Louisa M. Alcott. It is better to choose only the best books and to have plenty of duplicates. Boys love and read stories of adventure, but when we have good biographies, stirring narratives, like those of *Treasure Island* and *Men of Iron*, it is not necessary to place indifferent books in the very small library, and in the larger ones, even the best of such writers as Stoddard and Munroe may be used sparingly. An occasional book of an author who depends largely upon very exciting incidents to maintain interest may do no harm, may even serve a useful purpose, but a liberal course of such reading is detrimental. Personal interest should be taken in the children's needs by the librarian, and every effort made to supply them, even bearing in mind that 'it is always through the children that the best work is to be done for the uplifting of any community.'—*Miss L. E. Stearns, in A.L.A. Library Tract No. 6: "Essentials in Library Administration."*

Such Canadian writers as Ralph Connor, Gilbert Parker, J. Macdonald Oxley, Miss L. M. Montgomery, Ernest Thompson Seton, W. A. Fraser, Chas. G. D. Roberts, W. H. Drummond, E. R. Young, Mrs. Nellie McClung, should be well represented in our collections of juveniles.

An interesting outgrowth of this department is the Children's Hour. To the groups of children who assemble at the library the attendant tells the stories of myths, legends, histories, biographies, great poems, great events, etc., kindling the imagination, increasing the store of knowledge and developing a love of literature that will lead the hearers to look upon books and libraries as integral parts of life. The success of the story hour, not only in the American libraries, but also in those in Ontario, where it has been carried on, is exceedingly gratifying, especially as it provides one of the strongest ties between the library and the school. In small libraries the assistance of the school teacher or of persons interested in the library and possessing the gift of story-telling or reading stories well may often be secured.

#### TO PROVIDE PERIODICALS.

The selection of periodical literature must receive due attention. The daily newspaper and the local paper, if the library be in a place too small to sustain a daily, must of course be provided. Then comes the question of magazines and periodicals. There should be a generous supply of this literature, for several reasons, (*a*) because of the brightness and attractiveness of the contents; (*b*) because periodicals deal with current questions; and

(c) because a magazine like McClure's or Harper's provides some reading for all the members of the family, junior as well as adult, and if they are circulated like the books (especially in bound volumes), they are very much sought for. It may be noted also, that this periodical literature contains many valuable articles on timely topics, carefully prepared by recognized authorities, which are never put into book form.

In the selection of periodical literature the public library ought to provide for a variety of interests. The story lover, the political student, the artisan and the child have each a claim. The Strand, The Review of Reviews, The Scientific American and St. Nicholas may meet their needs. The Ladies Home Journal appeals to many readers of both sexes. Punch and The Spectator afford a liberal education. There is an abundance of good material, and inferior magazines should have no place in the library.

As to the binding of periodicals, there is room for serious difference of opinion. If funds permit, however, bound volumes of the best magazines, that is, those that contain serious, trustworthy articles, may very wisely be placed on the shelves. If that be done, an index to periodical literature should be provided, e.g., Poole's Index (abridged edition covering 37 periodicals, 1815-1899, Houghton-Mifflin, 1901, \$12) and the Reader's Guide to Periodi-

*PURPOSES OF THE PUBLIC LIBRARY 71*

cal Literature (H. W. Wilson Co., Minneapolis, \$12 a year, monthly), or Wilson's Eclectic Library Catalogue (50c. a year, quarterly). If funds are not to be had for binding, cheap pasteboard boxes might be used to hold a year's numbers. This would make periodicals available for use with an index, and the cost would be slight. The value of the library for reference purposes is very greatly increased by preserving these periodicals and making them accessible by the index.

## CHAPTER III.

### *THE GENERAL ACTIVITIES OF THE LIBRARY*

#### CLASSIFICATION AND CATALOGUING.

Of very great importance to the usefulness of the library is the matter of classification and, akin to that, of cataloguing. It is not necessary to discuss systems of classification at any length, especially as the Decimal system is the one favored by both the Department of Education and the Ontario Library Association. All systems of classification supposedly rest on some logical basis, and yet all are more or less arbitrary. Doubtless every possible system would have some serious defects.

It is the opinion of the majority of librarians that a system that has been adopted by a large number of libraries and tested by actual everyday practice and amended year by year by expert service is decidedly preferable to a new system as yet untried, however logically sound that new system may appear to be. Hence, the Decimal (Dewey) and the Expansive (Cutter) systems have been very widely adopted on this



continent and the Decimal system has considerable vogue in Europe. By the Decimal system "the field of knowledge is divided into nine main classes and these are numbered by the digits 1 to 9. Cyclopedias, periodicals, etc., so general in character as to belong to no one of these classes are marked 0 and form a tenth class. Each class is similarly separated into nine divisions, general works belonging to no division having 0 in the division number. Divisions are similarly divided into nine sections and the process is repeated as often as necessary."

The main classes in the Decimal system are:

- 0 General Works,
- 1 Philosophy,
- 2 Religion,
- 3 Sociology,
- 4 Philology,
- 5 Natural Science.
- 6 Useful Arts,
- 7 Fine Arts,
- 8 Literature,
- 9 History.

One result of a carefully wrought out system is the training of the reader. He is compelled to study relationships and his mental processes become more orderly. Much more is this the case with the librarian whose duty it is to

classify very carefully each book as it comes, on the logical basis of the nature of its contents. This frequently requires considerable study of the contents of the book. Such study tends to improve the intellectual equipment of the librarian, and constitutes a process in the education of the community. The more competent the librarian, the more effective becomes the library as an educative influence.

As to cataloguing, the card catalogue is in vogue everywhere. Whether there be a printed catalogue or not, the card catalogue is indispensable. Its greatest advantages are its flexibility and its possibility of being always complete. The smaller the library, the more readily can its completeness be secured. The card catalogue should contain author and title cards first and as rapidly as possible subject headings should be added.

“The smaller the library, the more complete and analytic that catalogue should be. All the resources of the library, to the smallest and seemingly most trifling, should be made available for the public. Every book should be analyzed; for, though the library may contain but a chapter on a certain subject, the fact should be made evident. In short, the less material you have, the more you want to exploit that little and make every bit of it available for the use of your public. If, as in a large

library, you have from 20 to 100 and more entire books bearing on a given subject, you can afford to ignore all small mention of that subject which may be found incorporated in other works. A great deal has been said about a good librarian being better than the best catalogue. That is not so. In the first place, the best librarian, though she may have a marvelous, never-yet-met - with - in-my-experience memory, cannot know or remember the contents of every work in the library. If she is asked for a list of titles on, let us suppose, William Dean Howells, will she be able to say, without consulting her catalogue, that articles may be found in Bolton's 'Famous American Authors,' page 258-285, and in Rideing's 'Boyhood of Living Authors,' page 14-85 respectively? If she is asked for some book on Constantinople, and her library contains nothing but the mention made of it in Bayard Taylor's 'Lands of the Saracen,' page 324-354, will she find the information ready on the tip of her tongue? Will she not rather be apt to say, 'We have no book on that subject,' unless her catalogue is such as will supply her with that fact?

"In the second place, the librarian is not always in the library and cannot be in all parts of it at the same time. In the third place, the librarian may become ill or even die or get married before she has had time to pass on her

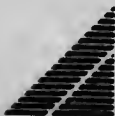


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wonderful memory to her assistant or successor."

—*Miss L. E. Stearns, A.L.A. Tract.*

The trend of opinion is against the printed catalogue, the chief objections being that it is so expensive and that it is never up to date. Before it can be put through the printer's hands new books have been added, or old books lost or withdrawn. On the other hand, printed lists of books on special topics, lists of new books, etc., are not only excellent means of popularizing the library, but are useful to the readers, in saving time and in encouraging further reading on this or that topic.

#### FREE ACCESS.

When the library is stocked with books and periodicals properly classified and catalogued it must face its next problem: How shall the book and the reader come together most easily and effectively? In past generations the librarian was the guardian of treasures that must be approached with circumspection; liberties must not be taken; the books were more in consideration than the reader. The viewpoint is changed to-day; the reader is vastly more important than the book, and, as in a public library the readers own the books, the great problem is how to make the books most readily accessible.

The answer in Canada and the United States is *open access*. The new library buildings, e.g.,

at Lindsay, Sarnia, Chatham, Wallaceburg, Niagara Falls, Guelph, and the Toronto branch libraries, provide for absolutely free access to the book stacks as well as to the reading-rooms. The same is true of such large libraries in the United States as Newark, N.J. A modification of free access is seen in the Toronto Reference Library Reading Room, where some thousands of works of reference are shelved around the walls. A similar arrangement may be seen in Buffalo and Boston Public Libraries.

The great advantages of free access are the saving of time of both reader and librarian, the satisfaction to the reader of being able to browse among the books at will, the introduction to the reader of many books he would otherwise have never seen and the consequent encouragement to read more widely and more thoughtfully. It is urged against the system that readers continually misplace books and so create disorder on the shelves and that books may be so much more easily stolen. Experience, however, shows that the number of stolen books is not much larger, if any, than under former conditions and that the public can be trained to leave the books on tables or ledges so as not seriously to disarrange the shelves. Even granting some losses and some disorder, free access is without doubt the best arrangement, except where the layout of the building or certain local conditions

prevent, and even in these cases stack permits answer somewhat the same purpose. This is recognized in the Public Libraries' Act (Section 25): "Where a Board makes a rule . . . prohibiting the public (in the case of a free library) or the members of the association (in the case of any other library) from having free access to the books of the library, the rule shall not take effect until it has been approved by the Minister."

#### PUBLICITY.

Closely akin to free access as a means of bringing a library and the public together is the employment of effective means to secure publicity. If the public library is an institution for the education and the recreation of all classes of the community, old and young, rich and poor, without distinction as to race, color, creed, social standing or educational attainment, the matter of publicity must be given great consideration. The newspapers should be used freely not only for lists of new books from time to time, but for brief accounts of some of the more important and timely volumes for selected lists on this or that topic, and for interesting paragraphs about the library and the library world. The example of Collingwood might well be followed generally. Not only do the Board publish the lists of their new books, etc.,



but their annual report is given in full, with cuts of the Chairman and other members of the Board. The report of their delegates to the Ontario Library Association also finds a place in the local paper. Such publicity not only advertises the library, but it honors membership on the Board and tends to secure a type of library trustee who takes his trusteeship seriously. A very suggestive study of library publicity by Mr. Geo. E. Scroggie, Advertising Manager of the Mail and Empire, Toronto, will be found in the proceedings of the Ontario Library Association, 1911, or *Public Libraries*, June, 1911.

Bulletin boards, with attractive notices of new books, guides to reading on current topics, illustrated book posters and covers, announcements of forthcoming books, etc., are of great service in securing the public attention. Every such evidence of life on the part of the library awakens a response in the community and begets the valuable asset, civic pride. Many things become possible to a library, when this civic pride is awakened and is fostered.

A succession of leaflets (one or more small pages), containing suggestive lists of books, e.g., 50 Boys' Books, 10 Books on Gardening, What to read about Airships, Out of Door's Books, Books about England, The Newest Books about Home-making, etc., can be made very useful.

Their distribution should be made as wide as possible, e.g., by inserting them in books as they leave the library, by sending them to the schools or factories, or clubs, or lodges, or Sunday Schools, and by noting them in the newspapers. They can be made in the library by the common manifolding processes. This matter of publicity cannot easily be over-emphasized. The public must be made to know and to feel that the library belongs to them and not to the librarian or the Board and that it is at their service for education and for pleasure. The home-like atmosphere created by a librarian conscious of the high mission of the library goes very far to create this feeling of ownership on the part of the ratepayer that is essential to the best development of the library. Publicity, free access and home-likeness should characterize every library, and no library can come to its own without this triple alliance.

## CHAPTER IV.

### *THE SPECIAL ACTIVITIES OF THE LIBRARY IN RELATION TO EDUCATION*

On its strictly educative side there are certain functions the library must discharge in order to measure up to its duty. These may be considered in relation to various movements, needs and institutions in the community.

#### TECHNICAL EDUCATION.

Technical Education: This has been for years the subject of study on the part of legislators, manufacturers, labor leaders, and educators. During the past five years especially public interest has been very much aroused and commissions and associations of all kinds have been studying the question. The literature on the subject is very extensive and reveals a general dissatisfaction with our educational system and a feeling after such adjustments and improvements as will meet the growing needs of the nation.

The public library has a place to fill in this movement for better industrial education. Whether the library can ever succeed in organ-

izing evening classes or not is very problematical. There are strong theoretical objections against attempting class work and the history of Mechanics' Institutes in Canada is very discouraging on this point. But the library can help, as experience shows, in supplying the artisan, who wants to know, with the books that answer his questions and open up before him new fields of knowledge and paths of opportunity.

In a paper prepared for a recent meeting of the Ontario Library Association by Mr. Edward F. Stevens, Librarian, Pratt Institute Free Library, this subject was dealt with very carefully. Mr. Stevens was for three years in charge of the Applied Science Reference Room in that library and is recognized as one of the leading authorities on this question, and the bibliographical material in his paper is especially valuable. One paragraph is quoted here and the whole paper is given in the appendices.

"The public library, with its manifold functions, of course cannot directly operate as a school, nor even as a department of a school system. It is an educational institution, original, unique, distinct, and yet not separate from those institutions of learning devoted to systematized teaching. The library's contribution to technical education must be by methods of its own, quite apart from the curriculum methods

of a training school, else the library becomes itself a school, and should have to be rated as such. The dissemination of knowledge by the simple distribution of books is the library's function; to make this apply to the promotion of engineering and industrial training is its newest problem. The furnishing of texts, by which men shall learn a trade, to those who have no previous knowledge of the trade will never be wholly effectual. Trades are learned in the doing and text-books and reference-books can only be supplementary to the tool and the machine. The industrial education carried on at Pratt Institute and in the technical schools now established and establishing throughout America is through the medium of shops and laboratories, and books play only a very subordinate part in it. Yet whereas it has hitherto been contended that 'book-learning' had nothing whatever in common with industrial efficiency, the libraries have begun in turn that books *can* contribute to the skill of a man's hand, and are beginning to convince manual workers that books may become tools after all."

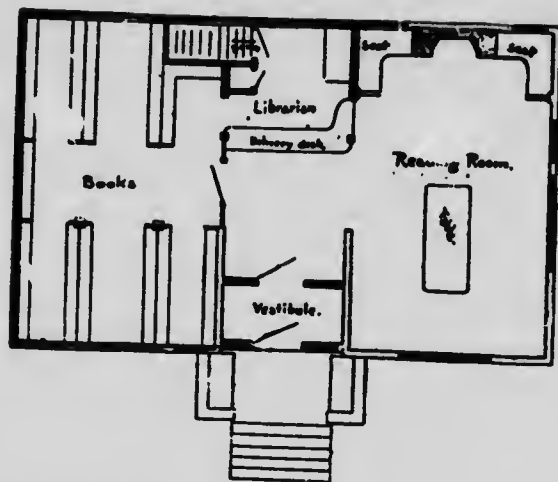
A detailed study of this question so far as it applies to Ontario is found in the report of the Ontario Library Association Committee on Technical Education in Public Libraries. This report is appended, as is a masterly paper read

at this year's meeting by Mr. S. H. Ranck, Librarian, of Grand Rapids, Michigan, dealing with the Public Library and the Workman.

#### COMMERCIAL AND AGRICULTURAL EDUCATION.

Commercial and Agricultural education must be provided for in somewhat the same manner as technical education. In our larger centres of population business is active and there are many employers and employed who would be glad to avail themselves of opportunities of studying their line of business, if such opportunities were provided. Prof. Joseph French Johnson, Dean of the School of Commerce, Accounts and Finance of New York University, recently informed the writer of the success attending the publication of a new series of text-books under his supervision. This series is after the fashion of the International Text Book Co. (Scranton, Pa.), technological books. The books are intended for correspondence courses and are of a very high grade. The demand for these books, dealing with all questions of business, e.g., bookkeeping, accounting, banking, transportation, etc., has been very considerable and an especially gratifying feature is the interest of the employers and heads of large departments. The rule seems to be, the more skilled the worker the greater his desire for more skill. The series has demonstrated the

**BUCKFIELD, MAINE, PUBLIC LIBRARY.**



A model exterior and interior of a village library  
to cost about \$2,500.





practicability of commercial education through the study of books by those who are already possessed of some training. The public library should follow on this same line and appeal to men and women in business pursuits to avail themselves of the library's facilities, not only for the study of the business and financial conditions of the country or countries in which which they are doing or wish to do business, but for the better training of themselves and their employees in business technique.

The same may be said of agricultural education. Thanks to the system of agricultural education in Ontario centering in the Ontario Agricultural College, Guelph, and radiating throughout the province through the system of Farmers' Institutes, Woman's Institutes, agricultural education in selected high schools and the short courses connected therewith, farmers' excursions to the Ontario Agricultural College, issuing of bulletins, etc., an increasing number of farmers are being interested in the scientific side of their work. This activity of the Department of Agriculture is supplemented by the agricultural journals which circulate very extensively in Ontario. Not only the farmer, but his wife and family, are being more and more interested in what others are doing and in what can be done by improved methods and careful study.

Here lies a great opportunity for the public library, especially in the small places. The Public Libraries' Act anticipated in 1897 the possibilities in this direction by these two clauses:

"16. Every Farmers' Institute or Woman's Institute may affiliate with any public library on terms to be agreed upon with the board, and in the event of such affiliation every member of such Farmers' Institute or Woman's Institute shall be entitled to use the library on the same terms as residents of the municipality in which the library is situated.

"14. Any municipality or school section contiguous or near to a city, town, village, or township, in which a public library is situated, may enter into an agreement with the board for the use of such library and for such representation on the board as may be deemed expedient."

These clauses not only make it possible for the Farmers' Institute and the Woman's Institute to join forces with the public library, but suggest a method by which financial aid may be secured. The township may make a grant (see also Municipal Act, 55 Vic. c. 42, s. 479 (9) part) to the library of its own or an adjoining municipality and this grant might well be used largely for the purposes of agricultural education. There is an abundance of literature, a large amount of the best of it being sent free

in the form of bulletins, not only from the Ontario and Dominion Governments, but from other provinces and the United States, and these bulletins should be catalogued and made available for constant use. In the selection of books and periodicals skilled assistance can be secured from the Department of Agriculture, and local conditions as to soil, crops, transportation, etc., must receive careful consideration. The study of publicity must obtain here as in the other departments of the library, and will be rewarded by the increase of the library's value to the community.

#### MUSICAL EDUCATION.

**Musical Education.** The Boston Public Library possesses one of the finest collections of music in the world through the generous interest of one man, who not only presented a very comprehensive collection of music beautifully bound, but who keeps constantly adding to it. The whole collection is available through a card index and is in constant use. Similar collections are found in Providence, Newark and other libraries.

The average public library can do something in this department. It can at least have a good musical dictionary, a few of the best works on musical technique, a history of music and the lives of some of the great musicians. Louisa

M. Hooper's *Selected List of Music and Books about Music for Public Libraries* (A.L.A. Publishing Board, 25 cents) could be available to all inquirers. If it has funds, it could provide either bound or in sheet form, some of the principal works of the leading composers. It could without any expense provide annually the calendars of the principal conservatories of music throughout the world, and the catalogues of the leading dealers in music and musical instruments and merchandise. In every community there is a large and growing section who are interested in music, either as students or music lovers. The library should minister to their needs and do its share in the elevation of the musical taste of the community.

It is altogether probable that if the music teachers and music lovers of the community (and this applies especially to towns and small cities) were carefully card-indexed by the librarian, and specially notified from time to time on the arrival of new books, calendars or catalogues, they would respond by a constant use of the library and a grateful appreciation of its services, and possibly in a more tangible form by presentation from time to time of music and musical literature. The library might in this way acquire in a few years a large amount of music and musical literature at almost no cost, especially if the library made this material

available to all by careful card-indexing and by preservation, either by binding or in pamphlet cases or some other satisfactory fashion.

#### ART EDUCATION.

Art Education. Similarly the public library has a duty in the education of the community in art. Histories of art, guides to the understanding of pictures, buildings, statuary, etc., catalogues of art exhibitions and of some of the world's great galleries, (see pp. 91-92) calendars of leading art schools, biographies of the world's leaders in art, ought to find a place in the library shelves. Expert assistance can be had here in the selection of books as in every other department and is especially needed in this section.

A few good reproductions of great pictures, buildings and statues should be on the walls of the library. These should be very carefully chosen, but fortunately they need not be very expensive. Volumes of photographic reproductions of the works of the great masters can be added as funds permit. Picture exhibitions can be arranged in the larger libraries, and in the smaller libraries exhibitions of the Copley prints, for example, might be undertaken. The New York State Library provides travelling picture collections, sent on application to any library, and Massachusetts has a system of inter-

loaning of picture collections among a league of libraries. McGill University has also a scheme of travelling picture collections, and doubtless the Department of Education of Ontario will add this to its library activities.

In relation to arts and crafts the public library can be very useful. In addition to its books in this department, many methods can be devised to assist the worker and to develop the public taste. For example, in the Providence Public Library there is a large collection of pictures gathered for the purpose of illustrating floral design from books, magazines, seed catalogues, etc. As floral design is common in jewelry, and jewelry is one of the principal industries of that city and district, the value of such a collection is quite apparent. In Newark a fine collection of samples of printing was recently exhibited, and in Toronto a few months ago there was an exhibition of book bindings. Each library must consult its own resources and the nature of its community before making picture collections or undertaking such exhibitions, but as no very great expense is involved in either undertaking, there seems to be no reason why many of our libraries should not do their duty in this matter of art education. There are now some 75 public library buildings in this province and the recognition in these centres of their duty in this regard and some

systematic effort to meet it will mean a very considerable elevation of the art standards of Ontario and a decided improvement in our arts and crafts.

The following list of catalogues will be found useful. These catalogues are prepared with great care and are consequently authoritative. The annotations and illustrations really make these catalogues small art encyclopedias. They are inexpensive and can be had on application to the galleries named. In many cases doubtless they would be sent free. They should be bound and their contents made available through a card index, as soon as possible.

National Gallery (Foreign Schools), London, 6d., annotated.

National Portrait Gallery, London, 6d., annotated.

National Gallery of British Art, London, 6d., annotated.

Wallace Collection, Manchester Square, London, (a) Pictures, (b) Works of Art, 6d. each, annotated.

South Kensington Museum Catalogues (various subjects), South Kensington, London, S.W., 1d. and upwards, annotated.

British Museum Catalogues (various subjects), London 6d. and 1s.

Birmingham Museum and Art Gallery, Birmingham, 6d., annotated and illustrated.

Walker Art Gallery, Liverpool, 1s., annotated and illustrated.

National Gallery, Edinburgh, 1s., annotated and illustrated.

Scottish National Portrait Gallery, Edinburgh, 1s., annotated and illustrated.

Glasgow Art Gallery, Museum, Glasgow, 1s., annotated and illustrated.

Royal Museum, Amsterdam, 50c., annotated and illustrated.

Boston Museum of Fine Arts, Boston, 50c., annotated and illustrated.

Buffalo Albright Art Gallery (Catalogues), Buffalo, free, annotated and illustrated.

Metropolitan Museum of Art, New York. 20c., annotated.

Catalogues of exhibitions, e.g., Art Museum, Toronto, 1909, Exhibition Loan collection, English and Foreign Painters, 25c., are very valuable, especially in their location of the best pictures in the country.

Catalogues of makers and dealers in lantern-slides would add materially to the value of this section of the library. Some of the leading firms are: E. G. Wood, 2 Queen St., Cheapside, London, E.C.; Newton & Co., 3 Fleet St., Temple Bar, London, E.C.; Wm. H. Ray, De Long Building, Chestnut and 13th St., Philadelphia, Pa.; Levy et ses Fils, 44 Rue Letellier, Paris, France; Wilson Bros., Loch Head House, Aberdeen, Scotland.



### DOMESTIC EDUCATION.

Domestic Education. Let this term stand for all that applies to the home, its furnishing and maintenance and health. The homes of a community are the sources of its life. The improvement or the degeneration of the community depends upon the condition of the home life, and this applies not only to the physical and the moral, but equally to the intellectual. Whatever ministers to the health, the comfort and the intelligence of the people through the home is of greatest importance. The public library can be an effective instrument in all these directions. By its books on hygiene and sanitation, on the architecture of various types of homes, on furnishings, on cooking and on domestic economy generally, it can play a part in the uplifting of the standard in these matters. The very fact that there are books in the library on these subjects will quicken the intelligence of many who had not previously thought that such matters were treated in books. The energetic and tactful librarian may make good friends for the library through this department.

### POLITICAL EDUCATION.

There are other special interests in the community which the public library may serve. For example, the student of politics, municipal

or national, ought to find in the public library the municipal reports of his town or city, carefully fyled and available for use and the public documents of his province and of the Dominion of Canada. These are sent regularly to the library by the provincial and federal authorities and should be made to serve their purpose. The statutes, provincial and federal, and the journals of parliament should also be on the shelves of the library. Sets of these public documents can be made up in many communities by donations from the local members and justices of the peace. All such donations should be accepted, as duplicates can be exchanged for missing volumes. The possession of such material is an incentive to young men entering the field of public life to give some serious study to first hand authorities and is a contribution to that independence of judgment which every nation needs.

Fyles of the local papers and of one or two dailies should be kept. Every librarian of experience knows the practical value of such fyles, especially to lawyers and students of politics. Exhibitions such as the recent exhibition in the Toronto Reference Library of political posters used in the recent election in Great Britain are of great educational value and serve to attract many people to the library who do not usually frequent its precincts.

**MEDICAL AND LEGAL EDUCATION.**

Medical and legal books are usually provided by the members of these professions for themselves and the county law libraries are placed in the court house. But sometimes, as in Sarnia, the medical library finds a home in one of the rooms of the public library and constitutes another tie to bind the library and the community together. The attention of the medical men in the community might be called to the annual additions to the library of the Toronto Academy of Medicine, as given each year in Part I. of the O. L. A. Selected List of Books.

**TEACHERS' INSTITUTES.**

Affiliation with the Teachers' Institute of the inspectorate is provided for by the following clause in the Public Libraries Act.

15. "The teachers' institute of any inspectorate in which a public library is situate may place the books held by such institute in the custody of the board, and on so doing shall be entitled to appoint one member of the board, and in such cases every member of such teachers' institute shall be entitled to use the public library on the same terms as residents of the municipality in which the library is situate."

There are several advantages in such affiliation, (a) it brings the body of the teachers into

closer touch with the public library, its benefits and its needs, (b) it places the collection of books on education at the disposal of the public, (c) it makes these books much more readily accessible to the teachers than they could be in any other way, (d) it adds to the public library board a member who possesses considerable literary and educational qualifications.

#### LOCAL CLUBS AND SOCIETIES.

The public library may also provide facilities for historical societies, women's clubs, study clubs, athletic organizations, etc. This work is being done in such centres as Berlin, Lindsay, and elsewhere. It may provide for a museum, as in Brantford. Donations and loans rapidly accumulate, when once the community knows a safe place is provided and the collections are made available to the public. Brantford is a notable example of this.

#### TRAVELLING LIBRARIES.

The library may also serve as a centre for the distribution of travelling libraries. The Department of Education has now some 8,000 volumes made up into 200 travelling libraries. While these are intended primarily for the smaller places, any library may have one sent on request, the cost being only the express charges. Study clubs may request through their local library special libraries on their special

line of study. This places the resources of the Department of Education at the disposal of the study clubs and relieves them and the local library of the expense of books for which the local demand would be very little after the study clubs had moved on to their next topic. Here is an especially fine opportunity for the public library to minister to the intellectual growth of its community, and this same use of special traveling libraries may be extended through the local public library to individuals pursuing a course of study *e.g.*, teachers or ministers proceeding to a degree, or doing post-graduate work.

#### LECTURE ROOMS IN THE LIBRARY.

The library should possess a lecture room of some kind, either in the basement or on the second floor. St. Catharines and Ottawa have such rooms upstairs, and Guelph, St. Thomas, Windsor, Collingwood and other centres have provided excellent lecture rooms in the basement. A good lecture room greatly increases the power of the library to come into touch with the whole community. Lecture courses, debating societies, library institutes, and all such intellectual activities, find themselves in a congenial atmosphere in library buildings. A good lantern would further increase the usefulness of such rooms. An active library board can do a great deal through the lecture room to add to

the library's effectiveness as an educational factor.

#### THE LIBRARY AND THE SCHOOL.

The relation of the public library to the school has been the theme of a vast amount of discussion. Parts of our educational machinery, they should work in harmony and should duplicate effort and expense as little as possible. The average community has neither money nor energy to waste in any unnecessary duplication. A summary may be given of several plans that have stood the test of experience.

(a) Send the school to the library. (1) The teacher announces a subject for composition and tells the class to ask at the public library for the books on the subject. (2) The teacher may request every member of the class to be provided with tickets at the library and then from time to time request the class to provide themselves with books from the library on some special subject, e.g., Canadian poetry or biography. The teacher spends a few lessons on the books, noting how they should be read, their chief characteristics, etc. This method has been found very satisfactory with high school pupils. (3) The teacher may announce a topic, e.g., in history or in geography, and ask the class to find the names of any books or magazine articles dealing with the subject and to quote a paragraph from any one of them.

(b) Send the library to the school. This is the plan in Buffalo. The annual grants for school libraries are paid to the library board, and the board undertakes to provide libraries for the schools. 40 schools, distributed throughout the city, were supplied in 1910 by the Buffalo Public Library. 40,000 volumes are in use for this purpose and from this stock a small library is placed in every room of the 40 schools and books are daily sent to each school in response to requests or to keep the libraries fresh. The circulation in the schools of that city in 1909 was over 400,000.

Cleveland, Pittsburgh and other American cities are working in similar fashion and St. Thomas has for some years done excellent work of this kind. The "Catalogue of Books, annotated and arranged and provided by the Carnegie Library of Pittsburgh for the use of the first eight grades in the Pittsburgh schools," 1907, is a volume of 30 pages and is the most complete catalogue of its kind yet issued, and is invaluable to both teachers and librarians. The Principals' Association of Pittsburgh express their estimate of its value as follows:

"This catalogue of books for children is especially appreciated by the school workers, because it indicates definitely and fully the literature so essential in the development of intelligence, character and general culture. The careful grading of the books listed, the com-

plete annotation for ready and convenient reference, and withal, the high character of the reading matter recommended for the several grades, make this publication the most valuable schoolroom guide. A copy of it should be found on every teacher's desk, and from its proper use should be developed the habit and inclination on the part of the pupils to read the books of genuine worth in elementary education."

(c) Instruct the school in the use of the library. A librarian of Western Ontario, by arrangement with the teachers, visited the schools, room by room, explained the purposes and methods of the library, and gave a cordial invitation to all the pupils to come to the library, use it freely and feel that it was theirs to use and enjoy. Occasional talks on the use of the catalogue, new books or books on selected topics, and use of reference books could well follow up. Such visits and, as a matter of fact, such talks are being given in some libraries, e.g. in London, Ontario, and in some of the American cities. Lists of new books, or books in the library on topics of special interest, may be sent to the schools from time to time and special invitations and privileges offered to the teachers.

(d) Provide a reference and study room in the library, especially for teachers and pupils. This is done in Pittsburgh and in Newark, with



a trained attendant in charge. Such an attendant might also have charge of the Story Hour (see page 69). It is unnecessary to dwell on the value of such aid from the library to the school.

(e) Provide an illustrative picture collection. The most extensive collection of pictures of this kind is in the Newark Public Library. The pictures are gathered from every possible source, either placed in large manilla wrappers or mounted, the name written on the wrapper or the mount, and fyled alphabetically. Newark has 15,000 mounted and 85,000 unmounted pictures. There are frequently many copies of one picture and many pictures to illustrate one subject. For example, on or about the birthday of Lincoln, newspapers, magazines, catalogues, etc., contain many Lincoln pictures, not only of the man himself, at different periods of his life, but of his homes, and relatives and surroundings, and of people associated with him, and incidents in his career. These are cut from the papers and magazines and fyled for reference as needed. A year later the library can begin to meet the schools' demand for illustrative material on this topic and each year the collection is increased till it meets all demands.

Publishers' announcements are full of material of this kind, and for the teaching of history and geography the announcements of educational publishers are especially useful.

Announcements of new novels frequently contain the author's picture; the Saturday illustrated supplements of our daily papers are full of suitable material; duplicate and wornout volumes add their share, and with the expenditure of considerable time and labor, but of very little money, any public library can collect a store of pictures that will illustrate almost any topic a teacher wishes to take up in class. History, geography and literature are especially adapted for the use of such illustrative material.

(f) Co-operate in the buying of books. It would seem very unwise for the school and the public library to duplicate their collections. If the purchasing committees in each case would exchange lists of selections or purchases, it would save waste, especially by avoiding duplication of expensive books. There are so many exceedingly desirable books, and so few dollars at the disposal of each committee, that co-operation seems the only wise course.

Other methods are being continually worked out for the co-operation of the library and the school, but the main factors are the clear recognition by the authorities of both institutions, that they are supplementary parts of our educational system and a real desire to work harmoniously in the promotion of popular education. Methods can be readily found, if these two factors are present.

## CHAPTER V.

### *SOME ESSENTIALS IN THE SUCCESS OF THE LIBRARY*

The fulfilment of the mission of the public library in any adequate fashion can be possible only through the co-operation of several factors: (a) a board interested and open-minded; (b) well managed finances; (c) suitable rooms or buildings; (d) an efficient librarian; (e) proper government aid and supervision; (f) an enlightened and active public interest. It is not easy to secure such co-operation, but it may be noted that each one of these agencies helps to secure the other, e.g., a good board means sooner or later a good librarian, and a good librarian helps to develop an active public interest.

#### LIBRARY BOARDS.

In Ontario the administration of the public library is provided for by the Public Libraries' Act. In the case of libraries not free, the Board of Management "shall be composed of not less than five, nor more than nine persons," elected by the members of the Association, on the second Monday of January in each year.

In the case of free libraries the Public Library Board "shall be composed of the Mayor of the city or town, or the Reeve of the village or township, and three other persons to be appointed by the Council, three by the public school board, or the board of education of the municipality and two by the separate school board, if any." These appointments are good for three years, except the separate school representatives, who have a term of two years, and an "appointing" body cannot select one of its own members.

The aim of the statute, especially in the case of free libraries, is evidently to secure representative citizens and to provide for continuity of office. The actual working out of the statute sometimes results in good appointments, sometimes the reverse. Whether it would be better to constitute the Public Library Board by election, as in the case of council, or partly by election and partly by appointment, as in the case of boards of education, is a debatable question.

In any case the Ontario law provides amply for the administration of the library interests of a municipality by a body of trustees representative of the community. Just as the council manages the general affairs of the corporation in respect to roads, sidewalks, lighting, police and fire protection, etc., and the Board of Edu-

ation in respect to the schools, and the Board of Health in respect to the safety of the public health, so the Library Board manages the library affairs of the corporation. Council, Board of Education, Board of Health and Public Library Board are quite distinct from each other in their jurisdiction, and may not trespass upon each other's duties and privileges, and yet each is a trustee board for the whole corporation. The Library Board alone, is empowered to "procure, erect or rent the necessary buildings for the purposes of the library and the reading room, and for all other purposes authorized by this Act," and to perform any other necessary duties in establishing and maintaining a library and reading room.

Hence a seat at the Library Board is one of dignity and importance. The responsibility for the management of the library affairs of the community is very considerable and should attract the best classes of citizens.

#### FINANCES.

The chief sources of the funds of the public library have been (a) local taxation, if library is free, or members' fees, if library is not free; (b) legislative grants; (c) miscellaneous, including fines, sale of periodicals, concerts and other entertainments. For many of our libraries these sources are very inadequate, and additions

must be sought elsewhere. Two possibilities are open, further legislative aid, and aid from the municipal councils. It is quite possible that the legislature may make grants for maintenance to the smaller libraries and a little aid in this direction would be very useful. The supplying of travelling libraries is also a considerable measure of assistance, relieving the local funds in the matter of purchase of books.

Some of the county councils have for years made grants of \$25 to \$50 to each of the libraries in the county. There seems to be a possibility that this good custom may extend, and it has been proposed to make these grants compulsory. Village and township councils should also make grants to the libraries within their jurisdiction. If these additions to the revenues of the library become general, a brighter day will have dawned for the libraries of the province.

In the matter of expenditure, though little need be said, a few suggestions may not be out of place. A budget should be prepared early in the year, showing in detail the estimated receipts and expenditures. The appropriation for books and periodicals should be then gone over and carefully assigned, so as to cover the different needs of the library. Unless this is done, the probabilities are that some departments will receive more than their share, and

some will be completely neglected. As the activities of the library are so many sided, it is very unfortunate if some departments are starved through the neglect of the librarian or the book committee. Then, at least once a quarter the expenditures for books and periodicals should be checked, so as to make sure the appropriation for the year is actually spent. The penalty for laxity here is financial loss, inasmuch as the government grant is half of what the local library spends for its books and periodicals, up to a fixed amount. It seems a pity that libraries should have to pay this penalty for their remissness, but such has been the case.

Co-operative book buying, *i.e.*, a number of small libraries joining with a larger one in their purchases, can effect considerable reductions. Sarnia and several of the smaller libraries in Lambton are doing this, especially in fiction. The purchase of publishers' remainders often provides the library with the best books of travel, biography, history, and general literature at greatly reduced rates. The purchase of books that may have a large circulation, *e.g.*, juveniles, in special library binding, is an economy, though the first cost is slightly greater. The secondhand bookseller might receive some patronage, for all the funds should not go to the purchase of current books,

and standard books can usually be bought at large reductions in the secondhand book shops. By such careful methods the funds can be made to go farther than is usually the case.

#### PUBLIC LIBRARY BUILDINGS.

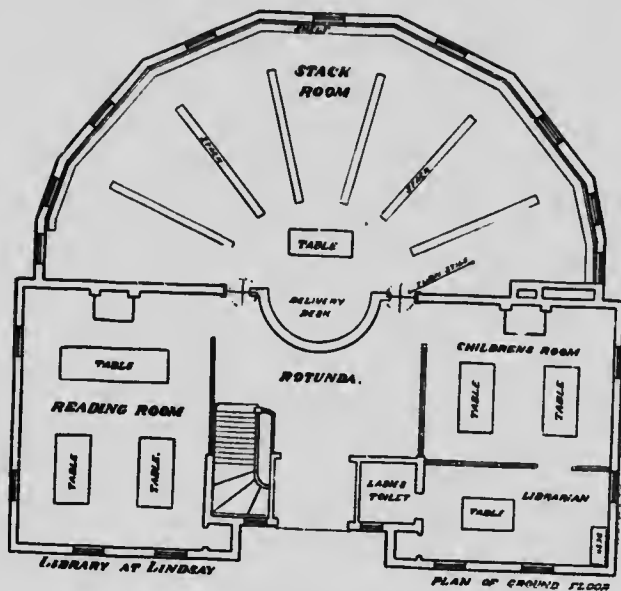
For the carrying out of the functions of the public library, buildings must be properly planned and equipped. Large sums of money have been wasted in buildings, badly laid out, over decorated and, in general, not suited to their purpose. Not much need be said here about buildings, but some of the lessons of experience may be summarized, the smaller library costing from \$10,000 to \$25,000 being especially in mind. Such a library should be a one-roomed building, as spacious as possible, with bookcases all around the walls and a fireplace and cosy corner somewhere to give a touch of homelikeness, and the librarian's desk to give another touch of the same kind. The room could be separated, if need be, into sections by low railings and should be equipped with plain, but thoroughly beautiful furniture, such as quarter-cut oak, and the floor should be covered with cork matting or something equally quiet and sanitary. There should be a few good pictures on the walls. The basement should be high and dry with the furnace and other neces-



LINDSAY, ONT., PUBLIC LIBRARY. \$13,500.



FRONT VIEW.



MAIN FLOOR PLAN.

Constructed with idea of perfect supervision from delivery desk and complete open access. Radial stack. Only one entrance to building, the front door.



sary apparatus in one corner, and the rest of the space used for a club room of some kind, and a lecture room to hold say, a couple of hundred people. The exterior architecture should be very simple and yet chaste in design.

Buildings of this type are being erected in Ontario and elsewhere, and a new \$50,000 branch library, built after this fashion, was recently opened in Philadelphia. There is now no excuse for library boards or architects to spend money in perpetuating mistakes that have been discovered and remedied. The essential qualities to be aimed at are simplicity, convenience, facility and economy of administration. Several cuts of library plans and exteriors are given by way of illustration.

#### THE LIBRARIAN.

The mainspring of the whole system is the librarian. An efficient librarian can do more with a thousand books in unfavorable quarters than a poor librarian with ten thousand in a thoroughly satisfactory building. Efficiency here does not mean knowledge of books and skill in library methods alone; it implies a right spirit; a spirit of service, of tact, of open-minded alertness, of zeal and of sympathy. Given a librarian of that spirit, trained in some adequate fashion and the public library becomes not only the handmaid of the schools,

but it becomes in a very true sense "the people's university." It not only meets the wants which the community now feels, but reveals to it new wants to be supplied. Only with a trained librarian can the library fulfil its general mission or undertake its special duties in relation to technical, art, music, domestic and other kinds of education.

#### THE TRAINING OF THE LIBRARIAN.

The training of the librarian is a fundamental question. The beautiful library building, well equipped, well stocked with books and magazines, generously supported by the municipality, in charge of an unskilled, untrained librarian means only a fraction of efficiency. An unskilled cook in the midst of plenty produces poor diet and waste and general discomfort; a rich farm in the hands of a poor farmer means loss and ruin; a good library under an inefficient librarian spells neglected opportunity and a great failure to meet the needs of the community. This is too general a condition in Ontario. We have good legislation, good municipal support and good buildings in many cases; there are large numbers of men and women of culture on our Library Boards; the crying need now is for trained librarians.

Public opinion declares that no one can

enter the ranks of dentistry, law, medicine or teaching without long and careful training and a government diploma. But anybody at all can take the people's money and with it provide them and their children with reading, good, bad and indifferent. This seems to be an unjustifiable condition. The tremendous force of books for good and evil, especially in the case of children and young people, is generally recognized, and surely those who spend the public money in this way ought to be directed by someone who can choose right books and avoid the dangerous and the trashy. Surely, too, someone should be in charge of the books, who can place their contents at our disposal, inviting us effectively to come and know the riches of the library and directing us wisely in our search for what we wish to know. Wisdom in the choice and help in the use of books may rightly be demanded of a librarian by the public who pays the bills of the library. But how should the librarian be trained without a school for training? There have been training schools of various kinds in Ontario for many years, rendering excellent service, and it has been apparent for years that there should be a similar institution in our library work? The McGill University Summer School demonstrated the place such a school could fill. It has just completed its sixth year, and has drawn students from almost every

province, and has been of great value to library work in Canada. Some arrangement for library training was absolutely necessary for this province.

The course of training at such a library school must be thoroughly practical, and yet as comprehensive as possible, but for the present the course must be brief, say four to six weeks. The outline of work to be covered might be something as follows:

Selection of books:

- (a) Study of general literature.
- (b) Study of current literature.
- (c) Study of local needs of various communities.
- (d) Study of guides to the selection of books.
- (e) Psychology of reading.

Purchase of books:

- (a) Canadian, British and American publishers and booksellers.
- (b) Methods of purchase.

Preparation of books for distribution:

- (a) Accessioning.
- (b) Classification.
- (c) Cataloguing.
- (d) Labelling.
- (e) Publicity by bulletins, newspaper and other announcements.

Binding and repairing.

Charging systems.

Use of reference books.

Children's books.

Magazines and periodicals—selection and use.

The library's usefulness in its community.

In such a brief course the work must necessarily be elementary, but it could be on right lines and such as to lead to more advanced work at a later date. Such an elementary course must be of immense advantage to our libraries and will so increase their efficiency that the whole library movement in Ontario will make a most decided advance. The province is spending about \$5,000 a year to provide agricultural training for its public school teachers in addition to scores of thousands for their professional training in the normal and model schools. It is not too much to request a few hundreds of dollars for the training of those who serve the public in our libraries. For let it never be forgotten the public library is the one institution that ministers to the whole community without distinction as to age, sex, race, creed or position; it is the college of all the people and ought to be administered for everybody in the very best possible way, so as to make the most of every dollar of the people's money.

Another kind of training might be provided

for those smaller libraries, which could not afford to send their librarians to attend a summer school. The Minister of Education might establish a reading course on library science, covering the most essential parts of the summer school course and prescribing good text books. Examinations could be provided at suitable times and certificates granted. No doubt such a reading course would appeal to a good many, especially in rural communities.

As an inducement to librarians to avail themselves of the offered training, it might be advisable to make a small extra grant for a certificated librarian. This would be in line with the distribution of other grants, not only in our province but elsewhere. A small grant of this kind is a great encouragement to wide-awake boards and a stimulus to the lethargic. There are a great many men and women of culture in Ontario on our library boards anxious to be led into better service for the community, and the providing of this elementary library training and a small pecuniary recognition of the libraries that take advantage of it would work very great results.

A glance at our American neighbors will show how far ahead of us they are. Such states as Wisconsin, Minnesota, Indiana and Iowa have for years provided a summer course of four to eight weeks, in most cases as one of the



courses at the State University Summer School. Illinois provides in her State University for a four years' course, leading to the degree of Bachelor of Library Science. New York State has a very fine library school in connection with the State Library, and admits to the school only students who have a degree in Arts. Pratt Institute Free Library, Brooklyn, N.Y., and Drexel Institute, Philadelphia, have good library schools, and there are other library schools in various states.

The view of the Inspector of Public Libraries (1909 report), is added:

"The vital need for competent librarians in the furtherance of library work, the foundations of which have been well laid by the Government, the Legislature and Ontario Library Association, were never more speakingly demonstrated than in the conditions, in this respect that to-day confront us. As these threaten the life of the public library, every librarian stirred with a desire for progress and personal betterment—whether a competent or incompetent—should welcome any opportunity that spells improvement. These comments are made in kindness, the object being to arouse the inconsequent librarian and casual library board to a sense of their respective responsibilities."

The holding of the first library school in

Ontario this summer, June 14th to July 12th, after years of anticipation, was an event of great importance in the library development of the province. Some thirty students took the course, which was given in the Normal School building, under the direction of the Inspector of Public Libraries. The Department of Education paid all the expenses of the school, including the travelling expenses of the students and the cost of books, stationery, etc., required. Inasmuch as the Public Libraries' Act provides for this school, and a good beginning has been thus made, it may be confidently expected that its progress will be continued until every library in the province is affected by it.

#### LEGISLATIVE ASSISTANCE AND SUPERVISION.

As to government aid and supervision, much might be said. The history of the library movement in this province reveals distinctly the provision by the legislature of generous amounts for library purposes, and an appalling waste of a large portion of these grants. Probably no legislature ever surpassed that of Ontario in generous appropriations, and yet for lack of supervision and proper regulation many thousands of dollars were squandered. The diversion of a portion of the grant for purposes of more adequate supervision would have im-

mensely benefited the whole of the public library system.

The situation to-day is greatly improved, and the attitude of the library authorities of the province is wholly sympathetic to the best development of the library system. The difficulty at present is the inadequacy of the staff of the Inspector of Public Libraries to cope with the multifarious duties of the office. Some idea of these duties may be had from studying the list given by the Inspector in pages 333-4 of the Minister of Education's Report for 1909. The list occupies nearly two pages, and enumerates 30 duties. A few of them are here noted:

“ Inspection of Libraries.

“ Tabulating the Public Libraries' Annual report.

“ The apportionment of the Legislative grants for Public Libraries, Historical Societies, etc.

“ Arranging for and attending Library Institutes, and the disbursement of money to pay the expenses of same.

“ The correspondence of the office.

“ Preparing Annotated Catalogues and Finding Lists of 8,000 books, comprising Travelling Libraries, classified under the Dewey-Decimal system.

“ Receiving and recording applications for the circulation of nearly 200 Travelling Library cases.

“The work of re-binding and repairing damaged volumes.

“The selection and purchase of books for Travelling Libraries and special technological collections.

“Preparing ‘special cases,’ suitable for Juveniles, Woman’s and Farmers’ Institutes and for Libraries in industrial centres, calling for Technological collections.

“Arranging for the writing and publication of the books comprising the ‘Canadian Heroes Series.’

“The steps to be taken for the salvation of small and decadent libraries, entailing the study of how to revive the quick and resuscitate the dead.

“Active encouragement and instruction in establishing Children’s Departments in local libraries, with the proper classifying and cataloguing of children’s books.

“The encouragement of all incompetent librarians to qualify for the proper discharge of their duties, which can only be brought about by a true appreciation of the high responsibilities, the great opportunities and the honourable character of their calling.

“The devising of some plan, acceptable to the Minister of Education, for opening a summer school for librarians in the Province of Ontario.

"The encouragement of Study Clubs."

The adequate staffing of the Inspector's Department will be one of the most important steps in the library history of Ontario, and will go far towards bringing to efficiency scores of our smaller or backward libraries, and will give an impetus to all the libraries of the province.

**PUBLIC SENTIMENT: LIBRARY ORGANIZATION.**

The greatest possible aid to all these agencies is an enlightened and active public sentiment. Nothing can permanently stand before the onward sweep of public opinion. Suitable buildings, trained librarians, adequate government aid and inspection, must come in response to public demand. History is full of examples of the power of the voice of the people, and unquestionably the duty of every library worker is to create and develop popular favor for the library, utilizing, for example, systematic, attractive and continuous advertising to ensure the widest publicity for its work and needs.

Herein is found the value of organization. No one library or library worker, not even the best provincial library officer, can create and mould the public sentiment in any large degree. But the combining of the forces of all interested in the library movement means power to ac-

comply with results. This is the basis of the Ontario Library Association, whose story may be told briefly. The first meeting to discuss such an association was held in Montreal, at the office of Mr. Gould, librarian of McGill University, on the occasion of the meeting of the American Library Association in Montreal in June, 1900. Those present at the meeting were: Mr. James Bain, Toronto; Mr. H. J. T. Lee, Toronto; Mr. C. H. Gould, Montreal; Mr. McLachlan, Montreal; Mr. R. J. Blackwell, London; Mr. E. A. Geiger, Brockville; Miss Brock, Montreal; Miss Fairbairn, Montreal; Mr. E. A. Hardy, Lindsay. The unanimous opinion was that an organization should be formed and a committee consisting of Messrs. Bain (Chairman); Hardy (Secretary); Gould, Blackwell and Lancefield, was appointed to proceed with the organization. The committee met in the Toronto Public Library, October 19th, 1900, and drafted a constitution, selected provisional officers and planned for the first annual meeting for Easter Monday and Tuesday, 1901. The organization thus launched has gone on steadily increasing in usefulness and extent during all the following years.

The purpose of the proposed association was set forth in a paper by the Secretary, on "An Outline Programme of the Work of the O.L.A."

This was published in full in "Public Libraries," July, 1901, and treated the subject under the following heads:

I. Assistance to Libraries:

- (1) In the selection of books by quarterly bulletins and special bibliographies, etc.
- (2) In the introduction of modern library methods, e.g., charging systems, binding, book shelving, etc.
- (3) In classification and cataloguing, by scientific classification and cataloguing.
- (4) In the training of librarians, by a library school, study courses, etc.
- (5) In the use and collection of periodicals.
- (6) In co-operation, e.g., interloans and selections of sets to prevent duplication.
- (7) In the matter of public documents.

II. Assistance to General Public:

- (1) By stimulating general interest in public libraries.
- (2) By issuing special bibliographies, e.g. on Technical Education.
- (3) By publishing a Canadian bibliography.
- (4) In regard to local history.

## III. Assistance to schools.

## IV. Assistance to Sunday School Libraries.

At the first meeting thirty delegates registered representing twenty-five libraries, while in 1910 seventy delegates were registered representing about sixty libraries, and during the years 1909-1911, the Association, through the Public Library Institutes touched almost two-thirds of the libraries really alive in Ontario. Workers have come to know each other all over the province instead of working in isolation, indifference has given place to interest and self-complacency to open-mindedness, new sources of income have been tapped, buildings wisely planned and legislation shaped through the work of the Association. The old systems (or lack of system) of classification have given place to modern methods, and so with charging systems and other library methods.

Growing out of the activity of the Ontario Library Association there has developed a system of Public Library Institutes. These are modelled after the teachers' institutes and are especially for the benefit of smaller and backward libraries. The first Library Institute was held in Brantford, in 1907, three were held in 1908, at Brantford, Chatham and Niagara Falls, eleven during the year 1909-1910 and twelve in 1910-1911, covering all the province



but the northern sections. The current year finds even these remote libraries cared for. A report of these institutes is appended, and it may be added that these meetings are among the important and encouraging factors in library progress.

Another form of library organization is the library journal. Coming monthly with its harvest of news from the field, with its word of inspiration or of rebuke, the journal finds its way to many a worker and makes him the better for its coming. The *Library Journal*, New York (\$4), *Public Libraries*, Chicago (\$1), *Library Work*, Minneapolis (quarterly, 50c.), are very valuable aids, indispensable to the progress of our libraries, and similar journals are published in Great Britain, e.g., *The Library Association Record*, 12s.; *The Library Assistant*, 4s.; and *The Library World*, 6s. 6d.

Here the story must rest. The public library everywhere is one of the educational institutions of the community; in Ontario it is more than that, it has been an integral part of our educational system for a generation. Its possibilities are only now being recognized by our legislative and educational authorities and by the public, in fact, even by library workers themselves. But it is coming to its own, slowly at first, but gathering force and speed daily, and the near future will see the public library system of

Ontario as efficient as her primary and secondary school system.

"The opening of a free public library, then, is a most important event in the history of any town. A college training is an excellent thing; but after all, the better part of every man's education is that which he gives himself, and it is for this that a good library should furnish the opportunity and the means. I have sometimes thought that our public schools undertook to teach too much, and that the older system, which taught merely the three R's, and taught them well, leaving natural selection to decide who should go farther, was the better. However this may be, all that is primarily needful in order to use a library is the ability to read. I say primarily, for there must also be the inclination, and after that, some guidance in reading well.

"But have you ever rightly considered what the mere ability to read means? That it is the key which admits us to the whole world of thought and fancy and imagination; to the company of saint and sage, of the wisest and the wittiest at their wisest and wittiest moment? That it enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all time. More than that, it annihilates time and space for us; it revives for us without a miracle the Age of Wonder, endowing us with the shoes of swift-

ness and the cap of darkness, so that we walk invisible, like fern-seed, and witness unharmed the plague at Athens or Florence or London; accompany Caesar on his marches, or look in on Catiline in council with his fellow-conspirators, or Guy Fawkes in the cellar of St. Stephen's. We often hear of people who will descend to any servility, submit to any insult, for the sake of getting themselves, or their children into what is euphemistically called good society. Did it ever occur to them that there is a select society of all the centuries to which they and theirs can be admitted for the asking, a society, too, which will not involve them in ruinous expense, and still more ruinous waste of time and health and faculties?"  
—James Russell Lowell.

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## APPENDICES

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### A

#### ONTARIO LIBRARY ASSOCIATION.

##### REPORT OF SPECIAL COMMITTEE ON TECHNICAL EDUCATION IN PUBLIC LIBRARIES.

*Presented to the Ontario Library Association,  
Easter, 1910.*

The question of Technical Education in Public Libraries was brought before the Ontario Library Association by Rev. W. A. Bradley, Berlin, in his presidential address last year, and by the late Inspector Leavitt in a paper dealing with the subject.

As a result of the discussion that followed a special committee was appointed to consider the matter carefully and report at the 1910 meeting of the Association. This committee consists of D. M. Grant, Sarnia, Chairman; L. K. Murton, Oshawa; W. Tytler, Guelph; R. Alexander, Galt; E. A. Hardy, Toronto, and His Hon. Judge Hardy, Brantford, ex officio.

As a result of the consideration of this question by the Executive Committee at its meeting

in Brantford in November, it was decided to request the Minister of Education to bear the expenses of the meeting of this committee in Toronto. The Minister assented and the committee met in Toronto, January 8th, 1910, and after discussion instructed the Secretary to address the following letter to the Minister of Education:

JANUARY 14TH, 1910.

HON. R. A. PYNE, M.D., LL.D, M.P.P.,  
Minister of Education,  
Education Department,  
Toronto.

DEAR DR. PYNE:—

Pursuant to authorization by the Deputy Minister, the Special Committee of the Ontario Library Association on Technical Education in the Public Library, met Saturday, 8th inst., in the Normal School, Inspector Nursey having recommended to yourself that in order to "facilitate and assist the deliberations of the Committee, the expenses of said Committee be borne by the Department."

There were present Messrs. D. M. Grant, Chairman, Sarnia; L. K. Murton, K.C., Oshawa; W. Tytler, Guelph; R. Alexander, Galt; His Hon. Judge Hardy, Brantford; Rev. W. A. Bradley, Berlin, and E. A. Hardy, Secre-



tary. The Inspector of Public Libraries was present by invitation.

After a lengthy discussion of Mr. Leavitt's paper read at the meeting of the Ontario Library Association last April, it was agreed that the Committee endorse the first six propositions of the paper, which were as follows:

(1) Commence with a small league of libraries located in industrial centres.

(2) Each library in the league to raise not less than \$100.00 for the purchase of technological books and magazines, covering as far as possible the principal trades of the town.

(3) Divert \$1,000 for the purpose of technical books from the \$3,000 grant made for Travelling Libraries.

(4) The Education Department to loan to each library in the league technical books to the value of not less than \$100.

(5) In many instances the books loaned, after six months, could be transferred to another town. This would practically double the loan.

(6) Have each library prepare a list showing the trades to be covered.

Inspector Nursey having stated that he had recommended to yourself that "precedent to any action being taken or any further expense being incurred by the Department that a careful examination of the situation in the United States be made in order to see what has really

been accomplished there, and that a sub-committee of the special committee of the Ontario Library Association be selected to visit certain convenient institutions in the United States, and have utilized in this connection the Technical Sections of their libraries, and that you were in general sympathy with the idea," it was agreed by the Committee that it would be most advantageous to do so.

After further discussion the following motion was passed:

That a sub-committee of this committee be appointed to gather all possible information and to make as exhaustive report as possible, said report to be made to this committee prior to the next meeting of the Ontario Library Association; the sub-committee to consist of the Chairman, Mr. Grant; the President of the Association, His Hon. Judge Hardy, and Mr. E. A. Hardy, Secretary of the Ontario Library Association.

The Inspector further stated that in the event of such a visit of inspection being undertaken he believed that in view of the importance of the subject you would favourably consider the question of the expense of the suggested visit of this sub-committee being borne by the Government. It was, therefore, further agreed that if deemed advisable by yourself the sub-committee named visit such centres as the State Library,

Albany, N.Y.; the Pratt Institute, Brooklyn, N.Y.; the Drexel Institute, Philadelphia; the Carnegie Institute, Pittsburgh, or others, with the Inspector of Public Libraries, who would introduce the Committee and participate in the investigations as the representative of the Department of Education. Such a visit would occupy about a week and if this is deemed advisable and acceptable to yourself, the Committee would like to leave Toronto at an early day, the date to be yet arranged.

Yours respectfully,

(Signed) E. A. HARDY,  
*Secretary.*

The Minister's reply being favourable, the special committee appointed to investigate American Libraries left on February 10th for this visit of inspection.

Their report is as follows:

#### REPORT OF SUB-COMMITTEE.

The special committee consisted of D. M. Grant, Sarnia. Chairman; His Hon. Judge Hardy, President, Ontario Library Association, and E. A. Hardy, Secretary, Ontario Library Association.

This committee, accompanied by Inspector Nursey, left Toronto Thursday evening, Feb-

ruary 10th. The first place visited was the State Library at Albany. N.Y., where the committee had interviews with Mr. J. I. Wyer, Jr., Director of the State Library; Mr. W. R. Eastman, Chief of Division of Educational Extension; Mr. Asa Wynkoop, Inspector of Public Libraries, and Mr. F. L. Tolman, Reference Librarian. These gentlemen discussed the activities of their library at considerable length, and pointed out how the State Library was aiding in this matter of Technical Education in two ways: (a) By travelling libraries sent to local libraries or study clubs on subjects under discussion by them, and (b) by providing a large collection of technical reference books for members of the civil service, especially those engaged in engineering and construction work, such as building of canals, highways, installation of electric plants, etc.

The State of New York has authorized the formation, in connection with the Public Schools, of Industrial Schools for boys of 14, and Trade Schools for those of 16 years of age, assisted by the State to the extent of \$500 for the first teacher and \$200 for each subsequent teacher in any department, and duplicates the amounts for each department established. (See pamphlet, "General Industrial and Trades Schools.")

The committee spent Saturday, Sunday and part of Monday in and around Boston, and

interviewed several officials in the office of the State Librarian, and in the office of the State Commissioner of Education, the heads of these institutions not being available. Massachusetts some years ago appointed a commission on Industrial Education. The reports of this commission are at the disposal of your committee, but they relate more particularly to trade and industrial schools. There is evidently a great deal of interest in the State of Massachusetts in the matter of industrial education, an interest which extends widely throughout the United States, as is evidenced by the fact that legislation on Industrial Education has been obtained in 48 States. Ontario must take up the question of Industrial Education unless we wish to be hopelessly in the rear in manufacturing. We spent Saturday afternoon in a careful inspection of the Boston Public Library, famous as an institution creditable to the culture of the New England metropolis, and are indebted to Mr. Otto Fleischner, Assistant Librarian, for kindness shown our delegation and for his interesting interview on Technical Education through the Library. We found also that the Massachusetts Library Association had devoted one of their meetings recently to a consideration of the question we were studying. One of the most valuable suggestions in connection with the library was the possibilities of the

music section, as illustrated in the Boston Public Library.

Monday afternoon was spent in Worcester, Mass. The activity of the former librarian of Worcester, Mr. S. S. Green, in the direction of helping the artisan through the library has made this library rather famous. We had the good fortune to have a lengthy interview with Mr. Green, who is now librarian emeritus. We also interviewed the present librarian, Mr. R. K. Shaw, the General Secretary, and the Educational Director of the Y. M. C. A., and were fortunate in meeting Mr. Milton P. Higgins and Mr. W. M. Spaulding, two leading manufacturers of Worcester. Mr. Higgins is on the Executive Committee of the National Society for the Promotion of Industrial Education and was a member of the Massachusetts State Commission on Industrial Education. The Worcester Library has been able to accomplish considerable in the direction of Technical Education of the working men for two reasons. (a) The active sympathy and personal interest of its librarian with those who go to consult books of a technical sort. This spirit of welcome and sympathy pervaded the whole staff of the institution. (b) Through a large and carefully chosen collection of books dealing with the industries of the town, which were made easily available to all concerned. We also inspected the

newly opened Trade School in Worcester for wood and iron industries, and the Superintendent told us that they expected to use the technical books in the Public Library almost wholly for their theoretical instruction, and that he, himself, had got the whole of his theoretical training from a public library.

In Providence, R.I., where we spent Monday evening, we were fortunate enough to be shown through the technical department by the Assistant Librarian in charge of that section, Mr. Wheeler. We were extremely sorry to have missed Mr. Foster, who has done so much to make Providence one of the outstanding libraries of the United States. The collection of technical books in Providence was housed in a large room with facilities for study, the whole collection being carefully catalogued and indexed, and judging by appearances the books appear to be much used. Two of the valuable sections of this technical collection were the 700 trade catalogues (sent gratis by the various manufacturing concerns), and the bound volumes of trade and technical journals and periodicals, the library also containing some 2,000 other books on technical subjects. Another part of the library of great interest and value was the collection of floral designs for the use of art classes or artisans who had any work in designing. These designs were gathered from maga-

zines, volumes of pictures, seed catalogues and many other sources. We found that this idea has been worked out in other departments of design in other libraries. Providence is well known as a centre of silverware and jewelery manufacturing, and anything that may assist the workers in these industries has special attention in the technical section.

Tuesday was spent in a visit to the Newark Public Library. Here we were received by Mr. J. C. Dana, one of the most active and influential librarians on the continent. The activities of this library are many-sided. Fortunate in its exceedingly well planned and well equipped library building, and still more fortunate in its energetic and resourceful librarian, Newark has certainly achieved a high degree of efficiency as a public library. The technical collection of this library comprises at least 10,000 volumes and is housed in a very fine room, liberally supplied with all facilities for study. A special librarian who is an expert in this matter presides over this department. The open shelf system is in vogue here as almost everywhere, the books in stacks at one side of the room and tables for study at the opposite side. When we visited the room, about 40 men, mostly mechanics, were busy reading technical books, and the librarian informed us that this was about the slackest hour of the day, 12 noon,



while in the evening the whole capacity, about 150, was usually filled. This system is, in our opinion, the best and most helpful to the artisan that can be devised.

The Board of Education, from time to time, provides lectures on suitable subjects, many of which are illustrated, the library possessing a fine auditorium and a first-class lantern. Mr. Dana proved a perfect mine of information to the committee, not only on this but on other library matters, and he was accompanied through the whole interview by Mr. Richard C. Jenkinson, one of the leading manufacturers of Newark, and one of the most active members of the Library Board. In this library we noted two things of very special interest. One was the series of collections to illustrate the processes in different lines of arts and handicrafts. For instance, in the matter of cartoons there was the original drawing by the artist and a copy of the cartoon in the newspaper and the various stages through which the cartoon passed in the printing office. Similar illustrations were given of half-tones and etchings, in the latter instance all the tools being added. The other item of interest was a collection of pictures on all sorts of topics of interest. Possibly some thousands of subjects were illustrated in this way, the collection comprising about 15,000 mounted on cards and 85,000 unmounted. The method was

simply to gather pictures from every conceivable source, newspapers, magazines, books, catalogues, etc., and put them in a large manilla holder, writing the subject on the upper left-hand corner of the cover and filing them alphabetically. These collections were invaluable to teachers, designers, students and many others. This library runs its own printing plant and prints many texts, mottoes and extracts from famous authors, which are framed and hung throughout the library, and freely supplied to the schools and other public institutions. The collection in the Art room of copies of the old masters and many handsomely bound volumes of the world's famous pictures do much to develop a taste for art, and have a most refining influence.

On Wednesday the committee visited the Pratt Institute and Free Library, Brooklyn, N.Y., where we had an informing interview with Mr. Edward F. Stevens, the Librarian of Pratt Free Library, and Miss Mary W. Plummer, Director of the Pratt Library School. Pratt Library has for years paid special attention to its collection of technical books, and Mr. Stevens was for three years in charge of that department. His bibliographies of technical books are esteemed so highly that they are circulated by the New York State Library as their official lists. Mr. Stevens is an enthusiast on the matter, but places great emphasis on the personal interest of the

librarian in the individual borrower. Here, as in other places, we found that the trade and technical periodicals and the catalogues and manuals issued by the great manufacturing concerns were all of highest value. Inasmuch as a good deal of this literature can be obtained gratis this point is especially worthy of note by our librarians.

Owing to the unsettled conditions in the New York Public Library as well as to the limitations of time we were not able to visit this library.

We visited Buffalo Public Library on Thursday morning, being shown through the library by Mr. H. L. Brown, the Librarian. Buffalo's chief claims to distinction are the open shelf rooms, the exceedingly effective system of school libraries, and the large annual circulation of all classes of books. All of these points were noted with interest and here again we found that an efficient librarian paid great attention to the matter of technical books for working men, and that the atmosphere of welcome in the library was a factor of importance.

Thursday afternoon we had the pleasure of visiting Niagara Falls, N.Y., Public Library, of which Miss Witmer is the efficient librarian. The spaciousness of the rooms, the absolutely open access to all parts of the library, and the beautiful children's room were the outstanding

features of this library. The Librarian informed us that from time to time collections of books were sent to the employees of the largest manufacturing concerns in the city, a custom which we had noted in Buffalo and elsewhere.

Summing up the results of our investigations we might state them as follows:

(1) That the results of our observations strengthen our conviction that the suggestions in Mr. Leavitt's paper were along the right lines and that we concur more heartily than ever with the suggestions already adopted by the full committee.

(2) That the selection of technical books, both those purchased by the local library and those supplied by the Department of Education, should be made by thoroughly competent persons.

(3) That every legitimate means should be used for publicity in connection with these books and that continuous effort should be made in this direction.

(4) That a separate room, if possible, should be set aside for the artisan, with the books in shelves around him.

(5) Reading Clubs of workmen should be formed to meet on stated nights.

(6) Foremen and others should be invited to meet the workmen and discuss matter in books.

(7) Lists of books on various subjects should be published frequently and repeated, from time to time, in the local press. The first insertion may not catch the artisan's eye, or at first sight appeal to him.

(8) Lists of books and articles on individual trades or subjects should be sent to the managers of factories with a request that they be posted in a conspicuous place.

(9) That leaflets or booklets containing brief outline reading courses on various subjects carefully prepared by experts familiar with our Canadian local conditions should be sent to factories, and that employers be requested to place such small leaflets in pay envelopes of employees.

(10) Trade journals should be bound at end of year and placed in shelves.

(11) Trade catalogues should be secured.

(12) That the attitude of the library through its staff should be entirely sympathetic and cordial to this movement and to all who wish to use technical books, if the best results are to be obtained in this department; and further, that a great deal of the success of this movement depends upon the ability of the librarian to render this section of the library useful to the inquirer.

(13) That the Library Board should take up the matter of Technical Education in the

Library with the manufacturers of the cities and towns and enlist their sympathy and support in inaugurating the local movement and that the foremen of shops be also called to meet at the local library and the aims and objects of the Technical Section explained and their support and co-operation obtained.

(14) That picture collections should be made where possible to assist those engaged in trades where designing is valuable, and also that some good photograph reproductions of great pictures, statues and buildings be hung upon the walls of the library to foster true artistic standards.

(15) From correspondence with such centres as Binghamton, N.Y.; Dayton, Ohio; and Grand Rapids, Mich., we would recommend also the establishment of lecture courses on practical trade topics by competent practical people. The lectures in the places above mentioned have been exceedingly useful and very much appreciated.

(16) Evening classes should be established, where practicable.

As to the matter of instruction through the public library by any such scheme as Correspondence courses and examinations and recognition of such work by Government certificate or diploma, the committee do not feel at present able to offer any definite suggestions. They quite realize the possibilities of such a scheme, but they also realize the difficulties and feel that

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a great deal of consideration would need to be given to such a matter before it should be pronounced upon.

Respectfully submitted,

D. M. GRANT.

A. D. HARDY.

E. A. HARDY.

The committee in presenting this report to the Ontario Library Association desires to record its appreciation of the assistance of Mr. W. R. Nursey, Inspector of Public Libraries. His deep interest in the subject and his readiness to assist in every possible way have been constantly apparent and have done much to make this report possible. To the Minister of Education and the Deputy Minister also we desire to express our appreciation of their sympathy and financial assistance.

The committee trusts that in many of our libraries this matter may be taken up in earnest. Technical education is to the fore everywhere among nations desirous of maintaining their present standing or making any substantial progress. National governments, manufacturers' associations, trades unions, educational associations and public spirited individuals throughout the world are grappling with the question and the public library must not fail to take its share of the problem. Technical High

Schools and trade schools can be established in only a comparatively few centres and the needs of the workingman in our small cities and towns, who is desirous of self improvement, must be met in some other way. The public library should provide this other way. It is the people's institution, the educational centre for all the people of the community, and our librarians and library boards should realize their responsibility as custodians of a public trust and gladly do their best to make the public library a centre of technical education. From what we saw in most of the libraries, we are more than ever convinced that this purpose of the Public Library is entirely feasible.

(Signed),

D. M. GRANT.  
L. K. MURTON.  
W. TYTLER.  
R. ALEXANDER.  
E. A. HARDY.  
A. D. HARDY.

REPORTS, BULLETINS AND OTHER MATERIAL IN  
THE HANDS OF THE COMMITTEE.

*Library Periodicals—*

Public Libraries, Jan., 1910.

Library Journal, March, 1908, March, 1909,  
Dec., 1909.



*Universities—*

- University of Wisconsin. Report of the Director of the University Extension Division and some fifty syllabi of courses.  
Ohio State University. Bulletin on Industrial Education.

*State Publications—*

New York. General Industrial and Trades Schools.

New York. Annual Report of Bureau of Labour Statistics, 1908, containing good Bibliography on Industrial Education.

Massachusetts. Reports of the Commission on Industrial Education, 1906, 1907, 1908.

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New Jersey. Report of the Committee on Industrial Education.

United States. 17th Annual Report of Commissioner of Labour on Trades and Technical Education, 1902.

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Elimination of pupils from school.

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Agricultural Education in the U.S.

German Views of American Education with particular reference to Industrial Development.

Manual of Industrial and Technical Education in the U. S., 1906.

President Roosevelt's Address—The Man  
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*Public Library Reports and Bulletins—*

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Dayton, O.

Binghamton, N.Y.

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Pittsburgh, Pa.

Grand Rapids, Mich.

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pectus, 1909-10.

New York University School of Commerce,  
Accounts and Finance. Announcements,  
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B

ONTARIO LIBRARY ASSOCIATION.

EXCERPTS FROM REPORT OF THE COMMITTEE  
ON PUBLIC LIBRARY INSTITUTES, 1909-1910.

The Committee on Library Institutes in presenting the record of the past year's achievement is gratified to know that its work has covered the Province with Institutes, as the details to follow will show. The value of these Institutes will be indicated in the remarks and suggestions of the representatives of the O.L.A., who attended the meetings and of the delegates of many of the libraries represented and in the resolutions adopted. It is hoped that the presence at this O.L.A. meeting of a good many delegates from the smaller libraries may be another evidence of the good work accomplished.

Before going into the details of the past year's Institutes it may be interesting to give a brief historical sketch of the growth of this form of library activity in Ontario.

The idea of Public Library Institutes, similar in character to the teacher's institutes of each inspectorate in the Province, was brought before the Ontario Library Association in a paper on the subject by the Secretary at the 1903 meeting. On motion the matter was referred

to the incoming Executive Committee, who appointed a sub-committee to deal with it. Nothing was done for some years, however, though the sub-committee was appointed each year. In 1907 the committee, consisting of Messrs. Norman Gurd, President, O.L.A.; E. A. Hardy, Secretary O. L. A.; and A. W. Cameron, took hold of the matter in earnest and through the courtesy of the Brantford Public Library Board and aided by a small grant from the Department of Education, the committee was able to arrange for the first Institute at Brantford, Thursday, July 11th, 1907.

This first Institute was so successful that the committee were encouraged to map out the Province into ten districts and to plan for some additional Institutes the following year. The same committee was continued for 1908-09 and by dint of hard work three Institutes were held during the year at Brantford, August 11th, Chatham, August 12th, and Niagara Falls, November 5th, 1908. The Brantford meeting was again a decided success, both in attendance and interest. The other two were very much hampered by local conditions and yet were sufficiently encouraging to induce the committee to recommend their continuance another year.

In 1909 the committee was enlarged to consist of Messrs. A. W. Cameron, Norman Gurd, E. A. Hardy, David Williams, L. J. Burpee. The matter of having an Institute in each dis-

trict was made possible by the changes in the Public Libraries Act of 1909, which authorized the Minister of Education to provide for the holding of these Institutes and also provided for the payment of the expenses of one representative from each library. The clauses dealing with the matter are here quoted:

26. (1) Subject to the regulations the Minister may

(a) Provide for the establishment of library institutes and for the holding of the meetings thereof;

(c) The Minister may pay the travelling and other necessary expenses of one delegate from each board in attending a meeting of the institute.

(2) If a board, after having received notice of the date for holding a meeting of the Library Institute does not send a delegate to such meeting the Minister may withhold a sum not exceeding \$5 from the next Government grant payable to the Board.

The committee were thus able to arrange for 11 institutes covering the libraries of the entire Province except Algoma, Nipissing, Parry Sound, Rainy River, and Thunder Bay. The following table shows the district, date of meeting, place, number of libraries represented and number unrepresented.

District.	Date.	Place.	Libraries represented	Libraries not represented	Total
Chatham.....	July 7, 1909.....	Chatham.....	16	23	39
Niagara.....	Nov. 9, 1909.....	St. Catharines.....	9	16	25
Brantford.....	Nov. 10, 1909.....	Brantford.....	22	15	37
Eastern.....	Nov. 17, 1909.....	Ottawa.....	25	39	62
London.....	Jan. 18, 1910.....	London.....	30	5	30
Stratford.....	Jan. 19, 1910.....	Stratford.....	10	14	44
Georgian.....	Jan. 20 and 21, 1910..	Collingwood.....	25	11	21
Guelph.....	Feb. 8, 1910.....	Berlin.....	16	9	27
Belleville.....	Feb. 24, 1910.....	Belleville.....	20	11	34
Lindsay.....	Feb. 25, 1910.....	Lindsay.....	20	18	38
Orangeville.....	Mar. 8, 1910.....	Orangeville.....	20	14	34
		Duplicates.....	216	175	391
			3	.....	3
			213	175	388

Of these 213 libraries reported as having representatives at these Institutes, probably not more than 60 have ever sent any delegates to the Ontario Library Association meetings. That means that at least 150 libraries in Ontario have come into personal contact for the first time with the organized modern library movement and the results must be a very considerable awakening of these libraries into new activity.

As to the libraries that sent no representatives this year several things may be said. Some of them are among our good libraries and presumably local reasons interfered with their having no delegates. It may be that others appointed delegates who at the last moment found themselves unable to attend or to get substitutes. But probably a larger number failed through indifference or neglect. It is to be hoped that they will arouse to a sense of their responsibilities during the coming year.

A study of the programmes shows that the interests of the small library were kept to the front. This was especially the case where the programme was largely in the hands of this committee. The small library's problems, especially in finance, administration and the selection and purchase of books, were given very careful discussion and a most encouraging feature was the general readiness to participate in the dis-

cussion. An occasional paper or address on technical or library matters and some general addresses on the mission and possibilities of the public library added variety to the programme and broadened the outlook of the delegates present.

In the lists of officers the number of clergymen, doctors, and ladies is worthy of note. It seems quite natural that these classes, along with the teachers, should be especially interested in the public library movement. Another notable fact is that of the 81 persons just elected only some 21 have attended a meeting of the Ontario Library Association. The importance of enlisting all this new force in our work is obvious.

At several of the Institutes resolutions were passed dealing with matters of lively interest. These resolutions are as follows:

*Stratford*—1. "That we ask the Ontario Government to prepare and publish for free distribution, a model Canadian Public Library book list, say of 5,000 vols., fully classified, numbered and annotated, as a help to the smaller libraries in their selection of shelf literature."

2. "To so amend the Department rules and conditions that the small struggling libraries who most need assistance may get more money help or grant than they can ordinarily qualify for under present rules."



*Georgian.*—1. "That this Library Institute views with regret the high annual rate of mortality amongst the smaller libraries (viz., above ten per cent. of the total number of libraries in the Province), although at the same time from \$7,000 to \$8,000 of the sum voted by the Legislature annually remains unexpended; it is therefore our opinion that a change in the system of making Legislative grants is necessary, and that every library, however small, should receive a minimum annual grant of \$25 to aid in its maintenance."

2. "That having realized the impossibility of an adequate inspection of public libraries by only one official, we are of the opinion that assistants to the Inspector should be appointed by the Department of Education with the hope of rendering the smaller libraries more efficient help."

3. "That in the opinion of this Library Institute the County Councils should be asked to contribute to the support of public libraries, and that Rev. F. W. Gilmour (Penetanguishene), Rev. R. J. Sturgeon (Angus P.O.), and A. F. Hunter (Barrie), be a committee for Simcoe County to lay the matter before the County Council (the delegates present from Grey County undertaking to act in concert with the others from the remaining parts of the county in laying the matter before the Grey County Council.)"

4. "That in view of the fact that much money is wasted in purchasing useless books, this Georgian Library Institute urge the Government to take immediate steps in providing the following: (1) Some place or places where the small libraries may obtain information in regard to the selection of books, and (2) the publishing of a model library annotated catalogue of 5,000 volumes every five years."

*Guelph.*—"That the Ontario Government be asked to secure the services of Lawrence J. Burpee, F.R.G.S., of the Ottawa Carnegie Library, or some other such eminent authority on Canadian Literature, to prepare for the use of Librarians a bibliography of Canadian works, giving names, a description and approximate prices."

Correspondence with the representatives of the O.L.A. who attended the Library Institutes, and with some of the delegates present, shows the following as among the practical results.

1. A large correspondence from the delegates, one of our speakers receiving almost 40 letters. These inquiries relate to increasing the library's revenues, the securing of a Carnegie grant, the selection and purchase of books and general library administration. This correspondence is a sure indication of the greatly awakened interest of many libraries.

The following is a typical letter:

Dear Sir,—After having attended the District Annual Library Meeting in Berlin two weeks ago I am trying to get our Library here in town on good footing again. For the last three years we have not been able to send in a report as it took all the money we could raise to pay Librarian and rent and consequently there have been no books purchased. Since the meeting in Berlin I have canvassed considerable and expect to soon have the fifty names, and our township council here have promised us ten dollars, so we expect to have a report ready for another year. Will you please let me know if there will be any chance of the Association helping us this year or can you tell me what steps to take in order to get a little help, and can you also tell me what steps to take that I may obtain the Travelling Library, as I think by getting it and advertising a little it will be easier to get subscriptions. Please give me any information you can that would be of help to me in the advance of our Library and in securing the Travelling Library.

2. In several counties the libraries have combined in sending a deputation to their County Council to ask for a grant. The example of Kent and Victoria counties in this matter was judged a good precedent. At least four of the Institutes have resulted in some

such movement and one County Council at least has responded favorably. Where the other deputations were not successful they are preparing to try again shortly. Here is a good source of revenue which should be utilized by all our libraries.

3. The Board of Trade has been persuaded to join forces with the friends of the Library and to call public meetings to discuss the library situation.

4. The Inspector of Public Libraries has been asked to visit a community and give his assistance in some matter of importance.

5. Co-operative bookbuying. In Lambton County several of the libraries have decided to place the orders for some of their books (especially novels) through the Sarnia Public Library. This will cut the price of these books in half, and is one of the best possible ways of aiding the small library.

6. Here is a group of inquiries following one Institute (the Eastern District).

Librarian: Asked for information on mending materials that had been exhibited at the Institute.

Librarian: Asked for names of various selected catalogues and lists; how to get library bulletins, public documents, etc., that had been exhibited at the Institute. Also got help on cataloguing.

Librarian: Asked for names of a few library

bulletins that had been shown at the Institute—New York Libraries, and Wisconsin Library Bulletin. Also asked for helpful literature on how to reduce her fiction circulation and increase her non-fiction figures.

Member Library Board: Did not attend the Institute, but heard of it through the President who did. Asked for books of practical use in cataloguing, and also asked questions about the work itself.

Member Library Board: Asked for book of charades and recitations.

Member Library Board: Asked for list of books for the Pakenham Library.

Librarian: Asked for methods of disinfecting books that had circulated in families having contagious diseases.

7. The following extract from a newspaper report of the opening of the new Ridgeway Library in 1909 (cost about \$1,200) shows what one Institute (Niagara District) did in 1908.

(From Mr. A. H. Gillan's address at the opening of the new library building in Ridgeway):

"It happened that about the time the board became aware that new quarters would have to be found for our books, Dr. Snyder and Mr. Collard were sent as delegates from Ridgeway to attend a Library convention in Niagara Falls. They came back to us filled with the enthusiasm

that brings results. This contagion spread from one to another until we all felt its effects, and I believe the position we happily occupy tonight is traceable in a large measure to the visit of these gentlemen as delegates to the convention.

“Institutions of this kind are prone to become sleepy at times and we were dormant but not quite dead. Now, however, we are very much alive and as a measure of precaution let us try to remain so.”

Some suggestions for the Institutes during the coming year have grown naturally out of this year's experiments.

1. The programme should centre around the small library's interests. These Institutes are designed largely for the assistance of the smaller libraries and great care should be taken in the preparation of the programme. The local executives should go into the matter at as early a date as possible and select their topics and speakers and notify the Secretary of the O.L.A. of their selections in plenty of time to complete arrangements.

2. The date of the Institutes should be carefully considered by the local executives. The majority have been held in January and February, but it is a question worth consideration as to whether the summer would not be more suitable for several of the Institutes.

3. In the selection of officers it would seem highly advisable that the smaller libraries should have a large share of the important offices. The placing of responsibility upon their shoulders would naturally lead to a deeper interest in library matters and the missionary spirit in library matters has similar results for the worker as in any other sphere, that is, a growth at home.

In view of the work of the past year presented above and the suggestions for the coming year, the committee have pleasure in presenting this report. The outlook for a general lifting up of our libraries seems very bright. With the admirable library legislation now in force, with the very considerable legislative grants to our libraries, with a sympathetic and active administration on the part of Mr. Nursey, the Inspector of Public Libraries, who was present at ten of the eleven Institutes, and imparted much practical information, those interested in the public library may confidently look to a day in the near future when the library system of Ontario may take rank with her school system. In realizing that condition the library institute will play no inconsiderate part.

A. W. CAMERON.

NORMAN GURD.

DAVID WILLIAMS.

L. J. BURPEE.

E. A. HARDY.

EXCERPTS REPORT OF THE COMMITTEE ON  
PUBLIC LIBRARY INSTITUTES, 1910-1911.

The Committee on Public Library Institutes take much pleasure in presenting their annual report. The past year has seen the carrying on of the eleven institutes of the previous year and the addition of a new institute, viz., that of York County. The whole of older Ontario is now covered, and it is hoped that during the year 1911-12 provision may be made for Algoma and Northern and North-Western Ontario.

The statistical table appended will show an increase in the number of libraries represented at the institutes, 64 having sent delegates for the first time. This means that 280 libraries have been touched by the organized library movement during the past two years, at least 200 of them for the first time. This is most encouraging, and the result will be enhanced activity in 280 communities in the matter of making the public library live up to its privilege and responsibility. Unfortunately 51 libraries that sent representatives last year sent none this year, and, still more unfortunately, 98 have sent none either year, in spite of the Department's payment of all the expense. Such apathy is difficult to understand, but further investigation may throw some light on the causes of this apparent lifelessness.



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District	Date	Place	1910-11		1909-10		Total		1910-11		Attendance last year but not this year
			Libraries represented	Libraries not represented	Libraries represented	Libraries not represented	Libraries represented	Libraries not represented	1910	1911	
Chatham	July 13, 1910	Wallaceburg	19	18	16	23	37	39	7	4	
Branford	July 15, 1910	Woodstock	18	17	22	15	35	37	3	5	
Eastern	Aug. 23, 1910	Ottawa	26	30	23	39	56	62	9	6	
Georgian	Aug. 25-26, 1910	Penetanguishene	10	12	10	11	22	21	4	4	
Niagara	Oct. 14, 1910	Niagara Falls	17	8	9	16	25	25	9	1	
York	Nov. 25, 1910	Newmarket	8	14	...	...	22	...	8	...	
London	Feb. 23, 1911	London	21	13	25	5	34	30	3	4	
Stratford	Feb. 24, 1911	Stratford	26	17	30	14	43	44	3	7	
Guelph	Feb. 28, 1911	Guelph	22	10	25	9	32	34	3	7	
Lindsay	Mar. 9, 1911	Peterborough	20	17	20	18	37	38	7	7	
Belleville	Mar. 14, 1911	Picton	19	7	16	11	26	27	5	2	
Orangeville	Mar. 17, 1911	Orangeville	18	12	20	14	30	34	2	4	
		Duplicates	224	175	216	175	399	391	64	51	
			3	...	3	...	...	...	...	...	
			221	175	213	175	396	388			

160 Libraries represented at institutes two years.  
 105 Libraries represented at institutes one year.  
 98 Libraries not represented at institutes either year.

It is interesting to note that some seventy-two speakers are listed, and, counting presidential addresses, nearly one hundred speakers have appeared on the twelve institute programmes of the past year. Of these over forty are new to our programmes. It is evident that there is a host of able men and women eager to help in this good work and to give freely of their time and culture to its best development, and that the institutes are linking up these people in a co-operative effort that must mean much to the future of the library movement.

It is also worthy of note how closely the programmes have kept to the small library and its problems. So much discussion can have but one result, the awakening of the small library to its possibilities in spite of all its difficulties. The pleasure of so many delegates at learning through Inspector Nursey what the Department of Education has already done and is planning to do, has been a marked feature at more than one institute.

The lists of officers and committees contain some 120 names, representing over 110 libraries, the majority being small libraries. The spirit of activity evidenced both at the institutes and in the correspondence with the Inspector of Public Libraries and the Secretary of the O.L. A. is a token of progress in the near future.

RESOLUTIONS.

CHATHAM.

1. "That the matter of the readjustment of the territory of the Chatham and Middlesex Institutes be referred to the new Executive and that they communicate with the O.L.A. so as to have the two districts amalgamated if practicable."

2. "That the Education Department be requested to have printed a quarterly, giving a list of the best books for library use."

BRANTFORD.

1. "That the Government be requested to publish its laws and regulations for the use of Public Libraries in bound book form, rather than in pamphlet form, so that they may occupy shelf room in the library, and thus be of more permanent use for the members of the Library Boards."

2. "That in view of the greatly increasing demands upon the Inspector of Public Libraries, we respectfully urge upon the Hon. the Minister of Education to provide such assistance to the Inspector as will adequately provide for the inspection of the small libraries and the growth of the Travelling and Technical Libraries, and thus leave the Inspector free to care for the



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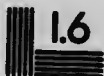
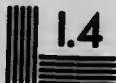
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general work of his department, and that the Secretary be instructed to forward a copy of this resolution to the Hon. the Minister of Education."

#### GEORGIAN.

1. "That the Education Department be urged to make provision in the Normal Schools for the training of Public School teachers in Public Library work, especially in the selection and use of books for public school children to be read in connection with their courses of study."

2. "That we hereby request the Ontario Government to make an appropriation toward the Canadian meeting of the A.L.A., to be held at Ottawa in 1912, as the work of libraries falls within the jurisdiction of the Provincial governments, the appropriation being necessary to have a representative from each library present at the meeting."

3. "That the Executive Committee of this Georgian Institute be authorized to consider the small libraries in the district that are languishing and to urge the revival of the lagging ones wherever possible."

4. "That this Institute is of the opinion the Education Department should provide a reading course and summer school for Librarians, and that a memorial be sent to the Department urging this request."

5. "That as the members of this Institute believe that more frequent visits of inspection would have a beneficial effect upon libraries, the Education Department be hereby memorialized to employ a staff for this purpose larger than is at present employed, and appoint sufficient assistants to the present Inspector to accomplish this work of inspection."

6. "That the Committee re County Council Aid, appointed in January, be continued as a committee of promotion and agitation for getting aid from the County Council, and that they see that a petition from every Board be forwarded to the County Council to effect this end; and also that every member of the County Council be interviewed and the Council be appealed to by a delegation of this Georgian district."

NIAGARA.

1. "Whereas now the Government gives a grant to schools maintaining a school library, and whereas the expense of maintaining both a public school library and a public library under Part 1 of the Public Library Act, in a small, unincorporated community or school section, is heavy and unnecessary, and whereas a public school library detracts from and makes the public library harder to maintain,

Therefore be it and it is hereby resolved by

this Niagara District Library Institute, that where a public library having the proper books is maintained in such a rural community or school section and the school in same section does not maintain a school library, the Government should credit that school section as if it had a school library and accordingly not withhold the regular grant due that school for a school library, the books of said public library being subject to the approval of the School Inspector of that county."

BELLEVILLE.

1. "That the date of the annual O. L. A. meeting be changed from Easter Monday to Tuesday."

LONDON.

1. "That this Institute resolve that, for the future financial support of the Public Libraries of this Province as an educational Institution of the highest importance, they be placed on the same footing as to financial support as the Higher Schools.

"That is, that each County be required by statute to duplicate the Government grant paid to each Library in its territory."

2. "That this Institute resolve: That we recommend to the Ontario Government to pub-



lish a model annotated classed catalogue of 5,000 books to assist the small libraries in the selection of books."

3. "That the Department be asked to have the bulletin, if possible, prepared by some one who, being a qualified purchaser of books, can be of assistance to the smaller libraries in the way of helping the local committees in the purchase as well as the selection of books."

YORK.

"That in the opinion of the York District Public Library Institute it would be advantageous to have all Public School Libraries connected with the nearest Public Library as circulating branches of the said Public Library, and that the Legislative grants of said Public School Libraries be given to said Public Libraries."

CONFERENCE OF INSTITUTE SECRETARIES.

One of the most important steps in connection with the Institutes will be taken in the meeting of the Secretaries of these twelve Institutes on Tuesday, April 18th, immediately following our O. L. A. annual meeting. The Minister of Education is providing for the expense of this meeting and the whole of the afternoon will be devoted to a conference with the O. L. A. Institutes Committee on the work for 1911-

1912. A number of important topics will be considered, such as dates, programmes, investigation of languishing libraries, etc. The committee will not be satisfied with its work until every library in Ontario has been brought into touch with its neighboring libraries and made to feel the quickening spirit of library progress.

In closing this report the Committee wishes to express its appreciation of the services of Mr. W. R. Nursey, Inspector of Public Libraries for Ontario, an appreciation not only for his services but for his sympathy with every phase of library progress.

The committee wishes also to thank the Minister of Education and the Deputy Minister for their response to the claims of the Library Institutes, the success of the Institutes being largely due to the sympathetic attitude of the Department of Education.

L. J. BURPEE.

A. W. CAMERON.

NORMAN GURD.

E. A. HARDY.

DAVID WILLIAMS.

C.

TECHNICAL EDUCATION THROUGH  
THE PUBLIC LIBRARY.

BY MR. EDWARD F. STEVENS, LIBRARIAN PRATT  
INSTITUTE FREE LIBRARY, BROOKLYN, N. Y.

*A paper read at the 1910 Annual Meeting of  
the Ontario Library Association.*

A year ago I was asked to read a brief paper before the Long Island Library Club in Brooklyn, describing the efforts of the Pratt Institute Free Library in behalf of the industrial public.

Early in that paper I made reference to an interesting item which I had just chanced to observe in a copy of the *Canadian Machinist* which had been put into my hands by a young machinery worker, who, proud of his contributions to it, wished me to see what he had written. That item, more inspiring far than the random shop notes of our friend, related to the activity of the Province of Ontario in bringing the public library into line with technical education by advancing a policy more progressive than any hitherto attempted, certainly much ahead of anything we were venturing in the United States. This was my reference:—

“Already Canada has taken steps in recognition of the natural relationship of the library

to education. In Ontario a message is expected to be introduced at the next legislative session by the Minister of Education which will establish a league of libraries in industrial centres for providing the text books of the principal trades of those centres for distribution to mechanics earnest for self-improvement. After completing a specified course of reading the men are to be examined, and those who pass will receive certificates of work done. This is only one phase of activity across the border."

And now I have been asked by your committee to suggest here in Toronto some things that the public library may do to promote technical education, and this, though I have been looking for a year to the Province of Ontario as the direction whence much inspiration should come to us in the States for most aggressive measures in this regard!

The scheme just referred to, if already in operation, requires much courage to put through, and skilful manipulation to make workable.

#### FUNCTIONS OF THE PUBLIC LIBRARY.

The public library, with its manifold functions, of course cannot directly operate as a school, nor even as a department of a school system. It is an educational institution, original, unique, distinct, and yet not separate from those institutions of learning devoted to

systematized teaching. The library's contribution to technical education must be by methods of its own, quite apart from the curriculum methods of a training school, else the library becomes itself a school, and should have to be rated as such. The dissemination of knowledge by the simple distribution of books is the library's function: to make this apply to the promotion of engineering and industrial training is its newest problem. The furnishing of texts, by which men shall learn a trade, to those who have no previous knowledge of the trade will never be wholly effectual. Trades are learned in the doing and text-books and reference books can only be supplementary to the tool and the machine. The industrial education carried on at Pratt Institute and in the technical schools now established and establishing throughout America, is through the medium of shops and laboratories, and books play only a very subordinate part in it. Yet whereas it has hitherto been contended that "book-learning" had nothing whatsover in common with industrial efficiency, the librarians have begun to insist in turn that books do contribute to the skill of a man's hand, and are beginning to convince manual workers that books may become tools after all.

The public library takes up technical education where the school leaves off or falls short, and together with the teaching of experience goes on to perfect the industrious workman.

It was five years ago that the Applied Science Reference Room became a feature at the Pratt Institute Free Library.

The chief room on the main floor, which had been used as the newspaper and magazine room, was turned over to new purposes. Thereafter it became a centre of information on all things relating to the industrial welfare of the people. The needs of our own community, the nature of our industrial environment, the requirements of Pratt Institute and other neighboring schools guided its development and shaped its policy.

At its present state of usefulness it stands as a *reading-room* of current technical and industrial periodical literature, ranging from the highly professional to the trustworthy popular and amateur; a *working library* of standard engineering and practical books reserved for study on the premises (though allowed for limited circulation in exceptional cases); a *reference room* with bound files of technical periodicals and patent reports, transactions of societies, trade catalogues, etc., with all possible accessories for getting quickly at precise information; a *general headquarters* for all inquirers in the field of specialized knowledge, and a natural *gateway* into the using and borrowing of books from the lending library in which men are encouraged by suggestion and recommendation to get hold of such texts and manuals as shall help them in their work.

LIBRARY PUBLICITY.

With a capable specialist in charge of such a room what further can be desired to arrive at the library's ambition in this direction? Only that those for whom this service is intended shall respond to their opportunity. Here lies a difficulty of genuine seriousness. There is no question whatever about the great need of the industrial public for such service, but to arouse an interest in self-improvement which shall bring men to grasp at every advantage offered is the active concern of every librarian. There is no limit, of course, to the amount of *advertising* that might be done if the library can afford the great cost that present-day advertising methods entails. At Pratt we are wisely limited to *free advertising*. This consists of occasional "write-ups" in the local papers, and more serious presentation of the case in the standard journals. Publicity of this kind is supplemented by the personal missionary activities of the man in charge of the work—speaking to classes and groups of men when he can get the opportunity—and the distribution, largely by hand, of attractive folders, calendars, blotters and similar devices, at points where men and boys work and congregate, at factories, clubs, lodges, schools, Y.M.C.A. centres and outposts, etc. These methods are not employed to tease reluctant men to confer a favor upon the library by contribut-

ing to its statistics of attendance, not to thrust upon the hard-headed practical worker superfluous luxuries of literature, but simply to notify that numerous, industrious, indispensable, inglorious perhaps but most important element in our community, the workers and learners, that the public library is not by any means alone a resort for the idle and literary, the studious, the philosopher and teacher, but has become every man's free possession committed to the service of his day's useful occupation. This is what we are trying to do at Pratt.

As librarians you are bent upon achieving large usefulness as public servants. That which elevates your profession out of the plane of professionalism, out of the drear routine of accumulating and manipulating literature, is the extent to which the printed word is made by you to become factors in the uplift of your fellowmen. Librarianship thus becomes a public service mission, and that mission is unfulfilled, if it falls short of active sympathy with the efforts of men to progress in their day's work. Industry is a universal prerogative, and the permanency of democracy rests upon it. It is often taken as the measure of a nation's greatness. The library can, must, and shall contribute to promote it.

The movement towards bringing the library into harmonious relationship with industry is not alone to keep pace with the widespread in-



terest in public technical education in America, but still more to make the library a natural leading and originating factor in industrial progress by directly meeting the needs of the worker. This is hardly the pursuit of a fad, as the libraries' more conservative critics have sometimes hinted. Surely no suspicion of faddism can attach itself to an endeavor to remedy past neglect in providing for common necessities. And as man's necessity has become the library's opportunity, so the library is now alive to it.

As present-day librarians, count you fortunate that the consciousness of the widening range of library work possesses you. You have a new enthusiasm in that a force, hitherto latent, to energize a country's industrial activities is yours. You become a part of a manufacturing, engineering, inventive, scientific enterprise, one that unites learning to capital and labor and produces the efficiency which tends to individual superiority and national supremacy.

This library movement again is not more a *theoretical* than it is a faddist tendency. No more practical application of books to work out ends has ever been conceived.

#### CONCRETE ILLUSTRATIONS.

Let us seek a few concrete vindications of this claim.

A machinist who understands his work in

so far as he has learned to operate a lathe with precision in a great plant, like the Pratt and Whitney shops in Hartford, for example, realizes that he has virtually become a mechanical part of the lathe, a mere automatic tool, because he is compelled as a lathe operator in a great works to confine himself to that machine alone. It would interfere with economical production, you see, to shift a workman about in order just to school him in the general handling of machine tools.

He aspires to become a skilled machinist to do general machine work, and withdraws from the shops. Engaging then as an experienced workman, he is at once set at the task of boring a pump cylinder, let us say. He has never done just that thing, it is true, but he is now an expert machinist, and that is not an unusual undertaking which confronts him. He does not dare to consult his associates. That would be unprofessional and would humiliate him. Where shall he seek the necessary data to redeem his reputation? Where else than in the public library? Where else to be sure? The work he is about to attempt has been done by many before him, and the *modus operandi* is on record in print. The satisfaction of the librarian who indicates to such seeker the source of information that saves the situation is second

only to the relief of the man whose situation has thus been saved.

The aspirant to a position or promotion in the federal, state, or municipal civil service in engineering branches eagerly looks for the posting of coming examinations on the public bill board. He has the requisite fundamental knowledge, but desires the special information needed to meet the questions of the pending examinations. He cannot go about buying books. Who's to advise him what to buy? Again the public library is the proper resort. Not long ago a young man called to proudly show me his appointment to a remunerative engineering position in the government service. "Do you remember," he asked, "my coming here in September to get points on the exams.?"

The young engineer just emerged from a technical school enters his career, independent for the first time of teacher and laboratory, and wholly relying upon his own ingenuity. He has really learned only how to learn at school. The new tasks to which he sets his hands must be learned in the doing. A few books of calculations, tables and formulas are immediately indispensable to him, but contingencies are sure to arise when certain other books of special, unusual, or extensive character may be as indispensable to him. Shall he attempt at the outset a library of his own to fortify himself against

all possible emergencies? Can he afford to acquire such a library, and carry it about with him from one scene of operations to another? Can he risk the purchase of costly books that are constantly undergoing the changes incident to developing sciences? These questions early confront every technical graduate, and they can be solved only by appeal to the public library, where up-to-date, essential, systematized, indexed, and in every way made accessible technical literature must be kept in reach for the critical occasion.

Grant, then, that the free library is, and should be, enlisted in the service of this public.

The greater libraries are recognizing the importance of industrial literature to the extent of establishing distinct departments, devoted exclusively to the useful arts, conducted by men whose special qualification is the administration of technical subjects. Men with the requisite equipment are still uncommon. It is a far-seeing library beginner who aspires to adequate preparation for responding to the call to such work. It is true that public libraries endowed on a scale warranting extensive development in special lines are still few. But every librarian can undertake to meet the needs of his community in the broadest manner possible. No one wants to conduct a library in a place that is not industrially active and wide-awake, so it

is the part of every prospective library worker to anticipate serving that element in his community that contributes to its industrial importance.

A few considerations may now be advanced that your intentions may be guided into channels leading to greatest efficiency.

#### BOOK SELECTION.

A vital concern is obviously the matter of *book selection*. If I can be of any help in dispelling some of the many phantoms of perplexity that have clouded the facts in the subject of technical book selection for the small library, I shall consider myself fortunate. Be assured at the start that the undertaking presents no formidable obstacles. If you are desirous of doing this thing, the end is within reach. Learn your community. Discover its industries, its schools, its enterprises. Then get what these elements need, and—the thing is not done, but is rapidly getting under way. Electrical, mechanical, municipal, and domestic engineering are universally applicable. Particular industries and trades—regional engineering interests such as mining among hills, agricultural in the plains, and marine on the coast—will require investigation according to locality. A conception of the probable needs of the people can readily be formed before turning to the

actual choice of books. When the time comes for book buying, may many of you be so fortunate as to begin afresh, building up a library from the outset of new material. A new technical library will be so much more alive and homogeneous than one erected upon a previously laid foundation.

There are in existence lists of recommended books that can at once be checked up. Don't make the mistake of asking your book dealer to check them up for you. He doesn't know how to do it, nor is he disinterested. A case in point is that of a well-known book house whose representative called upon me not long ago announcing that they had been entrusted with the selection of technical books for a public library, and asking my advice as to what they must do not to betray their incapacity.

The first list that I should like to recommend, and do recommend with many reservations, is the Descriptive List of Technical Books prepared by a committee of the Society for the Promotion of Engineering Education. The edition of 1906, published by McClurg, of Chicago, though including many excellent titles, is now out of date. The edition of 1909, reported to the Annual Meeting of the Society held last June, was unfortunately found to be insufficiently revised and thereupon turned back to the committee for re-editing. It is disappoint-

ing not to be able at this time to point to that list as the first one to obtain as the groundwork selection. The 1910 edition is still only in prospect. The secretary of the society has recently written to enlist the co-operation of the Applied Science Department of the Pratt Institute Free Library in the revision contemplated, and while a wholly satisfactory document cannot be expected under existing circumstances, I think that a very fair list of trustworthy books may be looked for from that quarter this spring. The method of distributing this forthcoming list has not been determined upon. Any inquiries with respect to it may be addressed to the Applied Science Room of the \*Pratt Library.

Obtain lists of selected books published by libraries that make special effort. In the A.L.A. Booklist of February, 1909, was published Some Industrial Arts Books of Popular Use in the Public Library of St. Joseph, Missouri—an unusually good selection of its kind.

A list of Practical Books on Electricity, Machine Shop Practice, Foundry Practice, etc., was printed by the Louisville (Kentucky) Public Library in 1909. When such lists catalogue selected titles with annotations they become extremely easy to use, but full bibliographies of technical subjects require the exercise of great

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\*The preparation of this list has been temporarily abandoned by the Society.

caution, though these bibliographies have of course great value to the intelligent chooser. Those portions of the *Classified Catalogue of the Carnegie Library of Pittsburgh* which relate to the useful arts, may be had at small cost. The *Finding List of the Chicago Public Library on Useful Arts*, dated June, 1908, comes gratis upon request. Greenwood's *Classified Guide to Technical and Commercial Books*, published by Scott, Greenwood & Co., in London, though now five years old, is a very useful compilation for present-day reference for industrial lines outside of engineering.

Among the more recent special lists might be named:

*A Select Bibliography of Technical Chemistry in the Chemical Engineer* of December, 1908.

*A Review of the Literature of Reinforced Concrete*, reprinted from the *Engineering Digest*, June, 1909; and similar to it—

*Notes on the Literature of Roads, Streets, and Pavements*, from the same source in the summer of last year.

Coming now to lists published by dealers, it would pay to notice a few that ought to be at hand.

*The McGraw Publishing Co.*, now the *McGraw-Hill Book Co.*, issues a good list of scientific books of all publishers which has been annually revised.



Messrs. Munn & Co., publishers of the *Scientific American*, put out each year a still fuller list of practical books. Some care in the use of this will enable one to get suggestions in many unusual industrial branches.

The D. Van Nostrand Co., issue a rather tardy *Monthly List of Scientific Literature*, which any library may get, and still better certain extensive bibliographies. That of Electricity appeared under date of July, 1909. One on Chemical Technology and Chemistry, in January, 1908. These are revised at intervals. Briefer lists on occasional subjects may be looked for from this firm from time to time. Getting hold of such catalogues may be only embarrassment, if by them the inexperienced buyer expects to be guided in the discriminating choice of books. But any list may always be submitted to men of standing in the community who will be interested to indicate material that would be of value from their own point of view. Any librarian of a technical department of another library owes every courtesy to fellow librarians interested in the branches in which he specializes. Let there be a mutual interchange of the profits of experience.

There was set on foot at the A.L.A. Conference at Bretton Woods last summer a movement for uniting all libraries doing specialized work into an organization to be known as the Special

Libraries Association. In November of last year the permanent organization was perfected in New York City. One conspicuous purpose of the society is the preparation of bibliographies that shall enable all librarians to determine what literature is available and desirable in unusual departments of knowledge. The activities of this Association may be watched with interest.

I will allude only very briefly to the subject of current purchasing of technical literature. If inspection of books and the reading of reviews in engineering journals cannot be expected of a busy general librarian, it will be safe enough to accept the conclusions of others who are required to do that sort of thing. The A. L. A. Book List is constantly expanding in its inclusion of technical literature, and its recommended titles have in all cases been carefully reviewed. The annotated monthly and quarterly Bulletins of such libraries as the Carnegie, Pittsburgh, and Pratt Institute can be consulted with some confidence. The annotated List of Technical Books of 1908, to be followed shortly by a similar list for 1909, prepared by the Applied Science Department of the Pratt Institute Free Library, is an effort to suggest titles that have proved themselves of value for the purpose indicated in the descriptive notes. It is hoped that such lists may not be unavailing

as suggestive for present and even future book selection.

The day is probably not distant when the American Library Association (possibly too the Ontario Library Association) shall enlarge its advisory function to the extent of instituting regular and systematic recommendations of technical books for all public libraries. The day of spontaneous co-operative effort in the evaluation of literature is already here.

#### REVIEWS.

Assuming that some of you may enter or are already engaged in the technical field exclusively, independence of judgment can be your privilege. You may be within or sufficiently near a book centre to inspect books personally; in any event, you will not fail to search the leading journals for reviews. With all allowances for prejudice prompted sometimes unfavorably by the arrogance of a reviewer who poses as an expert and final authority, or sometimes too favorably by a journal which is tempted by loyalty to its publishers to lavish undue praise upon the books issued by its own house, reviews are of very great service to the technical bookbuyer. The Current Literature Supplement accompanying the mid-month issues of the *Engineering News* is the most ambitious and satisfactory effort of the kind. Every other

journal of standing should be scanned upon its appearance for Book Notes. The *Engineer and Engineering*, London papers relating to general branches; the *Engineering Record*, a very important American civil engineering paper; the *Electrician* of London; the *Electrical World* of New York, the *Electric Railway Journal* on electrical topics, the *Railway Age Gazette* for rail-roading, the *American Machinist and Machinery* for machine shop interests, *Power* for the steam engine, the *Engineering and Mining Journal* for mines and minerals, the *Iron Age* for general technology, *Nature* for general and applied science, the *Building Age*, formerly *Carpentry and Building*; *Inland Printer* and other special papers for their respective trades, the *Journal of the American Chemical Society* for chemistry, and the *Journal of Engineering and Industrial Chemistry* for chemical technology, are some of the more prominent periodicals which must be watched for notices that will helpfully affect the conclusions of the intending purchaser.

#### GENERAL WORKS.

To attempt to name individual books that should be accepted without question as standards of technical reference would avail little, I fear, as technical encyclopedias have become almost impossible owing to the elaboration and

rapid changing of the knowledge of industrial science.

Ure, Spon, Knight, Benjamin, once so useful, now so useless, are finding their niches in the catacombs of the curiosities of literature. Nothing has arisen to take their places. Authors and publishers hesitate to assume the risk of attempting ambitious works of technical reference, and properly so.

Henley's Encyclopedia of Engineering and the Allied Trades, edited by Horner, the fifth and concluding volume of which has come to hand this winter, is the nearest modern approach to books of that kind. It is published by Virtue, in London, and is intensely English, and, moreover, is strong only in the direction of machine tools, while weak everywhere else—wholly lacking in many particulars.

The volumes of the International Library of Technology, published by the International Correspondence Schools at Scranton, Pa., happily have proved themselves most adequate for general technical reference, and make up in a measure for the lack of more profound authorities.

#### POCKETBOOKS.

Perhaps the safest recommendations that can be made are the standard pocketbooks that are everywhere recognized:—

In civil engineering—

*Trautwine*, now in its 19th edition, 1909, with much new matter on the uses of concrete in engineering construction.

I have heard the rumor that Mansfield Merri-  
man, author of many authoritative books and  
professor at Lehigh University, is at work upon  
a pocket-book to rival *Trautwine*. If that is  
true, *Trautwine* will have to look to its laurels.

In mechanical engineering—

*Kent*, "The Mechanical Engineers' Bible."  
It has long been much in need of revision, and  
I am glad to say that Wiley promises a new  
edition for this spring.

*Supplee* appeared in 1907 as a claimant for  
the position which *Kent* had long held undis-  
puted. It is an excellent effort, but is not  
nearly as extensive or thorough as its rival.

*Haswell*, long at the front of engineering  
pocket-books and now in its 72nd edition, has  
reluctantly given place to the better and newer  
books, and must inevitably pass soon into ob-  
scurity. The author died two years ago at a  
very advanced age, and now his book is passing  
by.

In electrical engineering there are two best  
books in this class—

*Foster* and the *Standard*.

The fifth edition of *Foster* and the first edi-  
tion of the *Standard* appeared almost simul-

taneously in 1908. They are both deserving of high praise. Foster is oftenest asked for as it is best known, but the Standard has even a greater variety of electrical information more concisely given.

In the building trades—

*Kidder* stands alone at the top. Now in its fifteenth edition it is a veritable encyclopedia of modern construction.

In Chemistry—

*Van Nostrand's Chemical Annual* is a praiseworthy undertaking. Its second issue in the autumn of 1909, over two years after the first, shows marked improvement and gives promise of greater consequence as it receives better support in future from the public.

For the machine shop—

There is the new American Machinist's Handbook, an almost perfect product for the machinist.

Innumerable other pocket-books of rules, formulas, and data exist, many of exceeding value, but I have wandered enough in this path, which leads so far that it might have been safest not to enter it at all.

I am looking at this matter of reference books from the point of view of an American. The standard English handbooks will doubtless appeal more strongly to the Canadians than to ourselves. The difference in many particulars

that exists between English methods, terminology, standards of measurement, apparatus, systems of money, etc., make even such admirable authorities as Dawson (Engineering and Electric Traction Pocket Book) of very little help to the American railway man.

#### TRADE PUBLICATIONS, CATALOGUES, ETC.

There is in the literature of technology a class of publications which have not been accorded by bookmen and libraries the recognition they deserve, because, finding no place in the histories of literature, nor in bibliographies, nor in the catalogues of booksellers, nor in the libraries of bookbuyers, nor in schools of learning, they have not been regarded as serious contributions to knowledge. Furthermore, this type of books bears the brand of commercialism, and this brand marks a thing to condemn it in the realm of the elegant. But the commercialism of manufacturers' catalogues, of so-called *trade* literature, is only more frank and obvious than a similar spirit, less unashamed, that enters into the writing, making and selling of all books. The frank avowal of purpose in trade literature guards against deception, and the information offered is often unique and, not infrequently, of exceptional value. Considered from the mechanical side of book-making—paper, print, and binding—trade catalogues deserve to associ-



ate with books as libraries know books, and from the point of view of exclusive information many of them belong in just such a storehouse of knowledge as a library professes to be.

In a library emphasizing technical literature, such trade publications become indispensable, conveying as they do that intimate instruction that brings a machine or other product and its user into familiar acquaintance. It is true that many of them are merely descriptive price lists of goods of an individual manufacturer or of various makers, but even as such they are of the same interest to the industrial community as bibliographies and book catalogues are to book-buyers and literary men. But often books and pamphlets are issued by manufacturing concerns designed to tell in detail how things are made by the maker, and should be used by the consumer, in order that greatest efficiency may result. And so I take this opportunity to pay a tribute to the trade catalogue and bespeak for it your kindly consideration. They may be had free of cost, and as desirable books are welcome as gifts to a library, there is considerable danger of over-indulgence in free literature with the risk of much embarrassment. Only a carefully chosen selection of such matter can be recommended even for a specialist's library, while for the usual town library only a few of the best need be considered at all.

The acquisition and up-keep of trade catalogues involves a number of considerations which it would not pay to enter upon here. Any librarian dealing with the problem will be happy to discuss details with any interested inquirer. I shall be pleased to answer any questions that may be raised upon this point.

#### TECHNICAL AND TRADE PERIODICALS.

There is the unlimited variety of technical and trade periodicals to be considered. Current information on the progress of things in every industrial field comes only by way of the trade papers. The best of the engineering journals, and the chief organs of the trades represented in the community can be selected with little difficulty. The preserving of files of these journals and the binding of the most important is a real responsibility. But technical reference work emphatically requires periodical searching just as general reference work does, and the Engineering Index and the Technical Press Index, not to mention those other more exhaustive helps of the kind, are constantly thumbed for the benefit of investigators. The Engineering Index in its two volumes of five-yearly cumulations, 1896-1900 and 1901-1905, which are extremely convenient to use and in its annual volumes since then, which are unhappily very awkward to manage, is indispensable. The

excessive cost of the five-yearly volumes discouraged the publishers to the extent of abandoning cumulative indexes beyond single years, but it is to be devoutly hoped that some means may be devised, when the 1910 volume is done, to bring the last five years together into a single alphabet as before. The more ambitious indexes, like *The Technical Index*, published in London, can apply only to very advanced technical work out of the range of all but the larger public libraries.

#### LECTURES.

To discuss the administration of a library's technical department, or the general handling of useful arts literature in ordinary processes, does not require great elaboration. In the smaller towns in which the public library stands as an educational centre, and where other methods of interesting the studiously-inclined workmen do not prevail, it is wholly possible and profitable to establish a series of talks in the assembly room with which every modern library building ought to be provided—these talks to be given by practical men or teachers in the local or neighboring schools. Then the men who attend are precisely in the right attitude to be reached at once by reading lists, recommended texts, outlines of study, with the library's resources to meet their requirements.

In Binghamton, N.Y., the enterprising librarian, Mr. Wm. F. Seward, has this month begun a remarkable series of such lectures to attract practical men toward technical books.

In the great cities in which efforts abound in trade schools, Y.M.C.A. courses, Department of Education lecture course, lectures at men's lodges and trade societies, the library does better to preserve its true function and supply freely and adequately the literature that will supplement the interest created and the study inspired at these other centres.

#### ADMINISTRATION.

In fact, the work is not essentially different from the administering of other reference departments on the one hand, nor from the proper dealing with any seriously minded borrowers on the other. There is required abundant *courage* in treating with an element that as yet do not understand the library, and an enthusiasm that gives expression to that courage; a broad *sympathy* that enlists the confidence of the diffident; and a relation of *good fellowship* free from suspicion of condescension that manifests that sympathy to those who crave it, but don't expect it. Much remains to be done to convince this class of men that books can be tools, that literature is related to the shop, that studying books can help in the learning of

machinery. Even engineers in the higher professional grades often affect to deprecate book knowledge. Very significant is the legend on the book-plate of the library of the American Institute of Electrical Engineers: "*Books must follow science, not science books,*" a sort of registered protest pasted in the front of every volume the Society possesses, lest anyone should be misled into suspecting that electrical engineers are dependent upon books for scientific authority.

The dangerous tendency to erect an art palace, admit books thereto, and call it a free public library, because the people are allowed to enter it under careful surveillance and reverently approach some of the books cherished in it, does not encourage the man in the flannel shirt to regard the public library as an adjunct to his workshop. Statuary and mural paintings, vaulted halls, and marble stairways, while sufficiently beautiful and educational as art displays, unquestionably frighten away the working man whose mind is perplexed with a problem of his machine from which he has just turned with stained hands to a possible solution in books. The library building might be brought much nearer the people by an architectural simplicity that need make no sacrifice of beauty.

I have a young friend who, now a student,

is still a locomotive engineer. He is a member in good standing of the Brotherhood. He has given me an invitation to join him in a ride upon an express engine when he may be driving again, that I may realize what locomotive running means. "The Erie Railroad has a fine library for its men in its Y.M.C.A. building," he said to me recently, "but I never went into it but once. I was afraid of making some mistake that would make me look foolish."

This man has been for two or three years engaged in special study in mechanical and other lines at Pratt Institute. Now he has disclosed a new purpose. It is to enter a school of library training as soon as he can possibly prepare for it, that he may qualify to become a worker among technical books with practical men. In him there will develop a new and unique type of librarian.

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THE RELATION OF THE PUBLIC LIBRARY TO TECHNICAL EDUCATION.

BY MR. SAMUEL H. RANCK, LIBRARIAN, THE  
PUBLIC LIBRARY, GRAND RAPIDS, MICH.

*A Paper read at the 1911 Annual Meeting of  
the Ontario Library Association.*

Your secretary, in extending his invitation, asked me to say something about what the Public Library of Grand Rapids is trying to do in the interests of technical education. As he was informed at the time, the actual results achieved do not justify any great expectations. I can only say that the institution I have the honor to represent has made a serious effort in attacking the problem of getting books on technical subjects into the hands of, and used by, the people engaged in industrial pursuits. I shall in this paper refer to technical education in its narrower sense as applying to the industrial arts, and I shall assume that the development of one's own powers and the increasing of one's efficiency is possible through the knowledge and experience of others, as these may be gained through the printed page.

In short, that books are a most important aid to all education, whether technical or not.

It is somewhat embarrassing to tell of the things that have not panned out as you had wished; nevertheless, in the interest of advancing an understanding of an important subject, a study and an analysis of difficulties may be only a little less instructive than a recital of achievement.

First of all let me give you some idea of the community with which we deal. The city of Grand Rapids, in the census of 1910, contained 112,571 persons. Of this number about one-third were born in Holland, or are of Holland descent of the first, second or third generations; one-third are persons born in other foreign countries, chiefly, German, Italian, Polish, Scandinavian, Lithuanian, Greek, Syrian and Armenian, or their descendants of the first or second generation; and the balance, less than forty per cent., are American—that is, the descendants of persons who came to America more than half a century ago. Our first great problem, therefore, is that which comes from dealing with a large number of people who do not read the English language, or who are of the first generation of English readers, and more or less familiar with, and influenced by, the native tongue of their parents.

The city of Grand Rapids is a new town.



Only this winter the man died who built the first permanent home within the present city limits. Its corporate history as a city is only sixty years. Starting as a fur-trading centre established by French-Canadians, it later developed into a lumbering and milling centre, and directly following the saw-mill days the manufacture of furniture began. The manufacture of furniture is widely known as the leading industry of the city, and it is estimated that about forty per cent. of the population is directly dependent upon it. There are about forty furniture factories, most of them specializing on one or two lines, or on the furniture of a particular period. The allied industries, of which printing and engraving are the most important, are the manufacture of brass, woodworking and other machinery of various kinds, tools, etc. There has also been developed in the last decade a very large textile industry.

In the early days the making of cheap furniture prevailed, because the city was near the source of a cheap lumber supply. With the disappearance of the Michigan forests, however, the character of the industry changed by the emphasis being placed on high grade furniture, so that now much of the lumber is brought thousands of miles, a great deal of it coming from Liverpool, as a distributing centre for the fine woods from Asia, Africa, Central and

South America. In order to overcome the handicap of freight charges the manufacturers soon recognized that they must devote their attention to developing the artistic side of the industry, and this was done by the importation of men trained and skilled in the art of design. The present and future prosperity of the industry in Grand Rapids depends largely on the artistic skill of the furniture designer, just as it does in Darmstadt for Germany.

The Grand Rapids Public Library was established in 1871, and until 1903 it was managed by a committee of the Board of Education as an essential part of the public school system. In 1903 an act of the state legislature placed the management of the library in the hands of a commission of five citizens elected at large, one each year, with the superintendent of schools ex-officio, making six in all. This commission is an administrative body only, for the title to all the property is still vested in the Board of Education.

While the library was under the management of the Board of Education, on one or two occasions there were members on that board who were much interested in technical education, and at the instance of one of these there was printed and widely distributed in 1896 a special catalogue of the industrial books in the Library.

One of the first acts of the new board, created in 1903, was to adopt a plan for the development of the Library, which would soon move into the Ryerson Public Library building, at that time, and perhaps even yet, with one or two possible exceptions, the largest and most costly public library building in any city of the size of Grand Rapids in America. There were seven items in this programme:

1. Development of a special historical collection relating to Michigan.
2. Patents and inventions.
3. Furniture and industrial art library.
4. Courses of free lectures.
5. Work for the blind.
6. Sunshine work.
7. School of design.

Within a few years the first six items of this plan were in operation. The seventh, however, the school of design, is still in the future. It was the belief of the President of the Commission, who outlined this plan, that the school of design should naturally grow out of a great industrial art library, and that a library of books of this kind should be the centre some day of a great school of furniture design.

The three items in this programme that relate particularly to the subject under consideration to-night, I shall now take up.

## PATENTS AND INVENTIONS.

This is merely a collection, so far as we could build it, of all the publications of the United States Patent Office, with particular emphasis on the series of specifications and drawings of United States patents, along with general works on this subject. They are used almost entirely by inventors, and of course there are relatively few persons in the community engaged on work of this kind. Nevertheless, it is not unusual for a man to come daily for a week or more to work on some problem in this series of books. There are more than 1,300 volumes in this collection.

## FURNITURE AND INDUSTRIAL ART.

Although a beginning had been made eight years before, the first great purchase for this collection was all the books on furniture and its allied arts (of which architecture is the chief), in the exhibition of the French book-trade at the St. Louis Exposition, in 1904. I need hardly remind you that works of this character are usually expensive, a single volume often costing from \$20 to \$40. Since then additional books on these subjects have been purchased as fast as our funds would permit, the total amount expended in the last six years being about \$3,000. While the books for the

practical man, such as works on glue, varnish, finishing wood and woodworking, etc., have not been neglected, most of these works are really not books for the average worker in the factory, but rather the fundamental books for the designer or the wood carver. There has been some criticism that the Library should spend public funds to such an extent for books which are used by relatively few readers, the claim being that the manufacturers ought to buy their own books on this subject. We believe, however, that it is a legitimate function of a public library to build up a collection of books on an industry from which 40 per cent. of the population gets its living, even though it requires a considerable degree of training and skill to enable persons to use some of them. As a matter of fact these special books are used not only by manufacturers and designers in working out new problems and in developing new designs, but they are also used quite extensively by a small number of ambitious young men who work in the factories, but who hope to develop themselves by training and study into designers. I know of a number of instances of young men who have worked themselves up into fine positions by the aid of these books. They are also used by training classes in furniture design maintained by the Y. M. C. A., and by students of a private school on that subject in the city. I might add

here that the principal of this school believes that not more than one young man in a hundred in the factories has the mental and moral qualities that will see him through the discipline that is necessary to develop a furniture designer.

Twice a year, during the months of July and January, the Library gives exhibitions of new things it has added on this subject, the books being displayed on tables, and some of the loose plates hung on the walls. The public generally is invited to these exhibitions and special notice of them is sent to those interested, mailing lists being kept up to date for this purpose. From one to two thousand persons usually visit these book and plate exhibits in the course of the month, many of them being young men from the factories. We believe that seeing these things will stimulate interest and we know that the exhibits help to spread a knowledge of the fact that such things are in the library. In this same room other technical books and plates are shown for a month at a time at intervals during the year, with an occasional informal talk by some specialist, to which all persons known to be interested are specially invited.

I should have said before this that the Library in the purchase of these books is aided by a committee of three furniture designers appointed by the President of the Library Board. These

men, while they appreciate the hard-headed, practical business side of manufacturing, also have, at the same time, every one of them, the training, the feeling, and the instincts of the artist, realizing that the production of furniture is really a fine art.

Most of the expensive, large books on furniture that the Library has purchased are, therefore, for the specialist, or for the young man or student who hopes to become one; and I may say here that it is the ambition of the Library to make its collection in this department both the largest and the best in America. It has already become somewhat widely known. Recently a case came to my attention of a designer from a furniture factory in another city who spent a month in Grand Rapids using our furniture books, and who finally carried off with him between five and six hundred sketches which he had made from them. Only last week a gentleman came from Germany to see it.

While the Library has, thus far, had in mind mostly the specialist, it has not been unmindful of the man at the bench or the machine, who works by the hour or by the day. The ambitious shop men are gradually developing the ability to use the books for the specialist referred to, but it was to increase the use of a class of books less difficult and more general that the Library has been purchasing, and endeavoring

to create an interest in, such books as those published in our March bulletin under the heading "Books for the woodworker." These deal with particular phases of woodworking, and with the practical problems that have to do with the staining and varnishing of wood in the finishing room, as well as the more elementary works, such as are used for manual training in the schools.

The books on furniture are classified under "Fine Arts," and most of them are in the Reference department. Of books on furniture alone, we have over 300 volumes, exclusive of duplicates. The books on woodworking, etc., are classified under "Useful arts," and are under this subject in the Circulating department of the Library, 2877 volumes. Last year the circulation (home use) of useful art books was 4636. This circulation was really produced by about 2000 volumes, for over 600 volumes did not go out once during the year.

#### TECHNICAL PERIODICALS.

In developing an interest in technical books I believe that a most effective means for the beginner is through the use of current periodicals. This feature of our work has been highly developed, and we have on file in our reading rooms of the Ryerson building and six branch libraries nearly 800 different titles of current



periodicals, and we pay in periodical subscriptions nearly \$2000 a year. Of some of these we take 18 copies and of some of the technical ones as many as seven copies. The average number of readers in all our reading rooms is nearly 1000 a day, and a very considerable proportion of this is due to the current periodicals. You may be interested to know how many periodicals (not including duplicates) we take on the subjects that might be regarded as more or less technical:

	Titles.
Agriculture, including gardening, etc.....	15
Architecture and building .....	19
Domestic economy and cookery.....	12
Electricity .....	11
Engineering and machinery .....	31
Furniture and wood work .....	24
Mechanical trades .....	16

Our effort has been to have represented in our periodical collection something on every profession, every business, and every trade and industry in the city. This is not quite true, in the case of several industries, for there was objection when it was suggested that we add a periodical or two representing the liquor trade and the tobacco trade. The January number of the Library's monthly bulletin always contains the list of periodicals for the year. It is issued in an edition of 4000 copies which are

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widely distributed to the persons supposed to be interested. In addition to this the monthly bulletin is used for printing occasional lists on special subjects, which are also widely distributed to those likely to be interested. We think that all these things help in getting the books before the people, and I may say right here that the greatest problem in this whole question of technical education through the Library is not so much the problem of getting the books—important as that is—but the problem of bringing the right man and the right book together.

A town is not safe because it has a sewer in every street, if the residents fail to connect their houses with it. Likewise a library with the best collection of technical books in the world will do nothing for the education of the people if the people and the books are not brought together.

The easiest thing to do to bring the man and the book together is first to place your technical books, or a selection of them, where people who come to the library will see them; the next thing is to have things doing at the library that will bring into it the uninitiated; but the most important thing is for the library to have on its staff persons who know both the books and the men, have a knowledge of the processes of manufacture, and what the men in the factories really need. And here is wher so

many of our libraries fail—we do not have people equipped to give the service that is required. I have horrible recollections of some awful mistakes made by library workers who simply did not know the one hundredth part as much about a subject as the man they were endeavoring to “instruct.” And yet their attitude and manner was that of superiority; and this naturally is likely to be resented and to make the average working man feel that the library is not for him. Many public libraries (and I regret to say that Grand Rapids is not one of them) are overcoming this difficulty by employing librarians who have had a special technical education for this branch of library work.

#### COURSES OF FREE LECTURES.

The Library gives from sixty to seventy free lectures in the winter, both at the Ryerson building, and at the various branch libraries. Few of these, however, are on technical subjects, not because we would not like to give them, or because people would not be interested if they were properly presented, but because we have found it almost impossible, with the funds available, to get speakers who can present such subjects in a satisfactory way. The first, most important thing in conducting a series of free popular lectures is to get a speaker who does

not talk over the heads of his hearers; and in this respect some of our lecturers have failed. Usually the men who have the practical technical knowledge have not developed the ability to talk before an audience—the mere thought of such a thing gives most of them panic. There is a great field and a great demand for men who can present a technical subject so that the average man will be interested and understand. To do this successfully is really a great art and in a man like Huxley one of the marks of genius. A difficulty of this kind, however, ought not to exist in a city like Toronto, with its great educational institutions. You have the men with the technical knowledge, the men with the ability to speak, but I think you will find that most of these men will require training (if they have it not already) to present their subjects satisfactorily to the average audience of intelligent workingmen.

All our Library lectures are conducted as roads to books, and on the back of the announcement slips for each lecture there is printed a selected list of books in the Library relating to the lecture. It should be said, however, that some subjects will bring many persons to hear the lecture, but will develop few or no readers, while other lecture subjects will develop a great many readers. Of course much of this depends on the speaker and his method of presentation.

We also find that there is a difference in this respect in different parts of the city with reference to the same lecture. A study of Holbrock's American Lyceum of 75 years ago will be profitable in showing the limitations of the lecture as a means of education.

#### COURSES OF HOME READING.

During the last few years the Library has experimented with outlining courses of home reading for those who request them. This work has not been pushed, because we have not the time or equipment to develop it or take care of it properly; nevertheless, it has enabled us to feel our way, and to find out some things and get a better knowledge of the problem. I am inclined to think that the mere laying out of a course of reading, without following it up personally, is not likely to amount to much, except in a few individual cases. The social element is lacking and most persons need the stimulus which comes from friendly, personal relation, especially when the very act of reading is so difficult for so many. I think in most reading lists we make the mistake of naming too many books. The best plan, it seems to me, is to have a talk with your man and then recommend only two or three books. After he has read those he can find his way much better than any librarian can tell him.

For a number of years the Library has been getting from the principals of the grade schools the names and addresses of the boys and girls who leave school permanently to go to work. These have been followed up with a little leaflet entitled "Don't be a quitter." The "Quitter" leaflet tells the story of a friend of mine who has worked his way up to a most important position in an electrical public service corporation through his study of the books and periodicals in a public library, endeavors to impress upon these young people the fact that they can continue their education through the Library while they are at work, and emphasizes the fact that one can gain the knowledge and experience of others from books, thus making oneself more efficient, and therefore able to earn more money. The circular closes with an invitation to call on the librarian to talk over their own problems. Enough of these call to give one some personal insight into the difficulties under which they labor in endeavoring to make themselves more valuable both to themselves and to their employers.

The thing that has impressed me most in these interviews is the fact that so many of the boys and girls are going out from our schools with a very limited reading power. I mean by this that their school work has not given them the ability to get ideas readily from the printed

page. This is a most serious handicap, and it is one of the most difficult things that the Library has to deal with in endeavoring to increase the use of its technical books. Personally, I feel that the schools have failed in their most important work, when they turn out any boy or girl at the age of fourteen or more who cannot get ideas readily from the printed page. For this reason library work with children has a most important bearing on this whole subject, and therefore the library cannot begin too early to hold of the boys and girls in school. That this phase of library work is worth while for its influence on the school work alone I discussed in another paper within the past year, but that is another story and does not belong here.

#### TECHNICAL BOOKS, ETC.

A word about technical books. Too many of them are written from the point of view of the needs of the higher technical school, often by college professors, who do not understand the problem of the worker whose formal education stopped at the eighth grade or before. Some of our correspondence schools understand this problem better, and that is why so often their books are the best for a large class of readers. The writers of technical books can learn much from the experience of the correspondence schools.

In Grand Rapids we have a system of travelling libraries some of which go into factories. Most employers do not care to assume the responsibility for the books while in their charge. We have been most successful when this work is handled by the Y. M. C. A. or the Y. W. C. A. in the factory.

You might gather from the foregoing that the Public Library of Grand Rapids has done a good deal in the way of encouraging technical education. Let me now show by figures how little we really have done, except that we have helped occasionally the exceptional man. According to the report of the State Labor Department for 1910 (including women and girls, 3,765), there were employed in the factories of Grand Rapids 24,793 people. Of this number nearly 700 were employed in office work, so that those engaged in the industrial work is a little over 24,000, or over 2,000 more persons than are enrolled as cardholders in the Library. The number of people in the city eligible to become card-holders is over 80,000. Of our cardholders half are children, say, 11,000 and half of the remaining ones are women, so that there are only about 5,500 male adults who are cardholders. Of these a large proportion are business and professional men. Therefore of the nearly 21,000 men and boys over 16 years old who are workers in the factories, only about



2,000, or 10 per cent., are cardholders. Of course some of these use the Library occasionally through cards held by their wives or children, and especially the reading rooms, where cards are not required. Among the so-called learned professions the Library has enrolled as cardholders about 75 per cent.

#### CORRESPONDENCE SCHOOLS.

How many people the correspondence schools are reaching in our city I do not know, but I understand from the local representatives of one of them that his office enrolled over 2,000 students in the last eight years in the city of Grand Rapids alone. The average tuition fee in this school is a little over \$70, so that this one school has taken from the city in eight years about \$150,000. At the present time this school has between 150 and 160 students enrolled from Grand Rapids and between 800 and 1,000 in Western Michigan. In one of the smaller cities of Michigan where the public library has thus far been able to do little in the purchase of technical books, there are more persons enrolled in this school than in Grand Rapids. If this school had the same proportional enrollment in Grand Rapids as in the smaller city the workingmen of the Furniture City would be paying this one school on such an enrollment over \$32,000 instead of less than \$11,000 as at

present. This is in no sense a disparagement of the school, for I feel sure that nearly every man is getting the full worth of his money. About two-thirds of the men who enroll in this school complete the course, the company maintaining a force of three or four men in Grand Rapids to give the men who get stuck the personal attention they need. A gentleman who conducts another of these schools tells me that he always figures on 75 per cent. of those who enroll dropping out before they complete the course. This school has no offices around the country to give the men personal attention. If it were possible to get all the facts for the city of Grand Rapids I feel sure that the workers today are paying out of their own pockets for technical education every year more than the city pays for the maintenance of its public library. When workingmen will spend their hard earned dollars in this way, it is a demonstration of their intense interest in technical education. The general public, however, has not yet waked up to this fact.

#### THE CONSERVATION OF MEN.

In the United States during the last few years we have been hearing a good deal about conservation. We have been a grossly extravagant people, and are beginning to feel the pinch from wasting our natural resources. Conserva-

tion, however, means not only the preserving of unused natural resources, but also the developing to a better or a more economic purpose the resources that are now being used.

The greatest natural resources of any country is its men and women, and this fact we have not yet fully realized. This means not only that we must conserve the life and health of the people, but also that we must develop to a greater degree the efficiency of the people. For a community to have its men and women pursue their daily work under conditions which exhaust their physical and mental vitality long before they are sixty years old is nothing less than crime, for it is a crime to scrap human beings. For a community to have thousands of men and women, because of lack of knowledge, training and skill, to have a productive capacity of less than half of that of other people in the same community is no less a criminal waste of its resources. There is no more important economic, and social problem for any city to attack than that of increasing the productive capacities of the masses of its people—a problem that is made more difficult because there is tied up with it the whole question of the distribution of the products of labor.

Earlier in this paper I stated that there were nearly 25,000 persons employed in the factories of Grand Rapids. What would it

mean to that city if the productive power of those people could be increased by so much as only 25 cents a day, say within the next three years? I think you will agree with me that it would not be an impossible thing to increase the average productive power of the whole community by that amount, for hundreds of individuals will increase their productive capacity several times that much within the next three years. For Grand Rapids it would mean that there would be added from this one source nearly \$2,000,000 a year, or more than the total amount of money raised for all purposes by taxation. If raising the general level of intelligence can be made to mean more than the wiping out of all taxes for state, county and municipal purposes, we begin to realize what undeveloped possibilities there are around and about us.

Perhaps I can bring out this point better by another illustration. The city of Scranton, Pa., is built on one of the richest deposits of anthracite coal in the world. The coal deposit under the public library property of that city is valued at \$1,000 for the mining rights alone. If a similar deposit to the one under that library were under the whole city of Grand Rapids the value of this natural resource would be over thirty million dollars. Such a deposit would be immensely prized by any city, and yet

in the undeveloped productive power of our own people at the low average of only 25 cents a day, we have a natural resource many times greater than the rich coal deposit of Scranton, for that can be and will be exhausted, while the increased power of our people may be made to produce many times thirty millions of dollars in the lifetime of a single man, and so continues generation after generation.

Our states and cities are spending millions of dollars on schools, colleges and universities, in order to develop the exceptional man. The developing of the exceptional man is important, but we have too long neglected the average man. The time demands that more attention should be paid to raising the average level. It is not possible for all men to become designers, superintendents, managers, captains of industry, etc., but it is possible for all men to increase their efficiency, their productive power, in the work which they may be doing by the use of books in our libraries; and I plead for this increased efficiency, not only for the sake of the community but especially for the sake of the individual, average man.

But more important than the social and the economic value of increased efficiency is the spiritual significance of bringing a wider intelligence into the grinding routine of much of our modern factory machine specialization.

It is drudgery that kills the soul, but drudgery is rarely in the work, but rather in the attitude of mind toward the work, because so many of us cannot see it whole. Only the larger knowledge, the sense of team work, the relations of one's part to the whole, can idealize our everyday tasks, so that we may find in them a means of self-expression, joy in the work, and thus realizing one's self; and this I conceive to be the great end of all technical education. The library in the very nature of its work relates itself to the whole of life; and it can do no more important thing for society than to bring his larger vision into the minds and hearts of the people, for this, more than a mere increase in wages or production will make for happiness.

I can only urge the Ontario Library Association to continue its study and efforts to solve this problem along the lines it has mapped out. But in all this work through the Library let us never get the idea that the mere increasing of the industrial efficiency of the worker is the entire solution of the problem. We must recognize that back of our industries, and more important than our industries, are men; and that it is not great factories, commerce, money and all that, that brings happiness to the individual or greatness to the state. Therefore, as librarians let us administer our books so that

they shall make all men more skilful in dealing with things, but at the same time, let us ever, always and forever, remember that it is the quality of men's minds, and hearts and souls, and not the abundance or the magnitude of the things they create, that makes a city great and life on earth worth while.

