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# Home Education Bulletin

(Continuation of Extension bulletins)

No. 31 May 1900

## PUBLIC LIBRARIES AND POPULAR EDUCATION

BY HERBERT B. ADAMS PH.D. LL.D.

Professor of American and institutional history, Johns Hopkins university

CH.	PAGE	PRECEDING PAGE
Preface.....	49	
1 Social economic introduction.....	54	
2 The Carnegie libraries.....	61	
3 The people's university.....	72	
4 New York pioneers of free libraries and popular education.....	92	
5 Library extension in New York.....	100	
6 Public library movement in Massachusetts.....	110	
7 Local types of New England town libraries.....	117	
8 Cooperation between library and community.....	131	
9 Historical retrospect and recent progress.....	138	
10 Traveling libraries.....	154	
11 Traveling pictures and library exhibitions of art.....	172	
12 Educational clubs and libraries.....	182	
13 Wisconsin historical society.....	193	
14 Public libraries and public schools.....	197	
15 Library schools.....	201	
16 Educational bibliographies.....	222	
17 National and international influence of librarians.....	236	
18 Select bibliography of libraries and popular education.....	239	
Index.....	265	
<b>Illustrations</b>		
N. Y. state library: exterior and reference room.....	49	
Portrait of Andrew Carnegie; Carnegie libraries, at Braddock and Pittsburg.....	57	
Carnegie libraries at Pittsburg, Allegheny and Homestead.....	65	
Milwaukee public library and museum	73	
<b>Illustrations (cont'd)</b>		
Milwaukee public museum; Boston public library.....	81	
New York (city) public library, Lenox reading room; N. Y. free circulating library, Bond street and Bloomingdale branches.....	89	
Buffalo public library; Osterhout free library; Chicago, Topeka and Cleveland public libraries; portraits of Jesse Torrey jr, A. C. Flagg and Melvil Dewey.....	97	
Library growth in New York: charts; N. Y. state library.....	105	
Massachusetts state library; Dedham and Amherst public libraries; Forbes library; Springfield and Providence public libraries; Scoville memorial library; Taylor free library.....	113	
Library company of Philadelphia: main library; Ridgway branch; Philadelphia free library; branch; Dayton public library; Enoch Pratt free library; Michigan, Cornell and Columbia university libraries.....	145	
Wisconsin traveling libraries; Carnegie home library group, Pittsburg	161	
New York state traveling pictures; children's rooms in Pratt institute, Brooklyn and in Buffalo, Milwaukee, Kansas City and Los Angeles public libraries.....	177	
Wisconsin historical society building	193	
Library schools: University of Illinois, Pratt institute and New York state.....	209	

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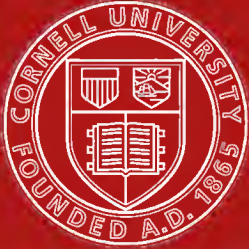
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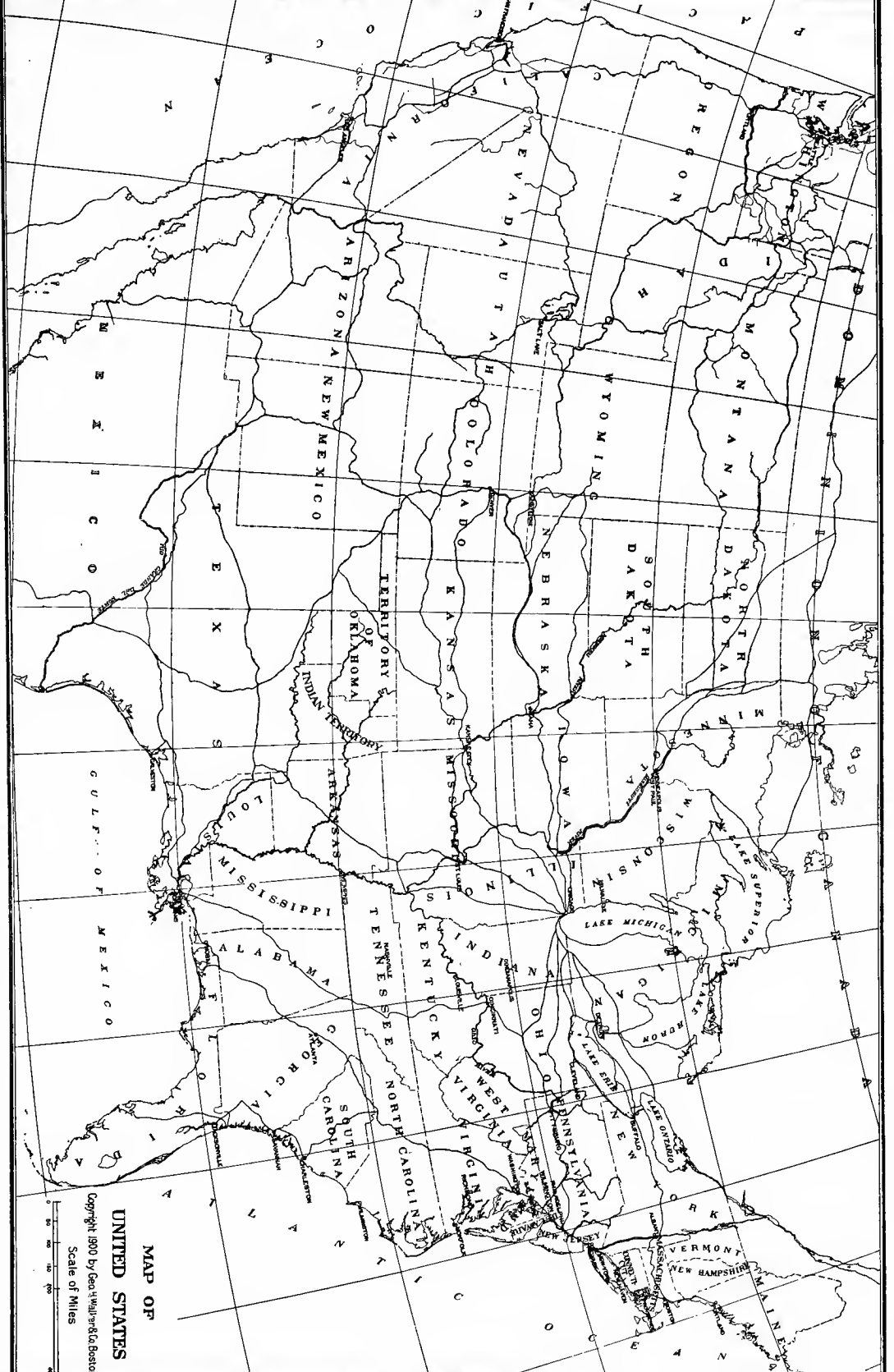
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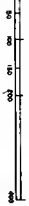
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New York state capitol: west or library facade



## ABBREVIATIONS USED

### States

Ala.	Alabama	Mont.	Montana
Ariz.	Arizona	N. C.	North Carolina
Ark.	Arkansas	N. D.	North Dakota
Cal. or Calif.	California	N. H.	New Hampshire
Col.	Colorado	N. J.	New Jersey
Ct. or Conn.	Connecticut	N. Y.	New York
Del.	Delaware	Neb.	Nebraska
Fla.	Florida	Nev.	Nevada
Ga.	Georgia	O.	Ohio
Ia.	Iowa	Or.	Oregon
Id.	Idaho	Pa. or Penn.	Pennsylvania
Ill.	Illinois	R. I.	Rhode Island
Ind.	Indiana	S. C.	South Carolina
Kan.	Kansas	S. D.	South Dakota
Ky.	Kentucky	Tenn.	Tennessee
La.	Louisiana	Tex.	Texas
Mass.	Massachusetts	Va.	Virginia
Md.	Maryland	Vt.	Vermont
Me.	Maine	W. Va.	West Virginia
Mich.	Michigan	Wash.	Washington
Minn.	Minnesota	Wis.	Wisconsin
Miss.	Mississippi	Wy.	Wyoming
Mo.	Missouri		

### References

In references to periodicals, volume and page are separated by a colon ; e. g. 3:144 means vol 3, beginning on page 144.





New York state library: central reference room, showing loan desk, telephone booth and card catalogue

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University of the State of New York

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# Home Education Bulletin

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No. 31 May 1900

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## PUBLIC LIBRARIES AND POPULAR EDUCATION

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BY HERBERT B. ADAMS PH.D. LL.D.

Professor of American and institutional history Johns Hopkins university

### PREFACE

The following monograph on the relation of public libraries to popular education is descriptive and selective, rather than technical. It does not pretend to be a complete account of the library movement in any part of the United States. It is merely illustrative of certain phases of library extension and library cooperation for the promotion of popular education. These sketches are necessarily limited by time and local opportunity, for they are simply vacation studies pursued by the writer in the summer of 1899 at Albany, N. Y. and at Amherst in western Massachusetts. They will perhaps serve to advance certain manifest tendencies toward a higher, broader and better education for the common people. Public education is not merely common school education. Henry D. Thoreau once said: "It is time we had uncommon schools."

William E. Foster, public librarian of Providence, R. I. in an admirable paper entitled "How to develop public interest in the library," said at University convocation, Albany, June 25, 1896: "The public school is for but one portion of the community, the

younger portion, while the public library is for all, young as well as old, for those of limited knowledge and the more learned and accomplished alike." Mr Foster finds the same underlying purpose in the public library as in the art museum: "The predominant idea is that of advancing the intellectual life of the community. Both are among the great civilizing forces of our time, the art museum as containing within itself that which is best of the art of all time, and the public library that which is best in the literature of all time." When historical, industrial and scientific museums are added to the art institute and the public library, there will be such a group of uncommon schools as enlightened communities really need. Springfield (Mass.) Buffalo (N. Y.) and Milwaukee (Wis.) afford modest types of what progressive and flourishing towns should foster. [See chapters on "Local types of town libraries in New England" and "The people's university"]

For convenience and perspective the writer has grouped his materials under a few salient chapter headings. This is a study of some significant movements and local library examples, not a compilation for the next census, which of course must needs be in 1900. The time is near for an exhaustive and complete report on American libraries of every type, prepared by cooperation, possibly under authority of the U. S. commissioner of education, with the cooperation of the American library association, according to the precedent established in the centennial year, 1876, when a superb series of special reports, embracing nearly 1200 printed pages in one or two bound volumes, on *Public libraries in the United States of America, their history, condition and management*, was issued from the government printing office at Washington, D. C.

In 1897 the Illinois state library association undertook to collect library statistics for that state. With the aid of the Chicago library club and of the Illinois state library school at Urbana, valuable materials have been compiled or tabulated. On the basis of such information a history of libraries in Illinois will soon be written by representatives of its library school and probably published by the state association. This is certainly a good way of promoting by cooperation the history of American libraries. They



should be first grouped by states for manifest public and practical considerations. A select grouping of library types, with special treatment of progressive institutions and of important topics in library economy and administration, is also needed for scientific, educational and professional reasons.

More than 10 years ago the U. S. bureau of education began to publish a cooperative history of American higher education. Colleges and universities were treated descriptively by their own professors or representatives and were presented to some extent pictorially in state groups, each with a state editor and all under supervision of a general editor, the present writer, immediately responsible to the U. S. commissioner of education. 25 of these state monographs have already (1899) been issued from the U. S. government printing office, and the entire series will be pushed to an early completion, if possible, with the close of the present century. In time for the Paris exposition is a French digest and attractive presentation of the chief contents of the early numbers of this American national series. The first volume on the *Origines et progrès de l'éducation en Amérique* by Charles Barneaud (Paris: Arthur Savaète, 1898) relates to Virginia, the Carolinas, Georgia, Maryland, Delaware, Pennsylvania.

Massachusetts, Connecticut and other states have already issued handsomely illustrated reports, containing brief readable descriptions of all the public libraries within their borders. The free library commissions, state library associations and the American library association will doubtless combine, before the expiration of the year 1900, to promote the cooperative history of American libraries. Such monumental works of scholarly cooperation as Justin Winsor's *Memorial history of Boston* and his *Narrative and critical history of America*, and Larned's *History for ready reference* will continue to inspire librarians and other scholars of the present generation.

Libraries, schools, colleges, universities, museums (national and local) educational clubs and people's institutes all contribute to the concrete realization of George Washington's noble and far-reaching, statesmanlike policy. He said in his farewell address: "Promote as an object of primary importance, institutions for the

general diffusion of knowledge." The English founder of the Smithsonian institution<sup>1</sup> helped Americans to realize Washington's grand idea. The national university will realize it more fully, for that ideal university, in its highest form, is the growing national association of all the higher educational, historical, and scientific interests in these United States. Among the most efficient members of this vast and ever widening national federation are the colleges, universities, learned societies, public libraries and library schools of America.

The American library association, like the National educational association, is loyal to the highest ideas of public service in city, state and nation. Every state library association, every state university and efficient library school is a living illustration of that growing consciousness of American unity which those early colonial federations and conventions in church and state anticipated in politics, religion and education.

Great American interests, economic, social and educational, are now developing along federal and national lines. Some are already international in tendency. American universities and libraries are cooperating for the benefit of the round world of knowledge and education. The report of the second international library conference in London, 1897, is quite as encouraging in its social, educational way as are the proceedings and results of the peace conference at the Hague in 1899.

Dr William T. Harris, U. S. commissioner of education, has long maintained that libraries, schools, and newspapers are among the essential educational factors of modern civilization. The encouraging attitude of the U. S. government toward libraries and popular education is indicated not only by the present and past policy of the library of congress, but by the numerous helpful publications of the bureau of education issued under the direction of the present commissioner and of his predecessors. [See chapters 8 and 9 of

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<sup>1</sup> *An account of the Smithsonian institution: its origin, history and achievements.* Washington, 1895. "I bequeath the whole of my property to the United States to found at Washington an establishment for the increase and diffusion of knowledge among men." James Smithson, 1826.

the education report for 1895-96, *Public, society and school libraries in the United States with library statistics and legislation of the various states*]

From its very foundation in 1867 the bureau of education has regarded libraries as one of the most efficient educational agencies in this country and has published from time to time library lists and statistics with as much prominence as school and college statistics. In 1893, the bureau published 20,000 copies of the *Catalog of the A. L. A. library, 5000 volumes for a public library selected by the American library association and shown at the World's Columbian exposition* (reprinted in 1896). In the report of the commissioner for 1893, p. 691-1014, were collected the papers prepared by about 20 specialists for the American library association and read at the Chicago meeting of the American library association in 1893. Cutter's *Rules for a dictionary catalogue*, originally published by the bureau in 1876, were republished by it in 1891 and again in 1893. A complete list of all our government publications relating to libraries, and American educational exhibits in that connection, will be found on p. 339-40 of the education report for 1895-96. These national contributions to the library cause in America deserve local recognition and farther extension.

It is the writer's larger purpose to outline some of the popular agencies in the manifest process of nationalization now going forward in American schools, colleges, churches, libraries, educational institutes and universities. In a report on *Summer schools and university extension*, prepared for and published by the department of education and social economy for the Paris exposition of 1900, he has treated 1) the Chautauqua system of popular education; 2) select types of summer and winter schools; and 3) examples of university extension. In the Johns Hopkins university studies he intends to publish a monograph on the "Church and popular education." The U. S. commissioner of education will publish more elaborate reports on 1) university extension in Great Britain and America; 2) educational extension in the United States (by nation, state, city, press and other agencies). The University of the State of New York proposes to publish, in addition to this report on

*Public libraries and popular education*, an illustrated cooperative monograph on lyceums and educational institutes.

The writer herewith expresses his great obligations to Melvil Dewey, director of the New York state library, and to his able assistants for helpful cooperation in preparing this monograph, specially to Frederick William Ashley, for his careful preparation of the accompanying bibliography, which still farther illustrates the cooperation of libraries with the great and growing cause of popular education.

### *Chapter I*

## SOCIAL ECONOMIC INTRODUCTION

The enormous disparity in the United States between the wealth devoted to public libraries, universities and colleges and the capital invested in certain material pursuits is indicated in the following facts and figures extracted from the recent oration of Hampton L. Carson at the 143d annual commencement of the University of Pennsylvania, June 15, 1899. The facts are very suggestive, for they show what a relatively unimportant place books and the higher education occupy in American social economy and, at the same time, what enormous material resources socially undeveloped now exist in America for the future extension of the higher civic and national life.

The year 1895 is taken as the last for which we have reliable comparative statistics. In that year the value of the grounds and buildings owned by colleges and universities in the entire United States amounted to \$114,362,542, the accumulated wealth of over 200 years.<sup>1</sup> But in that same year the western pork packers paid for hogs alone \$172,697,000. In that year also was invested in the manufacturing of electric supplies \$1,500,000,000. In that year the capital invested in breweries was \$400,000,000 and their annual output was \$200,000,000. In that year the productive funds in all universities amounted to \$102,574,808. In 1895, there was paid in wages to textile workers alone \$176,000,000 and the sale of their

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<sup>1</sup> The entire plant of the University of Pennsylvania, after 160 years of toil, is equal in value to the cost of two first class battleships. And yet how much greater than a battleship is a university!—H. L. CARSON.

work amounted to \$722,000,000. On the other hand, the total income of all the universities and colleges in the United States, from all sources, fees, productive funds, appropriations by city, state and nation, amounted to \$16,783,638. In 1895, the output of American mines was \$553,356,499. The value of the cotton crop was \$294,495,711; the corn crop, \$544,985,534; the wheat crop, \$237,938,998; the tobacco crop, \$35,574,220. In 1895, the premiums paid on fire insurance were \$140,000,000; on life insurance, \$205,132,044. That year's profit in business for the Western Union telegraph company was \$6,141,389. In 1895, there were but four universities in the United States with endowments exceeding \$5,000,000, while the aggregate capital of the Adams express company amounted to over \$60,000,000. The investments in telephones were \$77,500,000; in steel railways, \$1,300,139,711; and in railroads, \$10,741,363,319.

These are some of the most striking economic facts presented to a university audience by Mr Carson. They are not at all depressing in their significance, but really afford an encouraging recognition of American industry, on which a small portion of the nation's wealth and prosperity is based. Neither corn nor cotton now is or ever will be king of Democracy. Mines and railroads, telegraph and insurance companies, cattle and hogs are indeed among the great potentates in the American economic realm, but applied science is at the basis of American agriculture and all our greatest industries. Education is not yet the acknowledged sovereign of this country, but some time will be by force of law and public opinion.

"Our population today (1899) numbers 75,000,000, and yet the total number of students in all the universities and colleges, public and private, in the United States, including colleges for women, agricultural and scientific schools, is only 97,134. In schools of medicine, law, and theology, including dentistry, pharmacy, and veterinary medicine, the number is 52,249. If you add all the pupils in normal schools, and all those receiving elementary instruction of the primary and grammar grades, and then all those receiving secondary instruction of the high school grade, you have a grand total of 16,255,093. Sixteen millions and a quarter in a population of seventy-five millions! After making due allowance

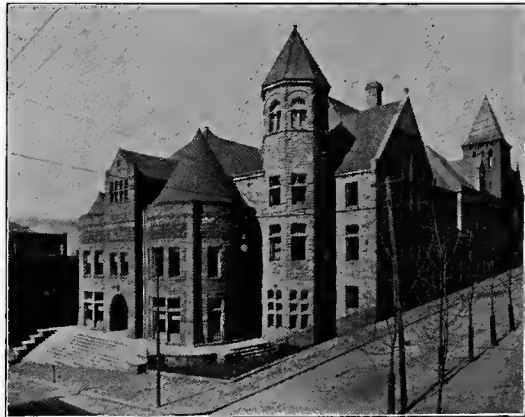
for those who have been already educated, is it not apparent that a vast host of at least 20,000,000 of people, boys and girls, are awaiting instruction, even in its most rudimentary form? What a burden and a strain upon the resources of our educational establishments! How are we prepared to meet it?"

The cure for the social and political ills of democracy is better democracy, in education, religion and life. The enormous material interests in the industries, trades, manufactures and natural products of America will certainly contribute to the solution of the problem. Out of the porkpacking of Chicago arises the Armour institute for the industrial and technical training of Chicago. From the profits of Standard oil proceed the Pratt institute of Brooklyn and the University of Chicago, founded by John D. Rockefeller. This one institution in its far reaching influence on higher, secondary, primary, and popular education of the Mississippi valley and the great northwest is already commanding national and international attention. Chicago extension and "the fourth term" were first suggested by Dr Harper's summer school experience as principal of Chautauqua; and Chicago is surely converting the older colleges and universities, eastern as well as western, into more popular and more useful public institutions. School teachers and other busy people are now resorting to college premises in the summer season in New England, New York, and the great west, as well as to the Oxford and Cambridge summer meetings. Both England and America are steadily moving in many directions toward educational democracy. Church and state have both become more popular in the present century and so must education.

Probably the most wonderful phenomenon in American social-economic development at the present time is the sudden conversion (as by the Bessemer process of transforming molten iron into steel) of great wealth, accumulated by long years of well directed labor, into great libraries, educational institutes, and universities. The most recent and remarkable example is witnessed in the founding of the Carnegie public libraries and the sale of the Carnegie steel interests for \$300,000,000, of which 60% or \$180,000,000, is still controlled by one patriotic, public-spirited Scotch-American, author of *Triumphant democracy*. What he will do with the income can



Andrew Carnegie



Carnegie library, Braddock (Penn.)







Carnegie library, museum and music hall, Pittsburgh (Pa.)



be prophesied only from his having already founded many free public libraries in the United States and Scotland and having endowed a scientific college in Birmingham, one of the capitals of England's economic empire.

The London *Times*, in an article, the "Colossus of modern industry," said in June, 1899, of the sale of the Carnegie steel interests: "It is an event of extraordinary public importance as marking the culminating point of a private enterprise, which is absolutely unique for its extent and its controlling influence, and of a career to which it would be difficult, if not impossible, to find a parallel." The London *Times* is also authority for the statement that the \$300,000,000 received for the iron ore mines, coal and coke properties, railways and works of the Carnegie steel company is almost certainly the largest sum that has even been paid for a single business in the industrial history of the world.

This business was founded by Andrew Carnegie and Harry Phipps less than 40 years ago on a very small scale. For some years the staple product was iron and steel rails, but after a time the firm added the manufacture of girders, beams, pillars, and armor plates. Plant was added to plant, mill to mill, furnace to furnace, till the company's resources were equal to the production of 3,000,000 tons of steel a year. In 1870, the Carnegie company produced more than five times the total steel output of the rest of the world. In 1880, the company still enjoyed a gigantic monopoly, at least 75% of the total make of steel throughout the world. During the present year the output<sup>1</sup> by the Carnegie steel company will be twice that of the whole United Kingdom by the Bessemer process in 1898. The Carnegie steel company keep their various plants always at full work. A small difference of price and of profit

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<sup>1</sup>The Carnegie steel company, Aug. 1, 1899, began to fill the largest steel contract ever awarded to a single firm. It is for steel plates and amounts to about \$144,000,000. By an agreement with the Pressed steel car company the Carnegie company is to furnish 30,000 tons of steel plates a month for a period of 10 years. The operation of the various Carnegie properties now requires an industrial army of 50,000 men, more than the United States has in the Philippines or had in Cuba before Santiago. See "The Carnegie interests," *New York tribune*, 23 July 1899.

in steel rails means a great deal to this well organized industry, owning its own mines, collieries, coke ovens, blast furnaces and railways. Americans understand why their steel rails and locomotives, their bridges and machinery can compete with England's in the world's market. Mr Carnegie retired from business with steel rails advancing in price and in possession of \$200,000,000, which he is not the man to hoard.

"There is, perhaps, no parallel record in history of a man who, entirely unaided, without the direct help of any one, and without even the advantages of an ordinary school education, within 40 years, in legitimate manufacturing enterprise, without adventitious aid from speculation, as such, has amassed any such fortune." In the light of current facts and of several million dollars already expended by Mr Carnegie for the good of science, literature and the common people, no one need despair of the American republic or of contemporary American democracy, whose history Andrew Carnegie has written and illustrated. The age in which the American people begins to realize its better self is not another Silver age nor yet another Age of gold. It is the living Age of steel, and is best seen in railroads, bridges, machinery, and armored cruisers.

Brooks Adams, in a recent address to the National sculpture society, thus acknowledges the power, already enlisted in American inventions, which art and education are trying to ennoble: "Only the other day I traveled from Pittsburg to New York, and from New York to Albany, and in the whole round world there is no sight which can compare with it. That great artery through which throbs the life-blood of this nation is to what has existed elsewhere as the Hudson is to the Thames. We must accept the world as we find it. Probably mankind has lost the passionate devotion which created Chartres and Bourges; that magic instinct for form which was the heritage of Greek art has died; but one great emotion still remains to us: we have a country, and we have the sense of power which made the dignity and majesty of Rome. That is the emotion which is destined, if we survive and flourish,

to be the dominant instinct of our land. . . It is for you [American sculptors and painters] to conceive and execute memorials which shall commemorate our empire."<sup>1</sup>

One of those tremendous trains which rush from New York to Buffalo over the New York central railroad has long been known as the "Empire state express," the fastest regular train in the world; but more than a century ago, before railroads were dreamed of, George Washington, the prophet as well as the father of these United States, foresaw in those river courses of the Mohawk and the Potomac the channels of "the extensive and valuable trade of a rising empire."<sup>2</sup>

He truly said, "There is nothing which binds one country or one state to another but interest." He meant the United States, east and west. Those great railroads from ocean to ocean and the newer seaboard lines have accomplished their national and continental mission. They have bound together the east and the far west, the north and the south with bands of steel. Rightly do they absorb millions of the nation's capital, for they are among the greatest makers, organizers, civilizers and educators of the new world. They carry the mails and the news as they carry passengers, traffic and traveling libraries all along their routes. Their presidents are paid as much as the president of the United States and five times as much as the best paid president of any American university. Justly so, for the Pennsylvania railroad, the New York central, with their far reaching business connections are among the most important and highly organized institutions of America. They are superior even to a modern battleship, though even guns are educative when *men* are behind them.

The *New York times* for July 17, 1899, recorded the interesting fact that a great American railroad combination representing the "Big four," together with the Chesapeake and Ohio, has created the position of arbitrator for some of the leading railroads of the

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<sup>1</sup> The early, almost prophetic use of the word "empire" by the fathers of the American federal republic is noteworthy. Washington, Hamilton and Madison all spoke of our "empire."

<sup>2</sup> "Washington's interest in the Potomac company," by H. B. Adams, *Johns Hopkins university studies*, 3:81.

United States. Mr Ingalls resigned two railroad presidencies in order to accept this responsible and unique office, which, it is hoped, will prevent, within his sphere of influence, farther railroad strikes, riots and lockouts. The salary to be paid is \$75,000 a year, half as much again as that received by the president of the United States. At the very moment when the diplomatists of the world were talking at the Hague about an international tribunal, the railroad magnates were taking effective means toward preserving the industrial peace of America. Mr Ingalls will become arbitrator of the Pennsylvania, Vanderbilt and Morgan railroad interests. An even more startling incident was quietly reported in the same paragraph by the same excellent authority; viz, that Alexander McDonald, first vice-president of the Standard oil company, receives an annual salary of \$200,000. It is from such colossal incomes, drawn from such corporate interests as railroads, steel works and standard oil companies, that public libraries and popular universities will continue to be built up in this republic.

As a mere study in contemporary history and social economics, it is worth while to inquire what Andrew Carnegie, who triumphed over anarchy in the Homestead riots, has been doing with his accumulated millions. Since January 1, 1899, he has given about \$3,705,315 for public libraries in America, England and Scotland.

"Things as they are in the world," says J. N. Larned, "look extremely disheartening to me; but I think I can see forces at work which will powerfully change them before many generations have passed. Among such forces, the most potent in my expectation is that which acts from the free public library. Through its agency, in my belief, there will come a day—it may be a distant day, but it will come—when the large knowledge, the wise thinking, the fine feeling, the amplitude of spirit that are in the greater literatures will have passed into so many minds that they will rule society democratically by right of numbers."<sup>1</sup>

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<sup>1</sup> J. N. Larned, "The mission and missionaries of the book," proceedings of the 34th University Convocation of the State of New York, 1896 (Regents bul. 36), p. 90-103; also Wisconsin library commission, first biennial report, 1896, p. 19-34.

*Chapter 2*

## THE CARNEGIE LIBRARIES

Free libraries founded by citizens are among the best examples of the possible conversion of great material resources into educational institutions for the American people. And there is no better illustration than the Carnegie libraries of the rich fruit which may be evolved in a democratic country from literary and philanthropic germs early planted in a boy's mind. The author of *Triumphant democracy* himself said at the opening of one of these institutions: "My own personal experience may have led me to value a free library beyond all other forms of beneficence. When I was a boy in Pittsburg, Col. Anderson of Allegheny—a name I can never speak without feelings of devotional gratitude—opened his little library of 400 books to boys. Every Saturday afternoon he was himself in attendance at his house to exchange books. No one but him who has felt it can know the intense longing with which the arrival of Saturday was awaited, that a new book might be had. My brother and Mr Phipps, who have been my principal business partners through life, shared with me Col. Anderson's precious generosity,<sup>1</sup> and it was when reveling in these treasures that I resolved if ever wealth came to me, that it should be used to establish free libraries, that other poor boys might receive opportunities similar to those for which we were indebted to that noble man."

In a recent address to the industrious and clever boys of McDonogh school, June 3, 1899, on the subject, "A useful life," the Rev. DeWitt M. Benham, Ph. D. made the following interesting reference to the boyhood of Andrew Carnegie: "About 48 years ago a telegraph boy in the city of Pittsburg, without five dollars to his name, announced that he was going to accomplish three things in life. He was going to become one of the iron kings of the United States; he was going to provide his mother with every luxury that money could afford; and he was going to build public

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<sup>1</sup>Col. J. B. Anderson's library of about 5000 volumes is now in the college of Emporia, Kan. It is said that Mr Carnegie has promised a new library building for that institution—*Evening post*, New York, 5 Oct. 1899.

libraries for the city of Pittsburg and for his native town in Scotland. That boy lived to realize his aspiration. He has accomplished each one of these three things. His name is Andrew Carnegie; and he has lately made known his intention of devoting the rest of his days, and the surplus of his income, to works of benevolence."

The most authentic sketch of Andrew Carnegie's early life is the autobiographic sketch, "How I served my apprenticeship as a business man," originally written for the *Youth's companion*, but reprinted by Daniel Butterfield in Andrew Carnegie's college lectures, on *Wealth and its uses* and *Business* [New York, F. Tennyson Neely]. Andrew Carnegie was born in 1837, the son of a master weaver in Dunfermline, who was ruined by the factory system. The entire family, father, mother, Andrew and his younger brother, came out to Allegheny City, where the father entered a cotton factory, but died when Andrew was only 14 years old. His social-economic evolution briefly stated was: 1) a bobbin boy on \$1.20 weekly wage; 2) a fireman of a small engine in a cellar; 3) a telegraph messenger at \$2.50 a week in Pittsburg; 4) a clerk and telegraph operator for Thomas A. Scott; 5) an investor of a \$500 family loan in Adams express company stock; 6) an investor in Woodruff's first sleeping car; 7) superintendent of the Pittsburg division of the Pennsylvania railroad; 8) organizer of a company in Pittsburg to build iron in place of wood bridges; 9) manufacturer of steel; 10) founder of public libraries, art institutes, and museums for the promotion of popular education.

Think of the underlying sentiments which moved Andrew Carnegie to found so many free libraries at home and abroad. Back of all his millions lay pious gratitude to his early benefactor and hearty love for his adopted country as well as for old Scotland and Dunfermline, where he was bred. In this age of iron and steel the primary emotions are as constant as other forces of nature. Men, apparently hard and austere, are still moved by real sentiment, by such feelings as love of country, of kith and kin. Men ever return to the ideals of youth as well as to old familiar places. How else can we explain those Carnegie foundations in Ayr, Dunfermline, and Edinburgh; those free public libraries in Pittsburg,



Allegheny City, Braddock, Johnstown, Atlanta (the industrial capital of the New South) and the proposed circulating library in the federal city on the Potomac? There is great hope of future triumphs for democracy when such institutions as these for the moral and intellectual improvement of the people can be created out of the material earnings of a Scotch immigrant from Dunfermline, who learned how to master Pennsylvania coal and iron and thus to dominate the world's market for steel rails. There is something tremendous in the Vulcanic energy of the Carnegie steel works, viewed by night or by day, but it is a nobler spectacle to behold the combined output of nature, capital and labor, when converted into free libraries and art institutes, museums and other institutions of learning in England, Scotland and America.

At the opening of the Pittsburg library Mr Carnegie expressed his views on the responsibilities of wealth as follows:

My views of wealth and its duties soon became fixed, and to these I have ever since sought to give expression upon fitting occasions, which are, that under existing industrial conditions, which we will not see changed, but which may be modified in the course of centuries to come, surplus wealth must sometimes flow into the hands of a few, the number, however, becoming less and less under the operation of present conditions, which are rapidly causing the general distribution of wealth day by day, the proportion of the combined earnings of capital and labor going to labor growing greater and greater, and to capital less and less. To one to whom surplus comes there comes also the question: what is my duty? what is the best use that can be made of it? The conclusion forced upon me and which I retain is this: that surplus wealth is a sacred trust to be administered during life by its possessor for the best good of his fellow men, and I have ventured to predict the coming of the day—the dawn of which, indeed, we already begin to see—when the man who dies possessed of available millions which were free, and in his hands to distribute, will die disgraced. He will pass away “unwept, unhonored, and unsung,” as one who has been unfaithful to his trust. There must sometimes be surplus wealth, then, and it is our duty to use this for the public good. But, having proceeded thus far, the most serious question of all remains: how is good to be accomplished? How is wealth to be used so that it will not tend to pauperize the community, or to increase the very evils we fain would extirpate? Distributed equally among all the people in the morning, we know there would be pandemonium at night. Imagine a man with millions looking

upon the poorer districts of a great city, and saying, "I shall cure all this." To the wretched poor he says, "You have not your share of wealth, take this," and to each one he gives his portion. A few nights later this zealous philanthropist takes his friends to see what he has accomplished, the evils of poverty he has cured. Imagine the sight they behold. Poverty, wretchedness, misery, and crime cured, or even diminished? No, all these increased. The hitherto well doing and industrious have seen the thriftless and idle in receipt of unearned funds, and these hitherto self-respecting people have said, "Why should we rise in the dark and go forth and toil? There is no special reward for the toiler; the idle receive equally with the industrious; we shall join their ranks."

The surplus money gathered in one great sum and spent by Peter Cooper in establishing the Cooper institute, of New York; by Mr Pratt, of Baltimore, in establishing the Baltimore libraries; Mr Pratt, of Brooklyn, in the Pratt institute; the Drexel institute of Philadelphia, or spent by Seth Low for the Columbia library, or by my friend and partner, and your distinguished fellow citizen, Mr Phipps, for the conservatories, is put to better and nobler ends than if it had been distributed from week to week in dribbles among the masses of the people; concentrated in one great educative institution lasting for all time, its usefulness is forever; it ministers to the divine in man, his reason and his conscience, and thus lifts him higher and higher in the scale of being; he becomes less and less of the brute and more and more of the man. I am not content to pass down in the history of Pittsburg as one who only helped the masses to obtain greater enjoyment of those appetites which we share equally with the brutes: more to eat, more to drink, and richer raiment.

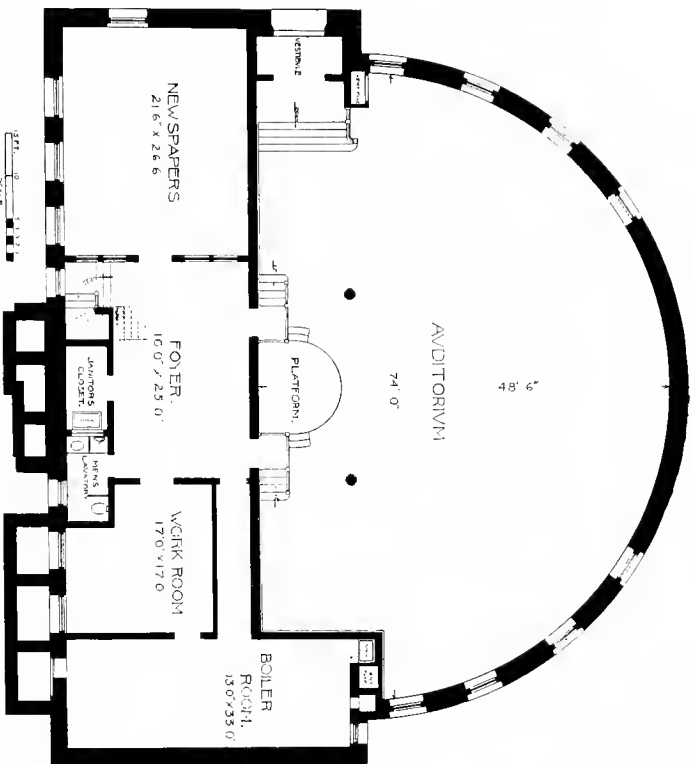
What we must seek, for surplus wealth, if we are to do real, genuine good, are uses which give nothing for nothing, which require cooperation, self help, and which by no possibility can tend to sap the spirit of manly independence, which is the only sure foundation upon which the steady improvement of our race can be built. We were soon led to see in the free library an institution which fulfilled these conditions and which must work only for good and never for evil. It gives nothing for nothing.

**Pittsburg.** Mr Carnegie began his bounty to Pittsburg in 1881 by offering \$250,000 for the construction of a public library, for the support of which the city was asked to appropriate annually at least \$15,000. On account of the danger of party interference in the management, Mr Carnegie proposed that it should be in the hands of a civic committee of his own choosing. Undoubtedly the example set by Enoch Pratt, of Baltimore, influenced the final

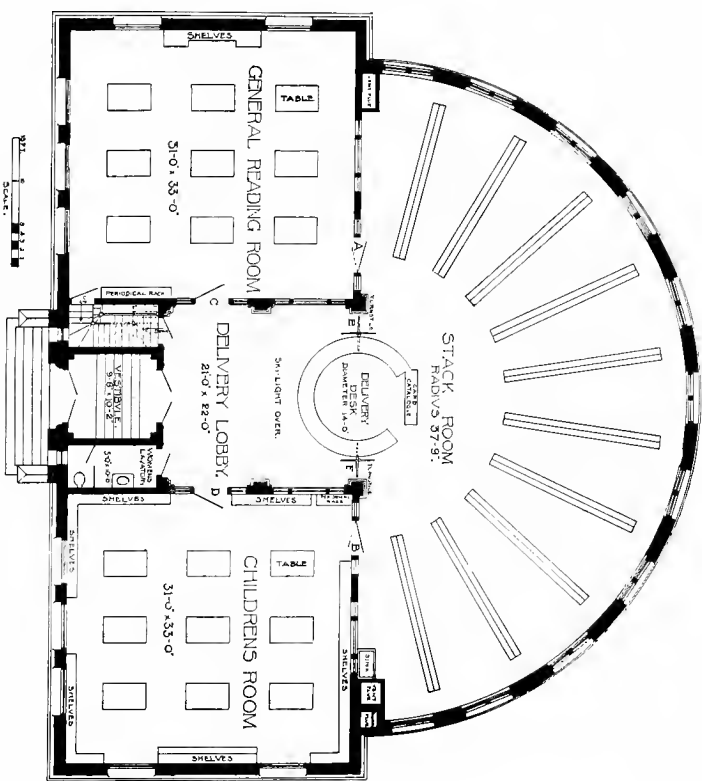


Carnegie library, Pittsburg Lawrenceville branch



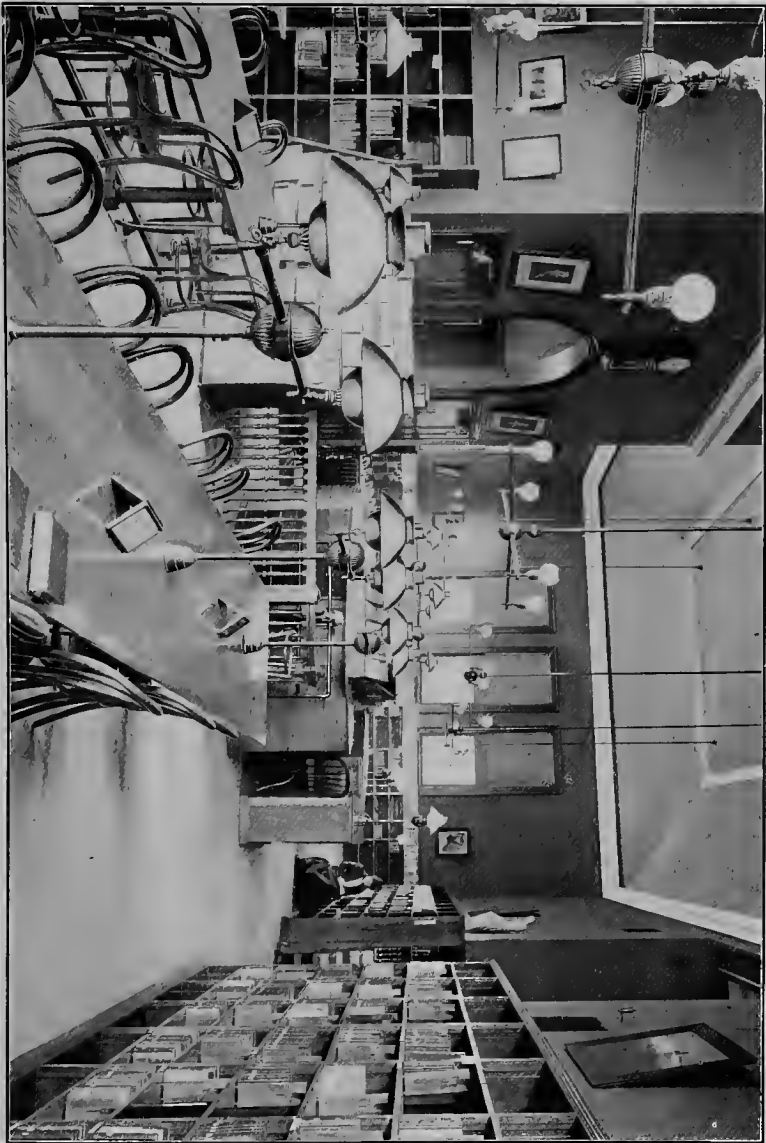


BASEMENT PLAN  
LAWRENCEVILLE BRANCH, CARNEGIE LIBRARY OF PITTSBURGH.  
ALDEN AND HARLOW ARCHITECTS



FIRST FLOOR PLAN  
LAWRENCEVILLE BRANCH, CARNEGIE LIBRARY OF PITTSBURGH.  
ALDEN AND HARLOW ARCHITECTS

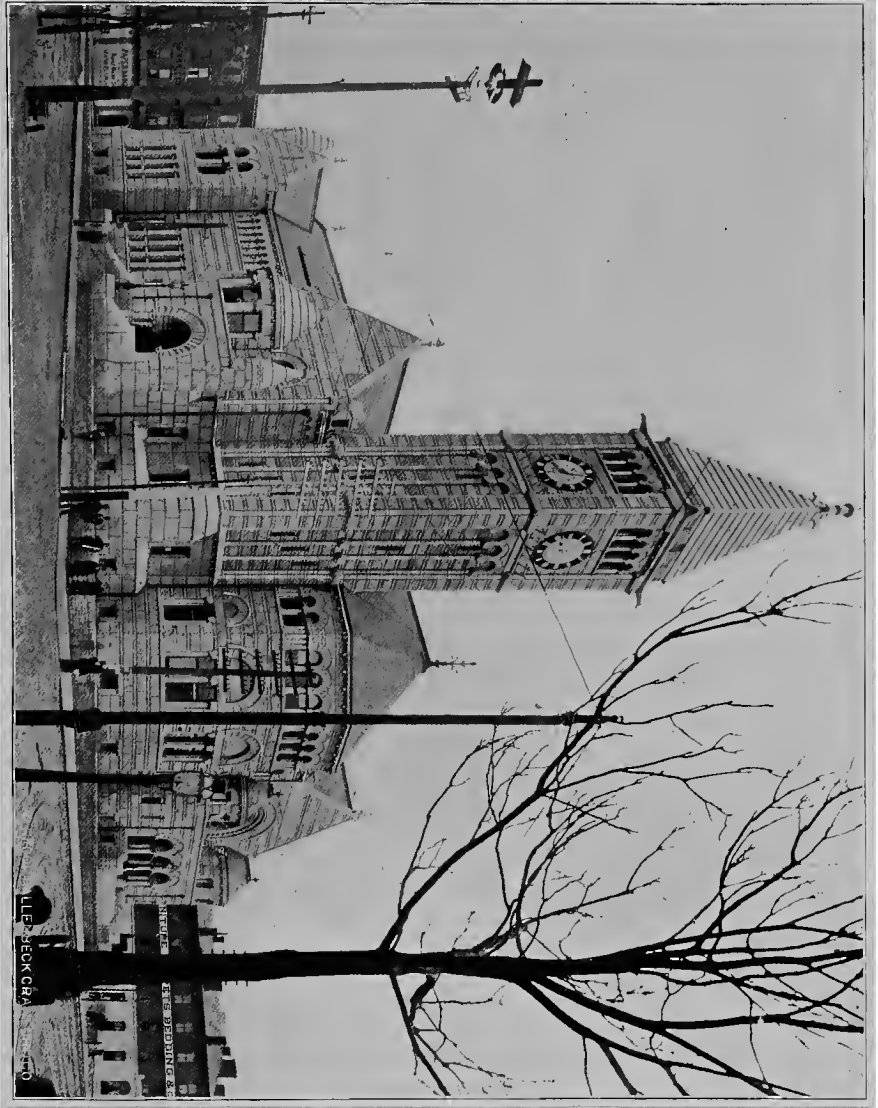




Carnegie Library, Pittsburgh West End branch







Carnegie Library, Allegheny (Penn.)





Carnegie library, music hall and athletic club, Homestead (Penn.)



Carnegie library, Homestead: delivery room



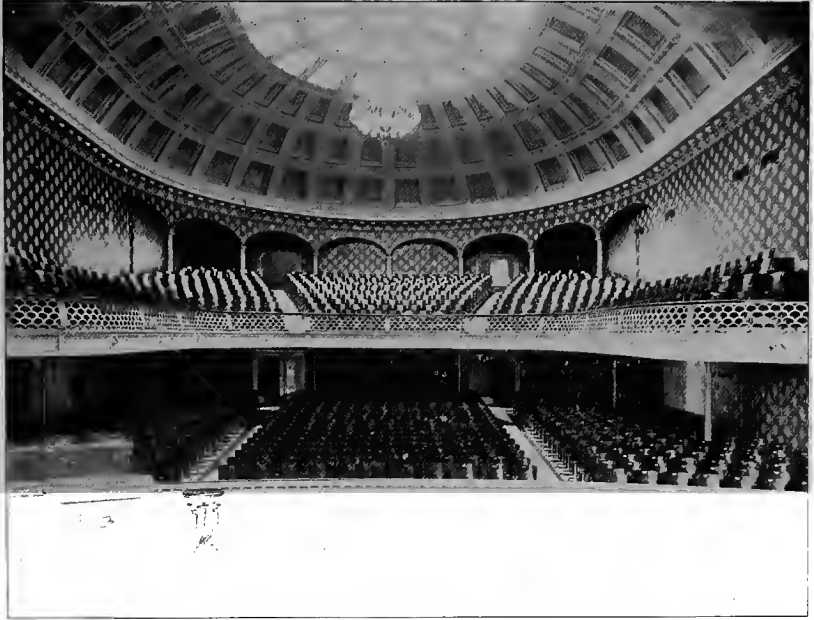


Carnegie library, Homestead: reference and reading room



Carnegie library, Homestead: children's room





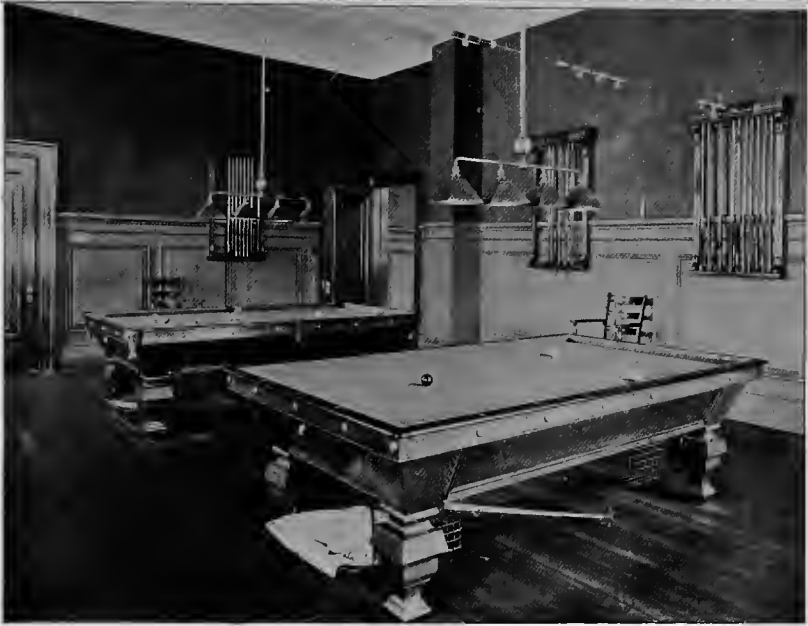
Carnegie library, Homestead: music hall



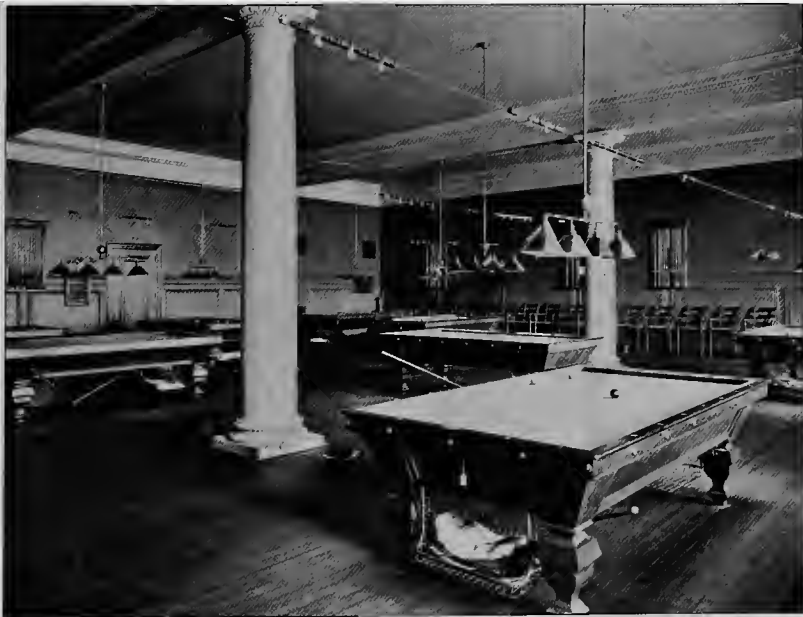
Carnegie library, Homestead: gymnasium, showing suspended running track







Carnegie library, Homestead: ladies' billiard room



Carnegie library, Homestead: main billiard room



organization of the Pittsburg library. The people were at first a little backward in encouraging Mr Carnegie's offer, for there were legal obstacles in the way of the city council's appropriating public money to the maintenance of a library. But the city was finally empowered by the legislature, the citizens became more favorable, and, on conference with Mr Carnegie, a committee found him disposed to enlarge his original offer to \$1,000,000, provided Pittsburg would annually appropriate \$40,000 to the support of a main library with branches, and accept a board of library directors, one half municipal and the other half named by himself.

The larger project was ultimately carried out and Pittsburg, in the fall of 1895, found herself possessed of a splendid public library. At one end there is a music hall capable of seating over 2000 people. There is also an "art wing" for loan exhibitions, plaster casts, etc. Another division of the structure contains rooms for popular lectures, industrial classes, and local scientific societies. Over the lecture rooms is a suite designed for collections in natural history, etc.

In addition to the main library, costing \$800,000, seven branch libraries or local distributing stations, costing \$300,000 more, were projected. "The manner in which the Enoch Pratt library of Baltimore has been able, through its excellent administrative service and system of branches, to carry the best books to the greatest number of a compact city population has afforded an example which will not be lost sight of at Pittsburg. The system in its details has not been fully worked out for the latter city, but it is expected that the general plan which has been found to work advantageously in Baltimore will be followed in Pittsburg, with such modifications as local conditions may require."<sup>1</sup>

Mr Carnegie has extended his idea of public libraries as a means of popular education throughout that whole region of Greater Pittsburg. No sooner was the original prospect of a public library

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<sup>1</sup> See article on the "Carnegie libraries: notes on a popular educational movement in the Greater Pittsburg," by William B. Shaw, in the *Review of reviews*, Oct. 1895. Another illustrated article on the "Carnegie library in Pittsburg" appeared in *Harper's weekly*, 9 Nov. 1895. A good article on the same subject with illustrations, republished from the *Review of reviews* and from *Peterson's magazine* may be found in the *Library journal*, Nov. 1895. The annual reports of the Carnegie library of Pittsburg, 1899, contain interesting views of recent local branches of the main library. Attention is called to the "Home library group" (Hebrew) and to the "Home library group" (colored). The diagrams of the floor plans of these Carnegie branches are suggestive to students of library interior arrangements.

held out to that city than the neighboring Allegheny City, on Allegheny river, just opposite Pittsburg, began to agitate for a similar endowment. The town offered to provide a site and Mr Carnegie gave \$300,000 for a library building, with a concert hall, an organ, a lecture room, and art gallery. It is not generally understood that Mr Carnegie's system of libraries, which has gradually been extended through the boroughs of Greater Pittsburg, represents a well organized plan for popular education by means of music and lectures as well as by good books. He himself has long taken an active part in American public instruction by voice and pen.

A Carnegie free library was early instituted (1889) at Braddock on the Monongahela river. These places are on historic ground between the two great rivers which unite at Pittsburg to form the Ohio. At Braddock, where, July 9, 1755, the English were defeated, 10 miles east of old Fort Duquesne (afterwards Fort Pitt), a fine collection of historic relics, and books on American and local history with other good literature has been made. The free library at Braddock soon outgrew its original quarters. Additions were made in 1894 for the Carnegie club, which contains a hall or theater seating over 1100 people, a well equipped gymnasium, with baths and swimming pool, also billiard and card rooms. For these club privileges there is a fee of \$1 every three months. Braddock is the seat of the principal Carnegie steel works. Before the opening of either the Allegheny library, or the later foundation at Pittsburg, Mr Carnegie thus provided a building and a circulating library for his own people. Here was planted his original institution; and here at Braddock, just opposite Homestead, was first established the librarian who now directs the Carnegie library at Pittsburg itself, Edwin H. Anderson, who was trained at the New York state library school, and bears the same name as Andrew Carnegie's early patron in Pittsburg, Col. Anderson.

Great care is taken in the selection of books, librarians, and administrative heads throughout Mr Carnegie's popular educational work. The same principles which have made the Carnegie steel works such a business success can be carried into the management of clubs, libraries, and music halls. The one great underlying principle, however, which the Carnegie system of library extension represents is that of municipal ownership of a private foundation. Libraries and universities should be carefully and continuously

administered like a private business. Carnegie got that idea from the late Enoch Pratt, of Baltimore, and expressed it tersely in the following language: "The result of my own study of the question, 'What is the best gift which can be given to a community?' is that a free library occupies the first place, provided the community will accept and maintain it as a public institution, as much a part of the city property as its public schools, and, indeed, an adjunct to these."

The growing success of Mr Carnegie's public libraries demonstrates the wisdom of his educational foundations in the old world as well as in the new. His is the best example of library extension on record, and deserves mention before those earlier social and historic library movements which were due less to individual effort than to more complex social forces.

**Washington.** Theodorc W. Noyes, president of the board of trustees, submitted a report on this subject to the commissioners of the District of Columbia, October 16, 1899. The following statements are noteworthy:

The most notable event of the year in the library's history is the assurance given to it of a spacious, well equipped and attractive permanent home through the considerate legislation of congress in meeting the conditions of Mr Carnegie's gift. The original legislation creating the library gave promise of a future permanent home by providing "that in any municipal building to be hereafter erected in said District suitable provision shall be made for said library and reading room, sufficient to accommodate not less than 100,000 volumes." Through the good fortune which has befallen the library its enjoyment of a home of its own has been hastened by years, and accommodations are assured far superior in every respect to the best that the proposed municipal building could furnish.

On the 12th day of January, 1899, Mr Carnegie, in response to a verbal suggestion of B. H. Warner, vice-president of the library trustees, offered to give \$250,000 for the erection of a building for the library, if congress would provide a site and suitable maintenance.

The trustees and other friends of the library labored diligently for the legislation by congress upon which Mr Carnegie's donation was conditioned, and finally, on the 3d day of March, 1899, the following measure was enacted:

"Be it enacted by the senate and house of representatives of the United States of America in congress assembled, That authority is hereby conferred upon a commission, to consist of the commissioners of the District of Columbia, the officer in charge of public buildings and grounds and the president of the board of trustees

of the Washington public library, to cause to be erected upon Mount Vernon square, in the city of Washington, in the District of Columbia, a building for the use of the Washington public library, with funds to be contributed by Andrew Carnegie: provided, that such a building shall be commenced within 12 months and completed within three years from the passage of this act: and provided, further, that no liability shall be incurred by the United States or the District of Columbia for the cost of the erection of said building."

The full report is printed in the *Evening star*, October 16, 1899. Diagrams of the interior arrangements of the proposed library and a general exterior view are there published. The following information is of special interest:

*Reading and lecture rooms.* In the east wing, to the right of the main entrance, will be located the public reading room. It will occupy a space of 3000 square feet, and will be lighted by broad windows reaching to the ceiling. The west wing will be divided into two departments, one half being given over to open-shelf accommodations for books and the other half to the use of children. The reception room will be in the western section of the building. This room will be in close communication with the open-shelf room, and will be provided with wall shelving. The open-shelf room will contain 1500 square feet, and the reception room 456 square feet. The children's room is of the same dimensions as the open-shelf department, and will be separated from the latter by a temporary partition which may be easily removed. Thus, if the growth of popularity of the open-shelf facilities demands it, this department can spread itself over the entire west wing and occupy a total space of 3456 square feet. In the event of such growth, the children's room would be transferred to the basement wing reserved for that purpose, or it might possibly be removed to the second floor.

The reading room in the east wing will be fitted with wall shelves. The value of the open-shelf provision, rendering books easily accessible, has not been underestimated, and arrangements have been made for the occupancy of every available space for this purpose. On the second floor the west wing will be occupied by a lecture or class room of about 3000 square feet. In the east wing will be situated the newspaper and periodical department. The trustees' room and four special study rooms will also be situated on this floor.

*General departmental library.* There is a possibility that legislation may be secured from congress which will turn over to the library the miscellaneous books not necessary for reference and official use in the departmental libraries. These number between 20,000 and 30,000 volumes. Their withdrawal from the 300,000

volumes of the departmental libraries would not injure the latter as technical reference collections for official use, but would cause the Washington public library to become a general departmental library for the enjoyment and free circulating use of all the employ es in all the departments. These books, accessible in the main only to the clerks in three of the departments, and accessible to them only so far as the fraction contained in their own library is concerned, would, if collected in the Washington public library, be open to all the clerks, and a great body of the government employ es would enjoy privileges of which they are now entirely deprived. The establishment of such a general departmental library, open also to the public, would save the government the expensive duplication of books in numerous small collections, and would also economize in the room space devoted to departmental library purposes.

There is also a possibility of securing the use for circulating purposes of some of the duplicates, copyrighted or uncopyrighted, in the Library of congress. The creation of a circulating department of the latter library has been forcibly urged in congress, but has also met with determined opposition. A compromise between these conflicting views of the true functions of the Library of congress should result in the popular circulating use of many of these books through their loan to the Washington public library.

*A government institution.* The relations of nation and capital make the Washington public library as much of a government institution in principle as the Library of congress. By continuing to develop the latter exclusively along its natural lines as a great reference library for scholars and students, and by rendering available for public use its circulating books through the medium of the Washington public library as the national local lending library, the nation will waste no fraction of its library resources, and instead of permitting thousands of miscellaneous volumes, copyrighted and uncopyrighted, to decay unused on the shelves, they will all be rendered most fully available, both for reference and circulating purposes, for the benefit of the people of the republic. In planning and preparing for an enlarged library in the new building on Mount Vernon square to be available perhaps within two years, the existing library in rented quarters on New York avenue, which is performing under many disadvantages a most important and useful function in the community, is not to be neglected.

#### ANDREW CARNEGIE'S GIFTS TO

##### 1 American libraries

Alameda, Cal.....	Oct. 1899.....	\$10 000
Allegheny, Pa.....	Dec. 1886.....	530 000
Atlanta, Ga.....	Jan.-Nov. 1899.....	125 000
Augusta, Me. Lithgow library.....	Oct. 1893.....	9 000
Beaver, Pa.....	Oct. 1899.....	50 000

Beaver Falls, Pa.....	Oct. 1899.....	\$50 000
Blairsville, Pa.....	June 1899.....	15 000
Braddock, Pa.....	Dec. 1886.....	500 000
Bradford, Pa.....	Jan. 1900.....	25 000
Butler, Pa.....	Oct. 1898.....	5 000
Carnegie, Pa.....	Apr. 1898.....	230 000
Cheyenne, Wyo.....	Dec. 1899.....	50 000
Chillicothe, Mo.....	Jan. 1900.....	25 000
Clarion, Pa.....	Dec. 1899.....	10 000
Connellsville, Pa.....	Apr. 1899.....	50 000
Covington, Ky.....	Jan. 1900.....	40 000
Dallas, Tex.....	Aug. 1899.....	50 000
Davenport, Iowa.....	Dec. 1899.....	50 000
Dennison, Tex.....	Oct. 1899.....	1 700
Duluth, Minn.....	Oct. 1899.....	50 000
Duquesne, Pa.....	Dec. 1899.....	350 000
East Liverpool, Ohio....	June 1899.....	50 000
East Orange, N. J.....	Jan. 1900.....	50 000
Emporia, Kan.....	Jan. 1900.....	30 000
Erie, Pa.....	Oct. 1898.....	7 000
Fairfield, Iowa.....	Apr. 1892.....	40 000
Fort Worth, Tex.....	June 1899.....	50 000
Gardiner, Me.....	Dec. 1897.....	2 500
Greensburg, Pa.....	June 1899.....	50 000
Greenwich, Conn.....	Oct. 1898.....	5 000
Grove City, Pa.....	Feb. 1900.....	30 000
Hazelwood, Pa.....	Mar. 1899.....	4 000
Homestead, Pa.....	Dec. 1896.....	500 000
Houston, Tex.....	Oct. 1899.....	50 000
Jefferson City, Mo.....	Jan. 1900.....	25 000
Johnstown, Pa.....	May, 1890.....	60 000
Leavenworth, Kan.....	Jan. 1900.....	25 000
Lincoln, Neb.....	Dec. 1899.....	75 000
Louisville, Ky.....	Oct. 1899.....	125 000
Manassas, Va.....	June 1899.....	1 000
Matanzas, Cuba.....	1898.....	2 000
McKeesport, Pa.....	Apr. 1899.....	50 000
New York free circulating library.....	Dec. 1889.....	6 000



New York Caledonian club library.....	Nov. 1899.....	\$2 750
Newport, Ky.....	Oct. 1899.....	20 000
Oakland, Cal.....	Aug. 1899.....	50 000
Oakmont, Pa.....	Apr. 1899.....	25 000
Oil City, Pa.....	Jan. 1899.....	40 000
Oklahoma City, Okl.....	Oct. 1899.....	25 000
Ottumwa, Ia.....	Jan. 1900.....	50 000
Penn. state college.....	Dec. 1898.....	100 000
Pittsburg, Pa.....	Dec. 1886.....	3 870 000
Pittsburg, Tex.....	July, 1898.....	5 000
Prescott, Ariz.....	July, 1899.....	4 000
San Antonio, Tex.....	Jan. 1900.....	50 000
San Diego, Cal.....	July 1899.....	50 000
Sandusky, Ohio.....	Oct. 1899.....	50 000
Seaboard air line library..	June 1899.....	1 000
Sedalia, Mo.....	Oct. 1899.....	50 000
Steubenville, Ohio.....	June 1899.....	50 000
Tucson, Ariz.....	Oct. 1899.....	25 000
Tyrone, Pa.....	Oct. 1899.....	50 000
Uniontown, Pa.....	Dec. 1899.....	50 000
Waco, Tex.....	July 1899.....	2 000
Washington, D. C.....	Feb. 1899.....	350 000
York, Pa.....	Jan. 1900.....	50 000
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		\$8 482 950

## 2 British libraries

Aberdeen.....	Feb. 1890.....	\$54 800
Ayr.....	Dec. 1890.....	50 000
Bandridge.....	June 1899.....	5 000
Banff.....	June 1899.....	5 000
Bonar Bridge.....	Oct. 1899.....	7 500
Dumfries.....	Aug. 1898.....	50 000
Dunfermline.....	Nov. 1885.....	100 000
Edinburgh.....	Dec. 1886.....	250 000
Falkirk.....	Feb. 1899.....	2 500
Grangemouth.....	May 1899.....	5 500
Inverness.....	Apr. 1899.....	8 750
Jedburgh.....	June 1897.....	10 000

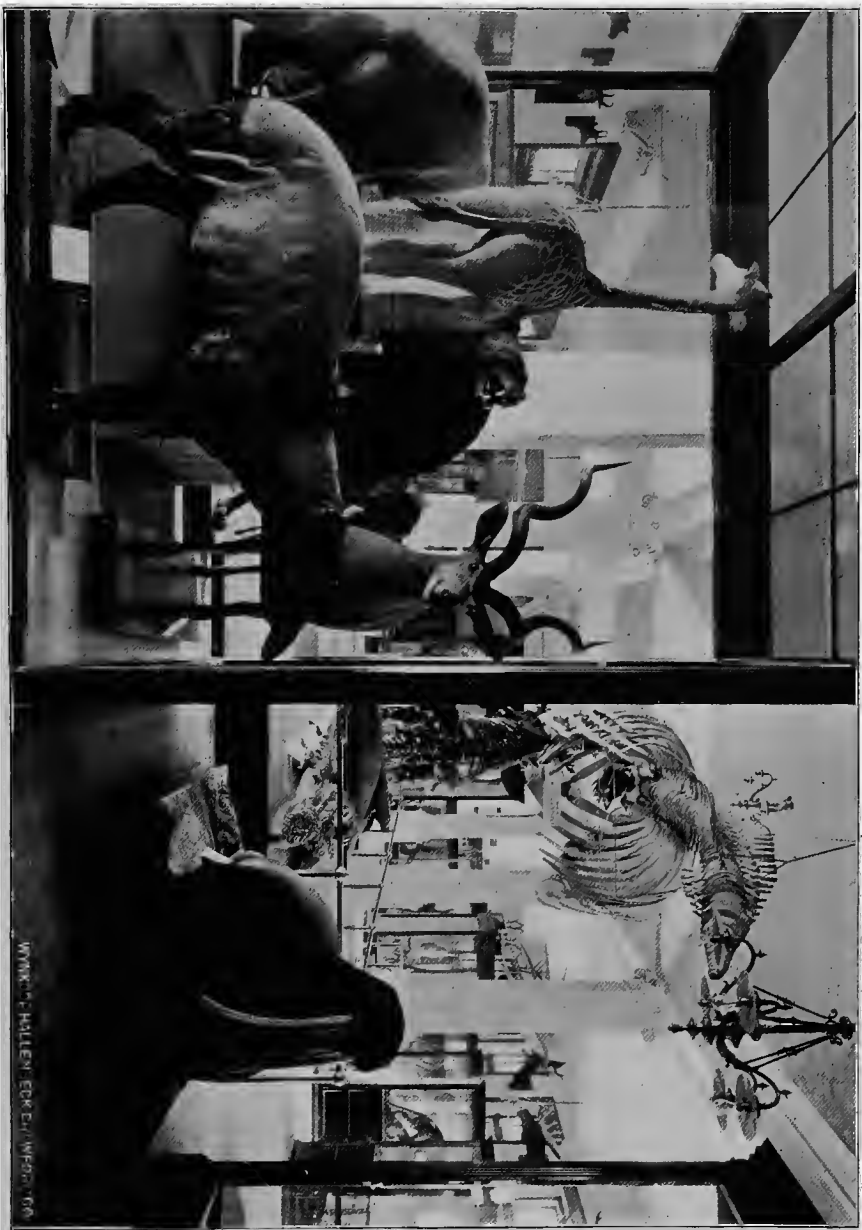
Keighley, Yorkshire.....	Sep. 1899.....	\$50 000
Peterhead.....	May 1899.....	5 000
Portmahamock.....	Oct. 1898.....	3 000
Stirling.....	Jan. 1900.....	30 000
Tain.....	May 1899.....	5 000
Wick.....	Apr. 1899.....	19 615
Total.....		<hr/> \$661 665 <hr/>
Grand total .....		<hr/> \$9,144,615 <hr/>

### Chapter 3

#### THE PEOPLE'S UNIVERSITY

The best university for the people is a library of good books, critical and popular magazines and readable illustrated papers, political, social and literary. A visit to any large reading room in a well conducted American public library will reveal to the passing observer a public high school suited to the needs not only of advanced pupils from the public schools, but of graduates and adults. Public libraries seem to favor coeducation. Chicago and Boston public libraries are literally crowded with readers from every walk in life and disclose the possibilities of higher popular education for every class in our leading American cities, east and west. The scholar is there in a quiet nook, investigating difficult questions in history and science by means of the rich stores of accumulated material. The school teacher and school children are there in classrooms preparing their special work. The representatives of labor and of organized industry are gathering facts and illustrations interesting to the labor party. The inventor is examining patent reports in a special room. Genealogists are inquiring into family history; literary men and women are studying and writing on their chosen themes. Everybody, even the old man and the small boy, find congenial occupation in this paradise of books and pictures.

"The library in which we are interested today," said Melvil Dewey at University convocation, Albany, 1888, "combines the good features of both these [the preservative and the recreative libraries] with others of its own and is the institution that deserves the name of people's university. It might well copy that broad legend from the seal of Cornell, 'An institution where any person may find instruction in any study.' Perhaps we should more clearly recognize its proper functions and be in less danger of confusing



Milwaukee (Wis.) public library and museum

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Milwaukee (Wis.) public library and museum: rotunda, first floor





Milwaukee (Wis.) public library: delivery room







WYATT & HULLEN - JACKSON & CO. - MILWAUKEE

Milwaukee (Wis.) public library: reference room



it with old ideas, if we called it, not a 'library,' but a 'people's university.'" In the same suggestive address Mr Dewey also says: "Just as truly as we found in popular education that the real school for the mass of people was the library, so in the higher education the real university is a great library thoroughly organized and liberally administered."

Emerson once said: "Consider what you have in the smallest chosen library; a company of the wisest and wittiest men that could be picked out of all civilized countries, in a thousand years, have set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruption, fenced by etiquette; but the thought which they did not uncover to their bosom friend is here written out to us, the strangers of another age."

Andrew Carnegie has given millions of dollars for the founding of these highest of high schools in certain favored cities. He has planted a free public library in the nation's capital at Washington just as he did years ago in Edinburgh, the historic capital of his mother land. A visit to any of these great foundations, whether in Edinburgh, Pittsburg or Allegheny City, will suggest the wonderful possibilities of accumulated wealth in American towns and cities when it begins to express itself more widely in these generous institutional forms. Carnegie is simply a conspicuous example of a liberal and patriotic tendency, long manifest in American industrial life.

**Public libraries.** The foreign traveler through New England, New York, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, and on to California will be everywhere impressed with the growth of public libraries. He will find that in very many instances they are memorial libraries erected by some generous townsman or former citizen of the place, who returned to benefit his old home after acquiring wealth in distant lands and places. No institutional foundation is more common in New England or the west than the public library.<sup>1</sup> Here will be seen in the general reading room a

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<sup>1</sup> The eighth report (1898) of the free public library commission of Massachusetts contains a three page list of givers of free public library buildings in that state. 111 towns or parts of towns owe their library buildings to private givers.

By laws of 1890, ch. 347, any Massachusetts town can be supplied at state expense with \$100 worth of books on condition of maintaining a free public library. In 1898 there were only 10 towns in Massachusetts that were not fully entitled to the privileges and rights of a free public library. Only three fifths of one per cent of the people of the old Bay state were without this latest of free institutions. Now, 1899, only seven Massachusetts towns lack a public library.

popular class of readers representing all ages, both sexes, and the most varied intellectual interests. Almost everywhere the public library has been brought into organic connection with the public schools, which are allowed special privileges for the promotion of investigation in history, biography, literature, art and science. Sometimes teachers come with their classes to public libraries for special exercises, but oftener the pupils come alone for inquiry along certain lines suggested by the teacher. Everywhere librarians are in cordial and cooperative relations with the public schools, which are in some cases delivery stations of the public library. Reference lists are prepared by busy librarians on subjects uppermost in the public mind, and these lists are posted conspicuously in public places or printed in the newspapers, which carry working catalogues into every intelligent household. If lyceum lectures are in progress, or if there is a course of University extension lectures, the local librarian will certainly place all the resources of his library at the service of citizens and students who may happen to be specially interested.

In building up the public library there is often a select committee of competent, well educated men and women who take into consideration the needs of the public schools as well as the popular taste. Great attention is always paid to standard history and biography as well as to travels, natural sciences, the arts, modern literature, English, French and German, the best novels and books for children. On the wise choice made by this library committee, or by the librarian, depends the development of public intelligence and public morals, and the gradual refinement of growing boys and girls.

*Pictures and plans of library buildings.* In the monthly bulletin of books added to the Boston public library, vol. 4, no. 8, published in August 1899, there is a valuable index to the pictures and plans of library buildings to be found in the Boston public library. The person who would found a public library can here discover the appearance, exterior or interior, of any important library from "Aberdeen, Scotland" to "Yale college" and "Yarmouth, Massachusetts," with bibliographic notes, which will enable the reader to review the history of any given institution. From the manifest impossibility of visiting and studying all the leading American types of the people's university, the present writer can merely say *ex uno disce omnes* and declare his earnest original intention of inquiring particularly re-

garding the most important new public libraries; but present limitations of time and space compel the restriction of this chapter to the illustrations already gathered, which were determined by chance and local opportunity.

#### BOSTON PUBLIC LIBRARY

In his address at the opening of the free library in Wilkesbarre, Pa. in 1889 Melvil Dewey said: "All nations recognize the United States as leading in the matters of libraries. The United States recognizes the New England states, and specially Massachusetts as its head, and Massachusetts looks to Boston as the Mecca of the ideal library system." [*Library journal*, 14:95]

Of the work accomplished by Justin Winsor, at one time librarian of the Boston public, Herbert Putnam said at Chautauqua: "Panizzi raised a great dome wherein scholars might find studious refuge; his achievement was no greater than that of Justin Winsor when he *widened out* his reading room so that it took in a whole city."

Josiah Quincy, the broad-minded mayor of Boston, discussing in the *Saturday evening post* (Philadelphia) June 3, 1899, the work of a modern city, has given bold and graphic expression to a new educational and social ideal. He says: "The work of our public library is of such a comprehensive character that it partakes very largely of the nature of a popular university, and comes very near to constituting an example of municipal socialism carried into practice. Our library plant—building, books and equipment—represents an investment of at least \$5,000,000. 350 persons are employed in connection with its service, and it costs the city over a quarter of a million dollars a year to maintain it. Besides the central library we have 10 branch libraries, containing independent collections of books, and 18 delivery stations. There are, outstanding, 65,000 active cards for a population of 530,000 people. Over 700 readers are generally to be found in the central building alone, and about 1,250,000 books are annually issued to card holders for use at home.

"Our library is indeed an educational institution for adults, rather than a mere collection of books, as indicated by the fact that in at least half a dozen departments the library has upon its staff scholars of recognized ability, who direct readers in the pursuit of advanced lines of reading. The people of Boston contribute nearly half a dollar annually per capita for the support of this great institution, and I doubt whether a community can be found anywhere in the

world which taxes itself as heavily to provide library facilities, or which makes a larger use of them. Boston was a pioneer in the establishment of municipal libraries in this country, and there is no branch of municipal activity in which our citizens take a greater pride. Our library is believed to undertake a greater variety of service than any other, yet the demand for the extension of its facilities is never fully met."

**Extent.** The library system of Boston as described in the latest report, 1898-99, p. 7, now comprises:

- 1 Ten branches, with large permanent collections of books;
- 2 Five reading rooms, all of them also delivery rooms and one having an independent collection of books;
- 3 Thirteen delivery stations, all also deposit stations;
- 4 Twenty-two engine houses and one postoffice receiving books regularly on deposit;
- 5 Four public schools (two high and two grammar) receiving deposits;
- 6 One public school—a delivery station;
- 7 Five public institutions receiving deposits.

This makes a total of 61 outlying agencies of the Boston public library. If any institution in New England deserves preeminently the name of an uncommon school or a people's university, surely Boston is the seat of it. The most recent official report of her public library is prefaced with a picture of the magnificent central building in Copley square; but, in order to appreciate the splendid system of library extension which Boston represents, one should examine carefully in that same report, 1898-99, the map of the city library. The percentage of card holders in the public library according to the population of each ward is given under the ward number. A comparative survey of this graphic and truly cultural map of Boston will show that the public library, highest of high schools in an enlightened city, has secured a stronghold in every Boston ward. The city is now fairly illuminated with her 61 beacon lights representing a widely extended library system. It reaches from East Boston to West Roxbury, from the North Brighton readingroom to the South Boston branch. Beacon street extended could not rival this Boston library extension for intelligence and light.

**Use and circulation.** The 47th annual report of the Boston public library, 1898-99, shows that the use and efficiency of the library are increasing from year to year. The number of card holders in 1897 was 64,973; in 1898 it was 72,005, an increase of nearly 11%. A classification of holders of "live cards" Jan. 31, 1899, [see p. 31 of above report] indicates that the most active users of library books belong largely to classes in the grammar schools. Students, teachers, business men and women are also good patrons of the people's university. There is a general increase in book circulation and in the number of readers not only at the central library but also at the branches. The circulation from the local delivery stations was 175,552 in 1898-99, as compared with 163,938 the year before, a gain of 7%. The total circulation of books from the branch libraries for the year ending Jan. 31, 1899, was 660,171 as compared with 659,099 for the previous administrative year, a gain of less than 1%. The greater circulation from delivery stations is largely if not wholly due to free access to shelves, which is permitted in compensation for the small number of books to choose from. At branches the large number of books is held to make such a privilege impracticable, consequently many books remain on the shelves, which would be taken out if readers could see and handle them. The total circulation of books for home use from the Boston public library with all its 61 branches and stations, was last year 1,245,842, as compared with 1,199,658 for the year 1897-98.

**Expense.** The cost of maintaining the Boston public library during the year 1898-99 was:

Salaries .....	\$162 690.48	
Books .....	29 035.04	
Periodicals .....	5 900.06	
Newspapers .....	2 146.44	
Maintenance .....	64 808.02	
		\$264 580.04
Of this amount		
the city appropriated.....	\$246 855.87	
the trust funds yielded.....	13 674.11	
miscellaneous gifts, etc. made up.....	4 050.06	
		\$264,580.04

**Documents and statistics.** The trustees of the Boston public library have added to it a new and important department during the

past year, that of documents and statistics. The American statistical association presented in June, 1898, its valuable collections to the public library, which has now combined with them its own statistical and sociological materials, so that Boston has become another first-rate center for social and economic research. The special report of the chief of this new department, Worthington C. Ford, formerly chief of the bureau of statistics of the treasury department at Washington, describes, p. 64-72 of the library report for 1898-99, the subjects covered by these collections: 1) vital statistics; 2) commercial statistics, including transportation; 3) labor statistics, including production, agricultural and industrial; 4) financial statistics and all questions of banking, currency and taxation; 5) state and private penal and charitable institutions. Mr Ford says, "The public library was strong on economic writings of a general character, but weak in the results of economics applied in administration and government; the statistical association was strong on this practical side, but almost wanting in theoretical works. Its most remarkable feature was the series of issues of foreign governments, long since out of print and difficult to obtain. As an example of the disinterested zeal of one man, Dr Edward Jarvis, the collection is notable as a foundation on which to build for the future."

**Art exhibitions.** In the report of the Boston public library for 1898-99, Otto Fleischner gives a complete list of exhibitions since February 1898 in the fine arts department of the central library, and also a list of the exhibitions at the branch libraries and stations. He says the collection of photographs belonging to the department numbers 9870; of process reproductions there are 3509. These are all classified and catalogued. "There is no doubt that this collection of photographs has not only increased the usefulness of the fine arts department, but has stimulated the study of art among various classes in the community." [For a special discussion of popular education in art at Boston, see chapter entitled "Traveling pictures and library exhibitions of art."]

**Sunday opening.** The report of the Boston public library, 1898-99, p. 83, states that two delivery stations, Broadway extension reading room and Roxbury crossing, have been open on Sunday during the past year. At both stations books have been issued for home use. Statistics show that the Broadway extension station is literally



crowded with Sunday readers. The experiment of issuing books on Sunday from branch libraries was tried last year at Charlestown, East Boston, and South Boston. The Sunday opening was advertised on placards and in the newspapers. The issue of books was small but the use of these branches for reading and reference on Sundays has continued to increase. This form of experiment with the Sunday opening is nothing new and is an acknowledged success. The trustees of the Boston public are fully justified in their modest expression of belief that "the library not merely supplies a valuable school of instruction to those resident within the limits of the city, but secures for Boston a wide reputation for liberal and wise public expenditure, of which it may well be proud."

#### PHILADELPHIA

One of the best examples of a free public library system in America is that which now flourishes in the city of Philadelphia under the able direction of John Thomson. He represents some excellent ideas in good library administration, among others, the idea of easy access to the book shelves. The visitor or reader who enters one of the numerous public library stations of Philadelphia will find it easy and inviting to go direct to the shelves, where books are conveniently classified, and examine the authorities on any given subject. The old method of guiding readers in the use of books was the printed catalogue; but public experience in America long ago demonstrated that men and women want to see the *books* rather than mere *titles* of books. A brief examination of a printed volume soon convinces the reader whether he wants to read that particular book. Moreover, access to a varied collection of authorities on one subject like that of money, or labor, China or Cuba quickly determines the reader's choice. Oldtime methods of scholastic administration often raised barriers between the books and the people, just as medieval theories raised monastic walls between social life and religion.

Another good idea which Mr Thomson has well represented in Philadelphia is that of branch libraries or local library stations in place of one grand, central library as a mausoleum or cold storage of literature. The prevailing idea of too many American cities and librarians is that of a central palace or repository of book collections, an architectural fabric which shall be an ornament to the city. As well might a city have one good central schoolhouse. The truth is,

many public schools and many public libraries are needed in every great town. At least there should be branch libraries in every densely populated neighborhood or section of the city. Mr Thomson has done much in Philadelphia to promote this conception, which is now growing everywhere. It is not distinctively a Philadelphia idea, for it flourishes in Boston, New York, Chicago, also in Baltimore and many other cities. These local or branch libraries are veritable hives of literary industry. They are crowded with the sons and daughters of the people, who obtain easy access to the springs of knowledge now brought to their very doors. In Chicago, collections of books are locally distributed every day in various neighborhoods by means of wagons and carriers.

It is an easy step from this idea of really *circulating* libraries to that of *traveling* libraries, which Mr Thomson has also represented in Philadelphia, though the idea is one borrowed from New York and from English university extension. In America the idea was first worked out successfully by Melvil Dewey, secretary of the University of the State of New York. Albany was the distributing center for that state, as Philadelphia now is for the state of Pennsylvania. Mr Thomson has introduced a bill in the Pennsylvania legislature which will provide by legal enactment a state system of traveling libraries. The bill will almost certainly be passed and this excellent feature thus added to the free library system for which Mr Thomson has done so much. As an illustration of his methods, the story is told that he went one day to a rich Philadelphian who owned a spacious private house and told him that his house would make a good branch library, and Mr Weidner actually gave up his premises for that excellent object. In his address as president of the American library association, at Chautauqua, 1898, Herbert Putnam said, "After suffering long reproach for being without any free library system whatever, Philadelphia has suddenly expanded a library system whose activity, measured by home use, leads the world."

#### BUFFALO (N. Y.) PUBLIC LIBRARY

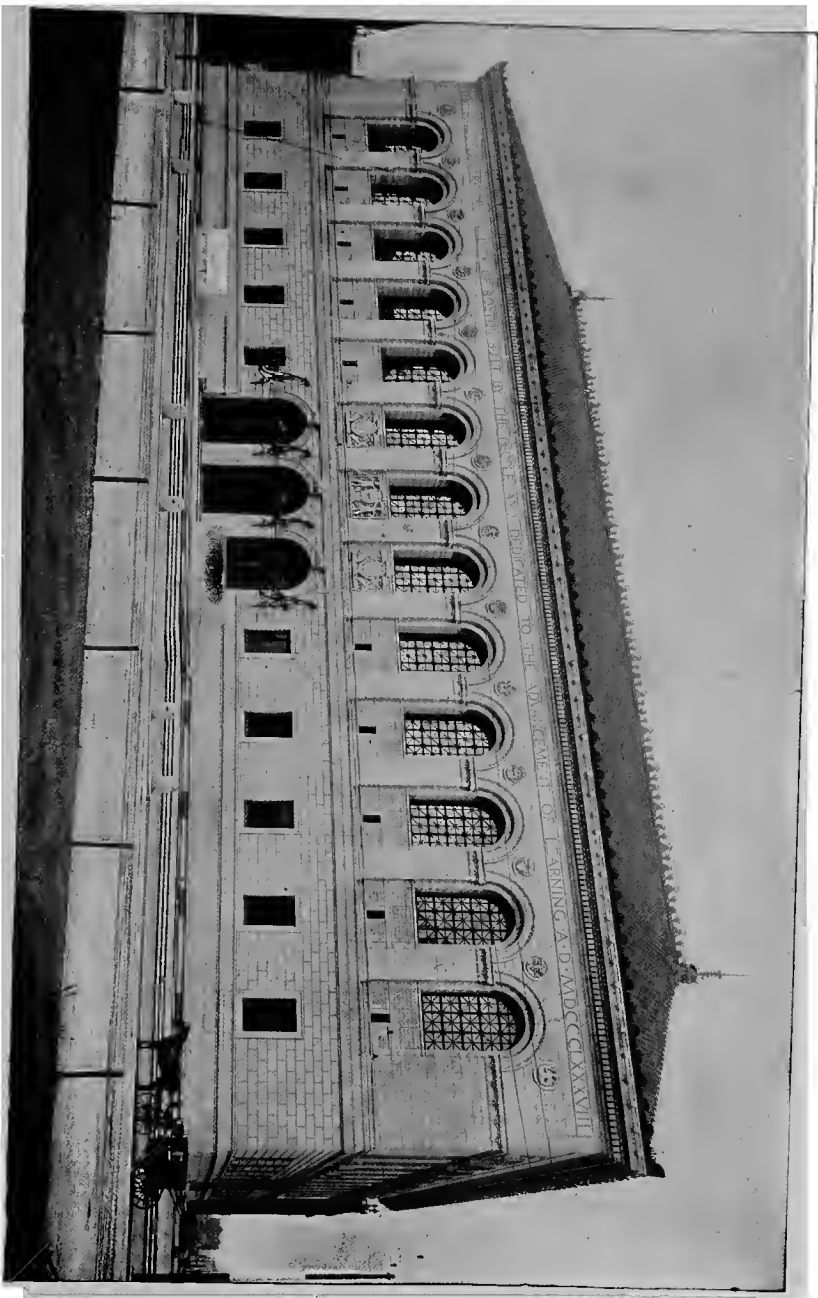
This library is particularly interesting to the writer, for it was here, in the winter of 1887-88, that the first library experiment in university extension began [see detailed account by H. B. Adams in the *Forum*, July 1891]. The size and character of the rooms of this library make it specially convenient for educational and social, historical and scientific purposes. An examination of the diagrams



Milwaukee (Wis.) public library and museum

W. W. BENTLEY & COMPANY, CHICAGO, ILL.





Boston public library

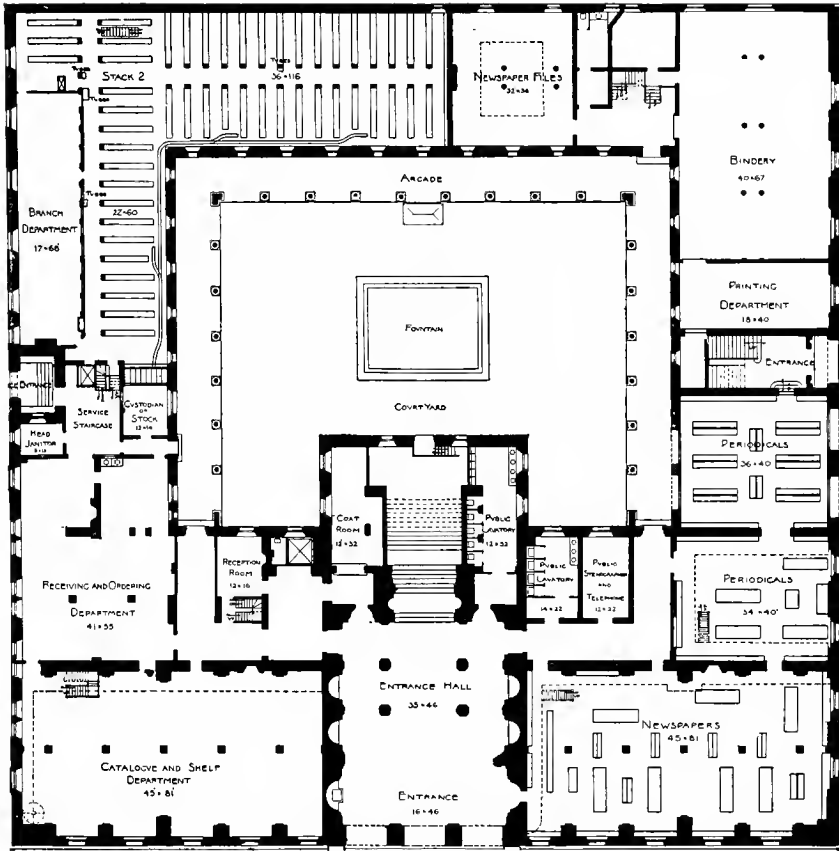




Bates hall

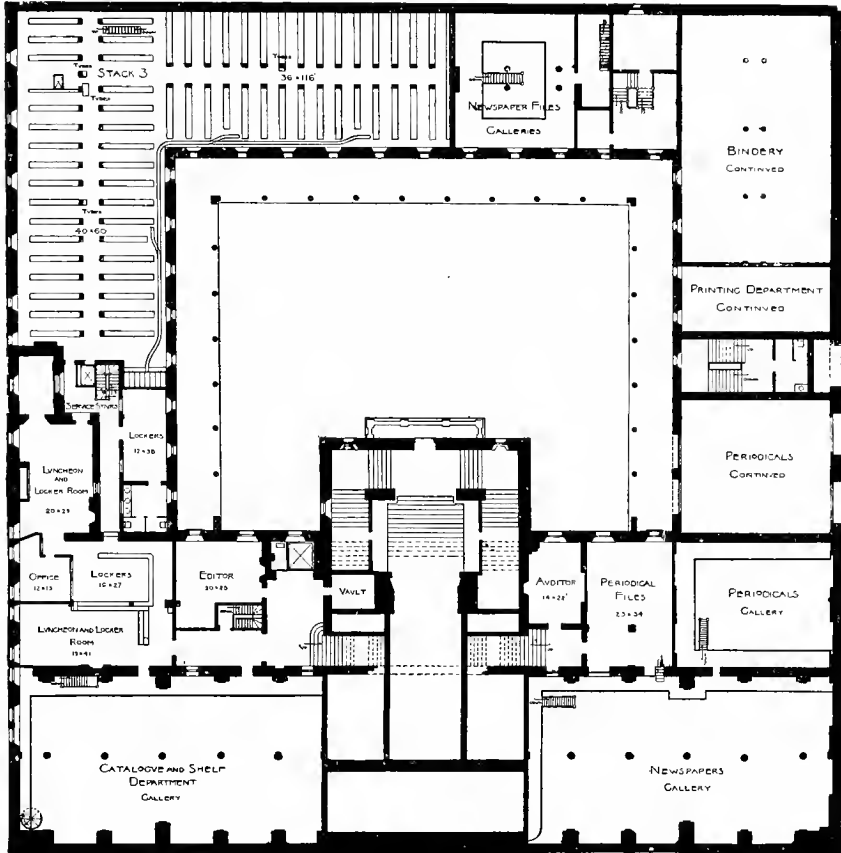






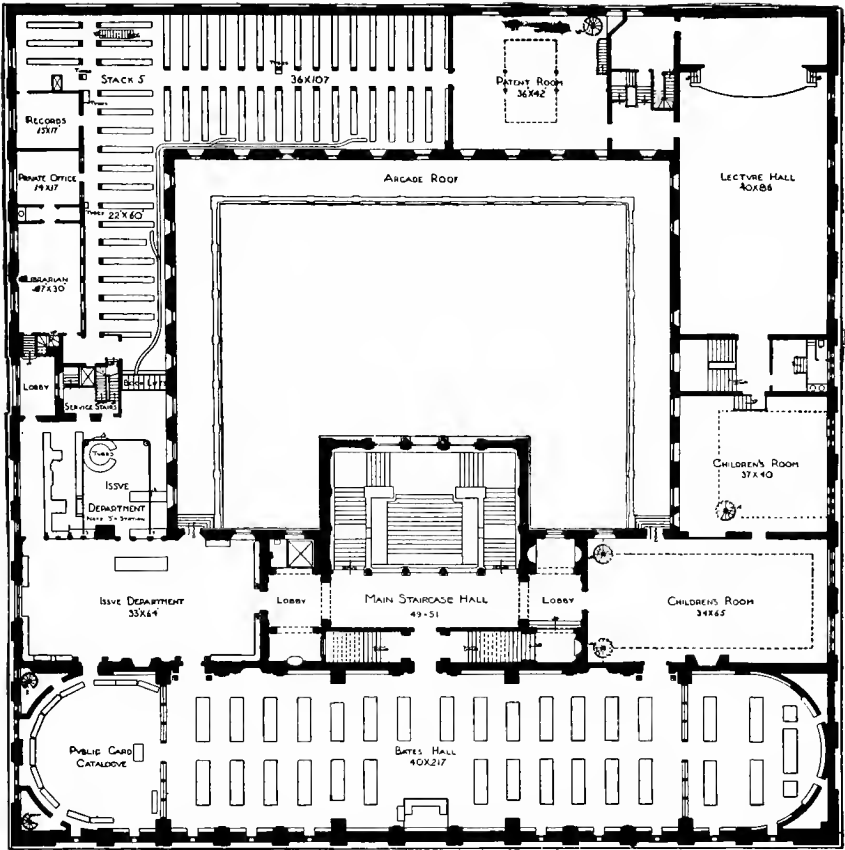
Boston public library: ground floor





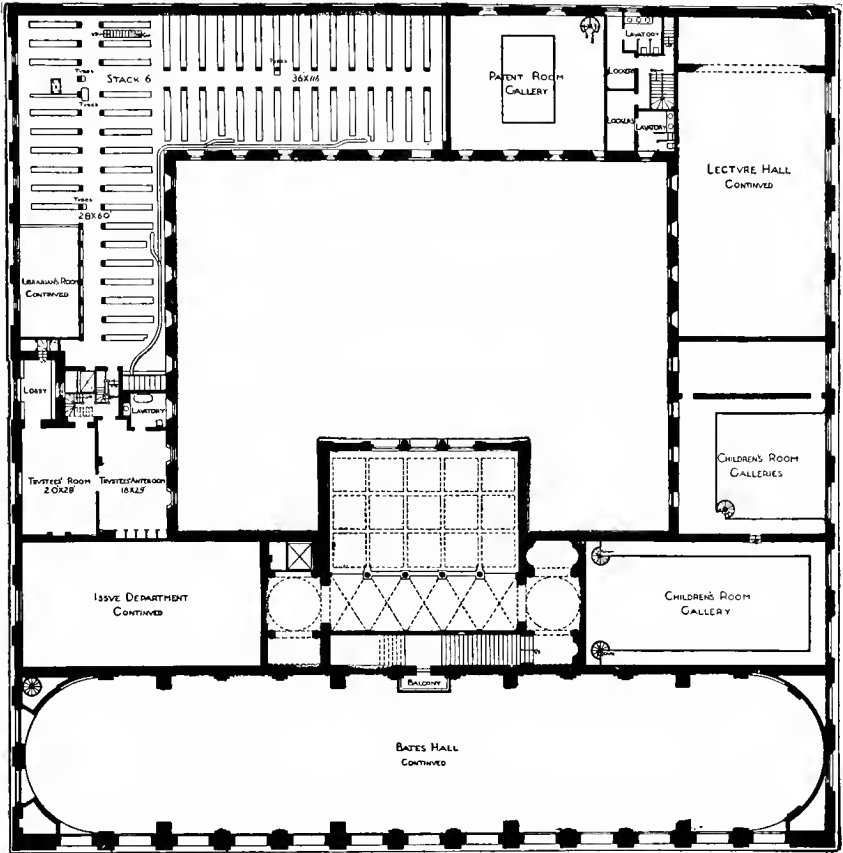
CENTRAL LIBRARY  
 PLAN OF ENTRESOL A





CENTRAL LIBRARY  
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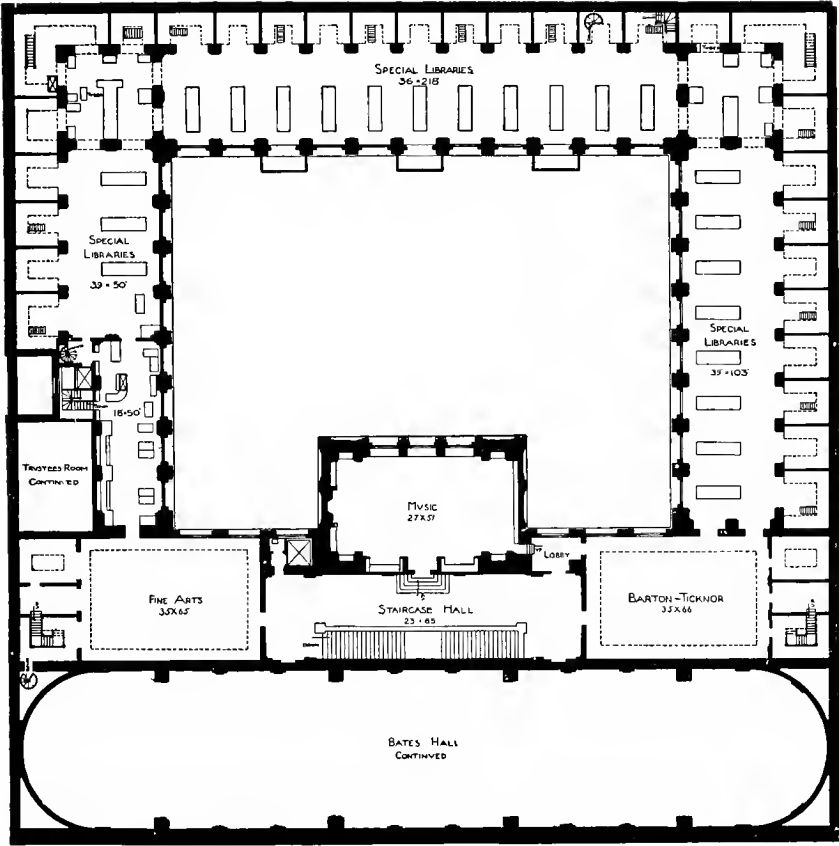




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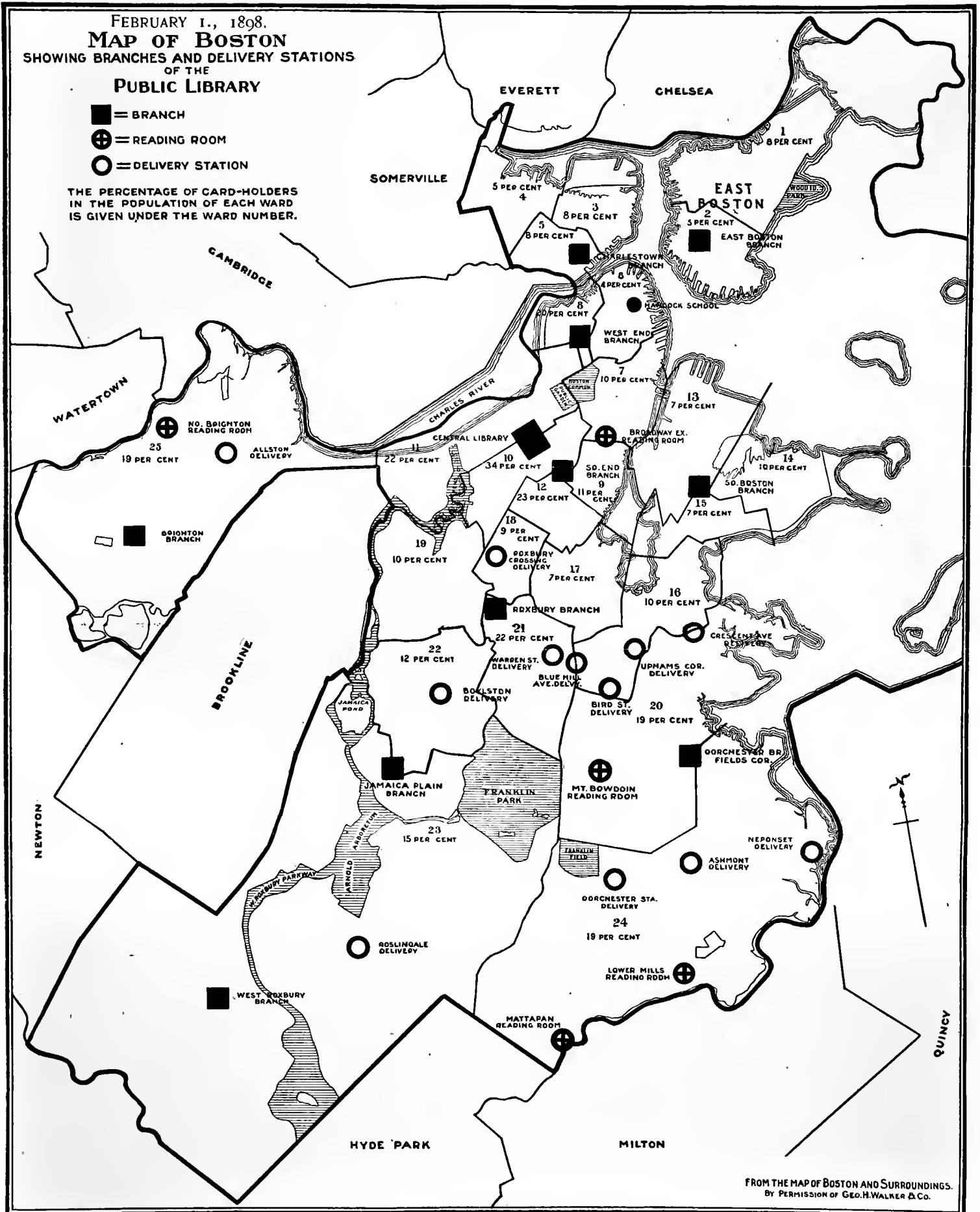
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 PLAN OF SPECIAL LIBRARIES FLOOR



FEBRUARY 1., 1898.  
**MAP OF BOSTON**  
 SHOWING BRANCHES AND DELIVERY STATIONS  
 OF THE  
**PUBLIC LIBRARY**

- = BRANCH
- ⊕ = READING ROOM
- = DELIVERY STATION

THE PERCENTAGE OF CARD-HOLDERS  
 IN THE POPULATION OF EACH WARD  
 IS GIVEN UNDER THE WARD NUMBER.



FROM THE MAP OF BOSTON AND SURROUNDINGS.  
 BY PERMISSION OF GEO. H. WALKER & CO.



published herewith will show clearly the interior arrangements on the ground floor and on the second floor, where there is a good-sized lecture hall for public or class courses. Close by is the room occupied by the Buffalo society of artists, who have an excellent collection of art periodicals representing the best work of various countries. In three adjoining galleries the Buffalo fine arts academy exhibits pictures. The children's department is on the same floor with the periodical room of the general library. On the third floor are the rooms and interesting collections of the Buffalo historical society, and in the basement are the collections of the Society of natural sciences, including the best museum specimens of stuffed buffalos in the United States. Probably the original donor of a herd of six live American bison to the city of Buffalo desired to endow it with a good collection of animal symbols reminding the Buffalo man of his own proper *totem*; but the animals all died, and here they are preserved better than were the sacred bulls of ancient Egypt.

A picture of the exterior of the Buffalo free library is herewith presented as one of the best American types of that highly desirable combination: 1) the free library; 2) the free museum; 3) the art gallery; 4) a local historical society; 5) a local natural history society.

**Transformation of the Buffalo library.** The Buffalo library, incorporated originally in 1837, and now (1899) in its 65th year, was an association or subscription library up to 1897. In that year the institution, not being able to bear the burden of taxation, was legally transformed into the Buffalo public library by act of the New York legislature and a contract between the old corporation and the city of Buffalo whereby the net income of the Buffalo library endowment, also all its books, amounting to upward of 84,000 volumes and 10,000 pamphlets, valued at \$160,000, was transferred to the city in trust for 99 years with option of renewal. The institution is now declared to be "a free public and reference library for the use and benefit of the residents of the city of Buffalo." The common council is authorized to raise in connection with the general annual tax not more than .05% of the total taxable, assessed valuation of

the property of Buffalo. One fifth of the amount of this tax is paid over to the trustees of the Grosvenor library of reference and four fifths to a board of 10 directors, five representing the city of Buffalo and five the old library corporation.

The year before this transfer of library property, the entire circulation was 142,659. In four months from the public opening September 2, 1897, the circulation increased to 262,232. In 1898 its circulation was 768,028. Nathaniel W. Norton, a representative of the old corporation and president of the new board of directors, says: "The great masses appreciate what the city has done for them. The people not only know that the city has made appropriations for the public library, but they also know that the appropriations have been well expended under the guidance of our efficient superintendent [H. L. Elmendorf]."

**Educational cooperation in Buffalo.** Mr Elmendorf in his first annual report, 1897, says: "The library is in the closest cooperation with the high schools. An assistant visits each school before the opening hour on every school day, receives books to be returned and lists of books wanted, and makes delivery at the close of school; plans are being made in connection with the superintendent of public education to include all schools of the city in a traveling library system." In 1898, Buffalo had 40 traveling libraries reaching schools, literary clubs, chapter houses, and social settlements. These small portable collections of good and attractive books are among the best educational devices of our time. If university extension had accomplished nothing else in the United States, it would deserve the hearty gratitude of all librarians, for it led to another great step in popular education—*library extension*.

**Children's room.** In the children's department of the Buffalo public library, according to the report for 1898, the circulation was 129,587, a daily average of 423. Besides the main library, there were in that year 11 schools with 163 classroom libraries and, in all, 6407 volumes. The total circulation amounted to 27,469.

In the report for 1898, p. 21, we read: "Several thousand pictures have been selected from extra or worn-out numbers of the best magazines and weeklies. These have been carefully mounted on

cardboard, classified and clearly labeled. This is a particularly interesting part of the school work and may be made of no little importance. For example, the beautiful and spirited drawings for Lodge's *Story of the revolution* have been cut from *Scribner's magazine* and form a gallery of illustration for that period which increases the impression made by the narration of events as given in the textbooks. This is but one of hundreds of examples that could be given."

**Manuscript collection.** The visitor will be impressed with the educational use made of manuscripts and autographs by the Buffalo public library. They are well displayed in frames and cases, with sufficient labels and explanations to make various literary treasures really interesting and instructive to the public. A descriptive or annotated catalogue of the Gluck collection of manuscripts and autographs was published in July 1899. James Fraser Gluck (1852-1897) presented the library with this collection in 1887. It represents choice gleanings by James R. Osgood and many other American publishers.

#### ROCHESTER

**Reynolds library.** Because of its educational significance this deserves special recognition by the side of the Buffalo library. Mortimer F. Reynolds, the first white born in Rochester, was the son of a pioneer, first postmaster of that frontier town. The son of Abelard Reynolds founded the Reynolds library in 1884 with 12,000 books, which he transferred from the older Atheneum library. For eight years he alone supported the collection in the Reynolds arcade building, and when he died in 1892 his estate of \$600,000 went to the library as a memorial of his father Abelard, brother William Abelard, and himself. "Dying childless, he has made the people of Rochester his heirs by endowing for their free use the library which bears his name."

The Reynolds library, now embracing over 40,000 volumes, occupies the old home, one of the largest and most attractive places in Rochester, with two acres of land, trees, shrubs and flowers for a library garden or park. A gentleman's house, devoted to books and public education, made accessible to appreciative citizens, is the

constituent idea of the Reynolds library. On the ground floor front is a reference or study library with 3000 books most in demand directly accessible to the public. Here a reference librarian is always ready to mediate between seekers after knowledge and the best sources of it. The time is coming when every public library will have such a man to personify every department. The librarian should be a living soul, a master of art and literature, an expert with indexes and bibliographies, a friendly guide into any truth that may be desired.

The Reynolds library, besides the usual public features, contains a lecture room seating 125 persons, with platform and arrangements for showing lantern views. Here meet the Rochester historical society, the local academy of science and various smaller clubs and literary societies. Indeed the historical society has been allowed to install its own library and museum in the third story of the Reynolds building, so that the interests of local history and public education can be happily combined. "The collection of each institution supplements that of the other so that now the student of Americana, local history and genealogy can find close at hand the material to carry on his investigations."

This illustrates the proper spirit of cooperation and association for municipal institutions of an educational character. They grow in strength and in public usefulness by proper combination. Rochester and Buffalo are among the best New York examples of such institutional federation outside of New York city, which will soon afford a model of the highest of all city types of public libraries, *the associated or federal system*, corresponding to what has already come to be constitutionally in the United States and what is sure to prevail among American colleges and universities.

George F. Bowerman, at one time reference librarian of the Reynolds library, but now librarian of another university for the people (the *New York tribune*), thus described June 7, 1896, in the *Illustrated Buffalo express* the higher educational methods now prevailing in Rochester for the benefit of the community:

The purpose of this library is to do educational work. This is shown by the fact that a majority of its books are in the reference



department and that a special librarian is employed who is in immediate charge of this department. Moreover, the books of the circulating department are not placed there primarily for recreation, but that they may directly contribute to the educational work of the reference department. In thus laying the foundations on the basis of education, the trustees have planned wisely. . .

Early in every scholastic year, that is, in August or September, the managers of university extension courses, the secretaries of literary societies and reading clubs, etc. are invited to send in their courses of study for the season, together with the lists of books which they wish for their use. Any books on these lists which the library does not have are ordered and the books laid down in each course are brought together and reserved in the reference room for the club members during the season. A number of clubs took advantage of this offer last winter, so that three large revolving book-cases were filled with books, each shelf being marked with the name of the club for which the books were reserved. Some clubs had only a dozen books on their lists, while others had as many as 50. As soon as one course was finished the books would go back into the circulating department and their places be occupied by those of another course. . .

The university extension courses carried on in this city during the past winter have been specially interesting and successful. For four of them we gladly bought long lists of books, because these new purchases were not only useful for the time being, but are valuable accessions to these various departments of our library.

In enumerating some of the various lines of activity and usefulness which the library strives to enter, mention should also be made of the Rochester Atheneum and Mechanics institute, with its more than 1000 students. . . So far as possible the library provides the books and periodicals on the technical subjects pursued at the institute. Considerable use is made of these helps by the institute, and the hope is that the two institutions will work more and more for each other's benefit.

In offering places of meeting at the library for these clubs, we aim to make it a center of post-school education. In supplying them with the books necessary for carrying on their studies, we are able to make a comparatively small library of great educational use.

. . . Carlyle said "the university of the future is a great collection of books." The truth of this statement is coming more to be recognized and the best education of today is centering in the library. Here is gathered the accumulated knowledge of the past in the literature of the world and here is brought together the best thought of the present in the files of the magazines. Here also should be found those books which will help every man to understand his own trade better and will thus make him more efficient in it. The high

school and the college furnish education to those who have not yet entered on the active duties of life and some form of university extension (whether called by that name or not) furnishes education to those whose school days are over. By thus supplying the means of study, the most important factor in anything deserving the name of education, the Reynolds library finds its work. In fact, for Rochester it strives to supply a vital, helpful institution, a true people's university.

The above is a perfectly fair picture of what is going on in dozens of progressive though small public libraries in the United States. From a few types, we may learn all. Public libraries are not to be measured by their size or circulation, but by their educational standards and social efficiency. Some library methods and some respectable library trustees are as antiquated as the builders of the pyramids; while others are real organizers, advancing like Lord Cromer in Egypt and Joseph Chamberlain in Birmingham and South Africa. American librarians should remember Abelard and Mortimer Fabricius Reynolds. They, with other library founders and helpful workers, will march on with the pioneers. Imperial states and enlightened towns will rise up and bless them.

#### WILKESBARRE, PA.

**Osterhout free library.** This library is an interesting architectural example of a church building transformed. Its cost including necessary alterations was \$48,500. The stack room, catalogue room, and delivery desk all afford interesting reminders of the ecclesiastical purposes which this structure formerly served. The librarian, Miss James, is one of the most progressive ministers of education for the people, and a leader in library guidance for children.

In Miss Sargent's valuable and very suggestive report at the St Louis conference in 1889 on *Reading for the young*, Miss H. P. James is quoted as saying: "In selecting our books, I was careful to leave out all sensational reading and give the preference to stories with some historical basis. We have a good store of Henty's books, and have appended a note to each entry, showing the time of the incidents covered. . . . Of course we have all the books of Coffin, Drake, Knox, Butterworth, French and Scudder. In the reference

room I have a goodly constituency of small readers with ragged clothes, not very clean faces, but their hands are clean. The lavatory close by the door is visited before they come to me for books, as they have learned that it is indispensable. . . . I feared that the beauty of the room might be a little forbidding, but they don't mind it in the least. A better behaved set than the little ragamuffins are would be hard to find." [*Library journal*, 14:233].

When the Osterhout free library was formally opened to the people, Jan. 29, 1889, Melvil Dewey spoke of it as "Wilkesbarre's university, a place where any person may be instructed in any study," adding, "This is a university not bounded by insurmountable limits. It reaches beyond the college or high school. About everything important gets into print, everything worthy of preservation on all subjects. And if each subject finds itself recorded in a public library, easy of access and so arranged that a person may extract from the folded leaves the subject upon which he wishes to be enlightened, then truly we have a university." [*Library journal*, March 1889, p. 95].

#### NEW YORK CITY

**New York public library.** This new institution, based on the Astor, Lenox and Tilden foundations, is the highest type of a people's university thus far evolved in New York city. This type may be called the federal or associated library system. The union of the above individual libraries under one general manager, Dr John S. Billings, marks the beginning of a new and popular régime. While the consolidated library building, which is to embody concretely the New York public library, is not yet erected in Bryant park, the plans are drawn and the enlarged idea is already recognized by the people and the press. The *New York tribune*, Aug. 20, 1899, remarks on the library improvements and popular changes now in progress:

The Astor and the Lenox libraries are entering upon a new era. The circumstance is altogether too important to pass by. The old rooms that hitherto never knew what rush and crowds were are now taxed to their utmost capacity, both as regards seats and book delivery. The staff is very nearly tripled, now numbering 120 persons. With the old days of lack of funds and limited possibilities of

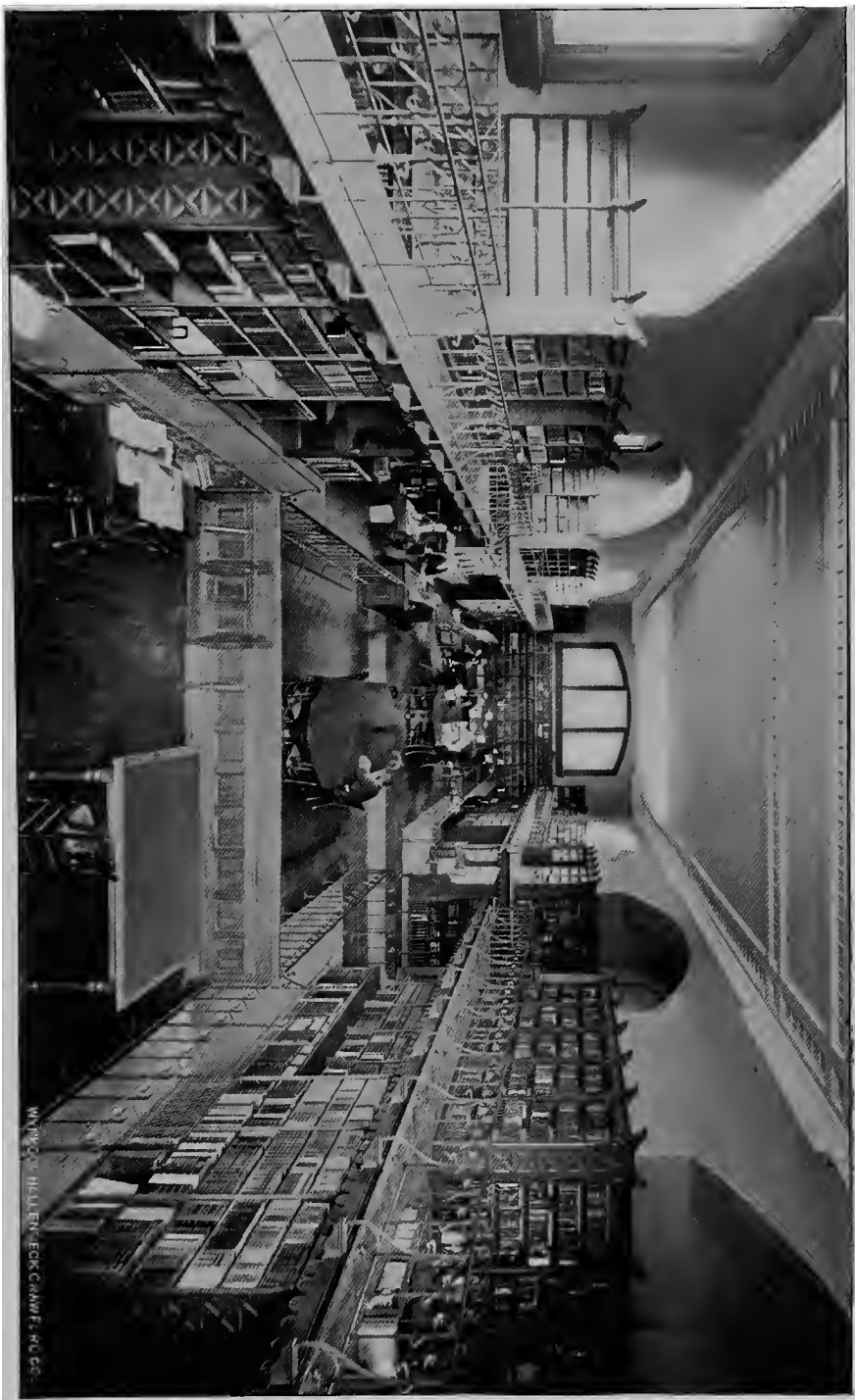
development over, it has come to pass, at both the Astor and the Lenox, that there are now many conveniences where there were few before. The increased attendance, the additional research, show that scholars and others fully appreciate these benefits.

The daily combined average of readers at the Astor and Lenox was found last March to be 488. In August, which is usually accounted the dullest month in the year, the library seats are still filled, as they are in Chicago and Boston. The daily average of readers in the British museum is 516, not much higher than the present average of the Astor and Lenox.

The library of the British museum numbers 1,900,000 volumes. With its superb historic and cultural collections, it is the largest people's university in the English-speaking world. Paris only, the mother of English and German schools, excels London. Next to the British museum comes the Library of congress, which some experts (*e.g.* Herbert Putnam at the Chautauqua conference 1898) truly call our "National library." The Boston public library is second only to this Washington head-center and numbers 716,050 volumes. The New York public stands third with its 610,000 volumes, but it is increasing at the rate of 50,000 a year, whereas, in 1898, Boston added only 25,470 new books to her collections.

New York city will sooner or later possess one of the best libraries in the United States for the study of American institutional history and social economics. Dr Billings some time ago sent out this circular letter: "The New York public library desires to obtain, preserve and make accessible to the public as complete a collection as possible of all government and municipal documents and reports, and of reports and pamphlets relating to associations of men and women for any purpose. Those relating to such associations in the city and state of New York and neighboring states are specially desired. These include plans of organization, charters, constitutions, by-laws, regulations, lists of members and reports of corporations, institutions and organizations of all kinds."

This appeal is bringing in tons of documentary matter, some even from South America, all of which materials will be duly classified. The work of organizing and cataloguing the New York public library and its constituent parts is now going on apace.

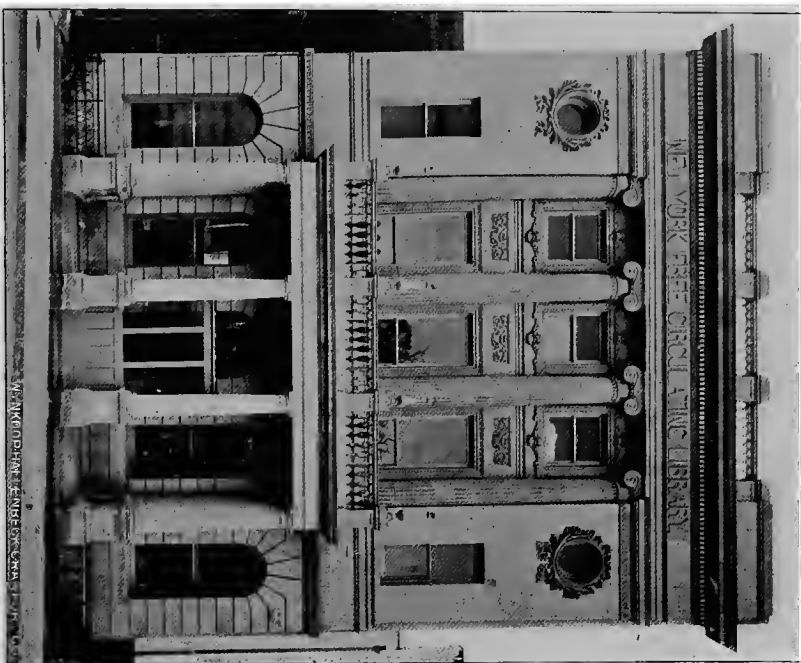


New York public library (Astor, Lenox and Tilden foundations) Lenox library reading room





N. Y. free circulating library Bond st. branch



N. Y. free circulating library Bloomingdale branch





“The new card catalogue is the consolidated library’s master-work. Nearly 50 cataloguers are employed on it, the most of them women, and besides these, there is an “open class” in catalogue work that has continually from 12 to 24 students. The task of making this new catalogue is fairly colossal. All in all, more than 650,000 pieces are to be catalogued. These figures are deceptive, however, and by no means tell the story, for they take no account of the constantly arriving accessions, the leading articles of the magazines and reviews that must be indexed here, and the number of cards that must be written or printed for each piece.”

One characteristic of the old régime in New York library management was that it was supposed to be for the benefit of the learned few; but modern arts of cataloguing, classification and unification have made private labyrinths more accessible than ever before, even to scholars. With annotated bibliographies of subjects and well trained reference librarians or intelligent personal guides through the mazes of history, literature and science, even the by-paths will soon become so direct that “the wayfaring man, though a fool, shall not err therein.” A great public library, like a great railway station, must have a bureau of information, and every department should have its active personal representative. Institutions are what the men and women are who administer them.

**New York free circulating library.** This was first incorporated in 1880. The object declared in the constitution was to furnish free reading to the people of the city of New York by establishing at one or more places a library or libraries, with or without reading rooms, open without payment to the public. There is a board of 21 trustees, with three standing committees: 1) on ways and means; 2) on buildings; 3) on libraries and reading rooms. Elected members pay \$10 a year; associate members, \$25; donors, \$100. Life members pay \$200; patrons, property amounting to \$1000; founders, \$5000. All such supporters can vote at meetings of the society. The first local library opened by this organization was at 49 Bond street in 1880, the year of incorporation. Contributions and endowments by various wealthy individuals made it possible to open similar useful and popular branch libraries all over the city. It is thought to be only a question of time when the 10 circulating libraries now existing shall become local branches of the New York

public library system. Aid has already come from the city itself and this excellent private movement will surely become public. There are now over 100,000 volumes in the existing branches of this popular system, which has grown with marvelous rapidity. There is a general catalogue of all the branches, which are connected by telephone, and books are sent from one branch to another. As yet there is no central building, but an executive center of the system was early established at the George Bruce branch, a memorial library opened in 1888 at 226 West 42d street, between 7th and 8th avenues. Another well-known local type is the Bloomingdale branch in a new building (1898) at 206 West 100th street, between Amsterdam avenue and the Boulevard. A children's corner and special privileges for children are here afforded. The amount spent for books in each branch is regulated by the circulation.

Various features make the New York free circulating library very attractive to the people: 1) The local branches, which suit popular convenience; 2) access to the shelves (even for children, if over nine years of age) and opportunity to see and handle the books; 3) a dictionary card catalogue, with simple explanations as to its use; 4) picture bulletins, made of pictures cut from illustrated papers or magazines, followed by typewritten reading lists on the subjects represented by the pictures; 5) a great variety of reading lists cut out from printed bulletins exhibited to the public gaze; 6) the fact that the circulating library is entirely free, only a guarantor being required for an intending card holder.

The circulation of this New York system is now more than 1,250,000 volumes a year. Altogether since 1879 the circulation has amounted to more than 9,000,000 volumes. The open-shelf system is a pronounced success and is now in general use in nearly all the branch circulating libraries. Nothing but lack of space prevents its universal adoption. Large numbers of school children come daily to these branch libraries to consult references in preparing for class work. An official report says that "it has been a great satisfaction to feel that the library is a regular part of the city's system of public education." The board of education suggested two years ago that the traveling library department supply the vacation

schools and public playgrounds with books. This has been attempted with gratifying success. It is believed that great possibilities of development lie in the direction of traveling libraries, particularly in connection with industrial schools, children's aid societies, etc. Traveling libraries are also circulated in the different engine houses and hook and ladder companies of New York city.

So called "home libraries" have also been introduced into New York tenement houses. Small collections of 10 to 15 readable books are placed temporarily in the charge of some reliable young person in a household, who acts as librarian, and admits five or six members to the home library. Once a week a visitor calls on the children. Some branches now circulate select photographs of works of architecture, painting and sculpture, with brief typewritten descriptions and references to books for fuller information regarding artists and their work. The whole experiment is the outgrowth of a public educational spirit and is guided by such liberal spirits as Francis C. Huntington, Jacob H. Schiff, J. Frederic Kernochan, Henry Marquand, Frederic W. Stevens, William W. Appleton, and Charles Scribner. Among the founders are Andrew Carnegie, Henry G. Marquand, and George W. Vanderbilt. The chief librarian is John N. Wing, 226 W. 42d street.

The 19th annual report contains pictures of the following 10 branches of the New York circulating library:

*Bond street branch*, opened in 1880, 49 Bond st.

*Ottendorfer*, opened in 1884, 135 2d av.

*George Bruce* (memorial), opened in 1888, 226 W. 42d st.

*Jackson square*, opened in 1888, 251 W. 13th st.

*Harlem*, opened in 1892, 18 E. 125th st.

*Mecklenberg*, opened in 1893, 130 West 23d st.

*Bloomingtondale*, opened in 1896, new building completed in 1896,  
new building completed in 1898, 206 West 100th st.

*Riverside*, opened in 1897, 261 West 69th st.

*Yorkville*, opened in 1897, 1523 Second av.

*34th st.*, opened in 1898, 215 East 34th st.

The *Traveling library department* is at 135 Second av.

**Cathedral library.** This library, at 123 East 50th st., is one of the most useful and efficient catholic church libraries. Any resident of the city, whether catholic or protestant, if properly recommended, may become a member of the Cathedral library association without charge, on promising to comply with the rules and regulations. Even non-residents are allowed to subscribe to the Cathedral library association. The library is open Sundays from 10 a. m. to 12 m. and on week days at convenient afternoon and evening hours. Persons who can not come to the library at all can have desired books delivered at their own homes for only five cents charge and the carfare of the messenger. The director of the Cathedral library is the Rev. Father Joseph H. McMahan, who represents a very progressive spirit in library administration.

#### *Chapter 4*

### NEW YORK PIONEERS OF FREE LIBRARIES AND POPULAR EDUCATION

**An educational pioneer.** An early champion of free public libraries and of free schools as a means of national education was Dr Jesse Torrey jr, who is mentioned by F. J. Teggart jr in "An early champion of free libraries" in the *Library journal* of November 1898 [reprinted from New York *Evening post*]. Jesse Torrey was born about 1787 and spent the early part of his life at New Lebanon, near Albany, N. Y. In a pamphlet entitled the *Intellectual torch* published at Ballston Spa, near Saratoga, in 1817, he made a plea for "the universal dissemination of knowledge and virtue, by means of free public libraries." This pamphlet, a second edition, is believed to be a revision of one entitled the *Intellectual flambeau*, published in Washington, D. C. in 1816.

Dr Torrey's arguments for free public libraries were much the same as those used afterward in Boston and Albany. This patriotic herald of free libraries, which now constitute the people's university, shows an evident familiarity with George Washington's idea of encouraging national education, an idea which led historically

to the noble bequest of the Englishman, James Smithson, and to the founding of the Smithsonian institution. This is already a partial realization of the national university and is perpetuating in large ways Washington's historic notion of extending and diffusing knowledge among men and nations.

Dr Torrey in his preliminary address to the people of the United States said: "Let American legislators, both national and sectional, perform their duty to their country and its posterity and to mankind, by listening to the wise counsels of many conspicuous living sages and pursue without hesitation the inestimable 'parting advice'<sup>1</sup> of George Washington, Benjamin Rush, Samuel Adams<sup>2</sup> and other departed friends and patrons of man, and establish public schools and judiciously selected free public circulating libraries in every part of the republic."

Dr Torrey was a pioneer in the cause of temperance reform, and in order to discourage intemperance and encourage public education he seriously proposed a liquor tax for "the universal establishment of free Lancastrian schools and free public libraries." This sug-

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<sup>1</sup> Dr Torrey refers particularly to Washington's famous words: "Promote, as objects of primary importance, institutions for the general diffusion of knowledge." (See Torrey's *Portraiture of domestic slavery in the United States*. Phil. 1817, p. 22 While not a violent abolitionist, Dr Torrey believed in the gradual conversion of slaves into tenants and indentured servants "bound for the present." He believed in gradual emancipation and colonization. He also advocated negro education as a moral right: "Let every slave, less than 30 years of age of either sex, be taught the art of reading, sufficiently for receiving moral and religious instruction, from books in the English language. For this purpose, the Lancastrian mode of instruction would be admirably adapted. A well conducted economical library of such books as are calculated to inculcate the love of knowledge and virtue ought to form an essential appurtenance to every plantation." "Think of it, a free library for every slave plantation! Dr Torrey was certainly an educator in advance of his age.

<sup>2</sup> Samuel Adams, like Dr Torrey, was a strong believer in primary schools as nurseries of the republic. On the title-page of his *Pleasing companion for little boys and girls . . . designed for the use of primary schools and domestic nurseries*. (New York 1835, ed. 3), the doctor printed this motto from Adams: "To secure the perpetuation of our republican form of government to future generations, let the divines, philosophers, statesmen and patriots unite their endeavors to renovate the age, by impressing the minds of the people with the importance of educating their *little boys and girls*." Dr Torrey prepared and published other educational works for children, e. g., *Mental museum for the rising generation*. (Poughkeepsie 1835).

gestion should remind us that England for many years has handsomely supported technical education in her towns and counties by a whisky tax.

Dr Torrey's essays on the general diffusion of knowledge and his miscellaneous articles on "Universal education" with other tracts were shown to the writer of this report in the state library at Albany, N. Y. The essays form a duodecimo volume entitled *Moral instructor*, printed for the author at Ballston Spa, 1819, (ed. 4, Philadelphia 1824). On p. 223-26 of the first edition appears a remarkable anticipation of the now rapidly extending New York educational institutions of free libraries and study clubs. It appears that Dr Torrey actually put his theories into local institutional practice. We find under the date 1804 the text of a constitution of the "New Lebanon juvenile society for the acquisition of knowledge." Jesse Torrey jr signed this document with 147 others. This early reading society must therefore have been a study club of unusual size. Dr Torrey's blank form of subscription among the "citizens of New Lebanon" for a free circulating library is appended to the constitution. It was no narrow subscription scheme, for the doctor distinctly says: "Many were admitted who contributed nothing." Dr Torrey's portrait forms the frontispiece of his *Moral instructor*, Ballston Spa 1819, and is here reproduced.

This forgotten New York physician and philanthropist, this advocate of temperance reform and of sound legislation, this champion of physical exercise, negro emancipation, African colonization and national education deserves to be honored in his own state of New York and to be forever remembered in the history of American culture. His writings were once apparently well known and often reprinted in Philadelphia. In London he was introduced to the reading public by William Cobbett, the English tribune of the people. Dr Torrey's words like the educational ideas of George Washington deserve to be revived in the federal city, where, in 1822, was published Torrey's *Herald of knowledge*, an address to the citizens of the United States, proposing a new system of national education.

**Originator of the school district library.**<sup>1</sup> If Dr Jesse Torrey was an early champion and pioneer of the thought of free public libraries, not only in New York, but throughout the nation, there is another son of this state, an offshoot of New England, who deserves to be remembered as a warm friend and practical promoter of the school district library, itself the immediate historic forerunner, as a public institution, of the free public library. It is not generally known that the free library movement in America is connected historically with the English idea of the Society for promoting useful knowledge. Among nations as well as among men, good ideas act and interact. A country editor, lawyer, and democrat under Van Buren, member of the New York assembly for Clinton county in 1823 and 1824; secretary of state from 1826 to 1833; controller from 1834 to 1839, and again from 1842 to 1847, this is the brief biography of Azariah C. Flagg, son of Dr Flagg of Whiting, Vt. In a report as superintendent of common schools Jan. 1, 1830, Hon. A. C. Flagg said:

A society has been established in England for the purpose of imparting useful information to all classes of the community, particularly to such as are unable to avail themselves of experienced teachers. To effect this object, treatises on the various sciences and books of practical utility have been published at such moderate prices as to bring them within the reach of all classes. A small sum applied to the publication and distribution among the several works would have the most favorable influence.

This idea was transmitted by Mr Flagg to his successor in the office of secretary of state, John A. Dix, who, in his report on common schools, Jan. 8, 1834, first proposed a district tax for libraries. The needed authority was voted by the legislature in 1835, which thus enacted the first state law in the United States favoring the idea of school district libraries.

The school district, it should be remembered, was in New York state a communal unit resembling in some respects a New England

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<sup>1</sup>An interesting point suggested to the writer by William R. Eastman, inspector of libraries for the University of the State of New York. (See *Plattsburg Republican*, Aug. 1, 1896. Azariah C. Flagg was the editor of that paper from 1811 to 1826). He served as controller for a longer term than any other incumbent except one. State hall in Albany still stands as a monument to the good judgment of a building commission of which Mr Flagg was an efficient member.

town, though New England also had her school districts, which became centers of organized activity in various directions. These school districts were simply local, geographic divisions of the township or parish. The central idea of the district was the support of a common school. Now when the thought had penetrated the public mind that "the school district *library*" deserved economic support by taxation, on the same principle as district schools, a very important chapter of American institutional history had begun. Many of the old towns of New England, the middle states and the south, a horde of townships in the west and far west have not yet risen to the idea that free libraries should be public institutions, founded and supported by public money; but they will rise to the duty and the privilege as they rise in self-government and prosperity.

One point alluded to by Azariah C. Flagg,<sup>1</sup> that keen son of a Vermont doctor, deserves closer attention. He observed incidentally: "Books of practical utility have been published at such moderate prices as to bring them within the reach of all classes." It will reward the antiquary to look up in the state library at Albany or elsewhere specimen books<sup>2</sup> from those old district libraries and note who published them. There are many reminders of that English Society for promoting useful knowledge, many examples of publishers' textbook extension, many forerunners of modern educational enterprise. But it was legitimate and honorable. The most conspicuous and useful series in those days was "Harper's universal library," of which the school districts of New York and other states saw many thousand copies.

**School district library movement in the state of New York.** The school district library of the state of New York is a good historic starting point for American popular education in connection with libraries. The permissive law of 1835 which led directly to the in-

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<sup>1</sup> A souvenir of A. C. Flagg, late controller, was found at the state library in Albany in an octavo volume of 91 pages, published in 1868, entitled, *A few historical facts respecting the establishment and progress of parks and the business of banking in the state of New York from the adoption of the constitution in 1777 to 1864.*

<sup>2</sup> A specimen, Irving's *Goldsmith*, was shown at Albany with the inscription on the fly leaf, "Town of Johnstown, district no. 22."





Buffalo (N. Y.) public library

WYKAMP & CO. PHOTOGRAPHERS



BUFFALO PUBLIC LIBRARY.

Washington St.

Broadway

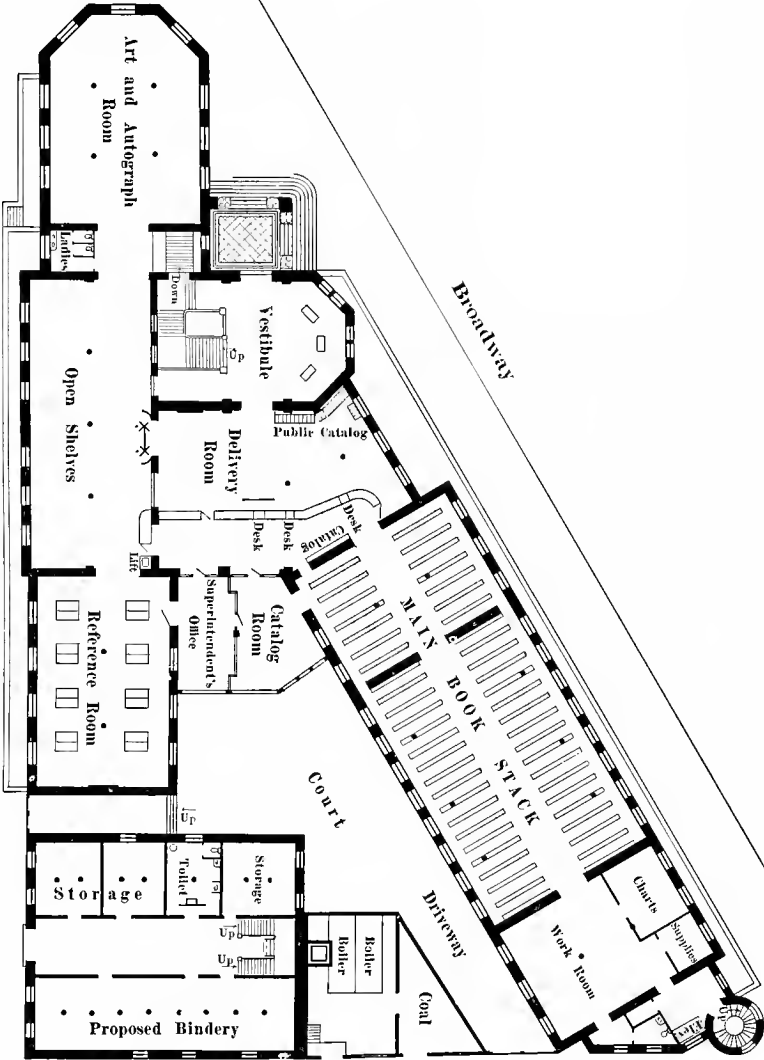
Court

Driveway

Coal

Ellicott St.

St.

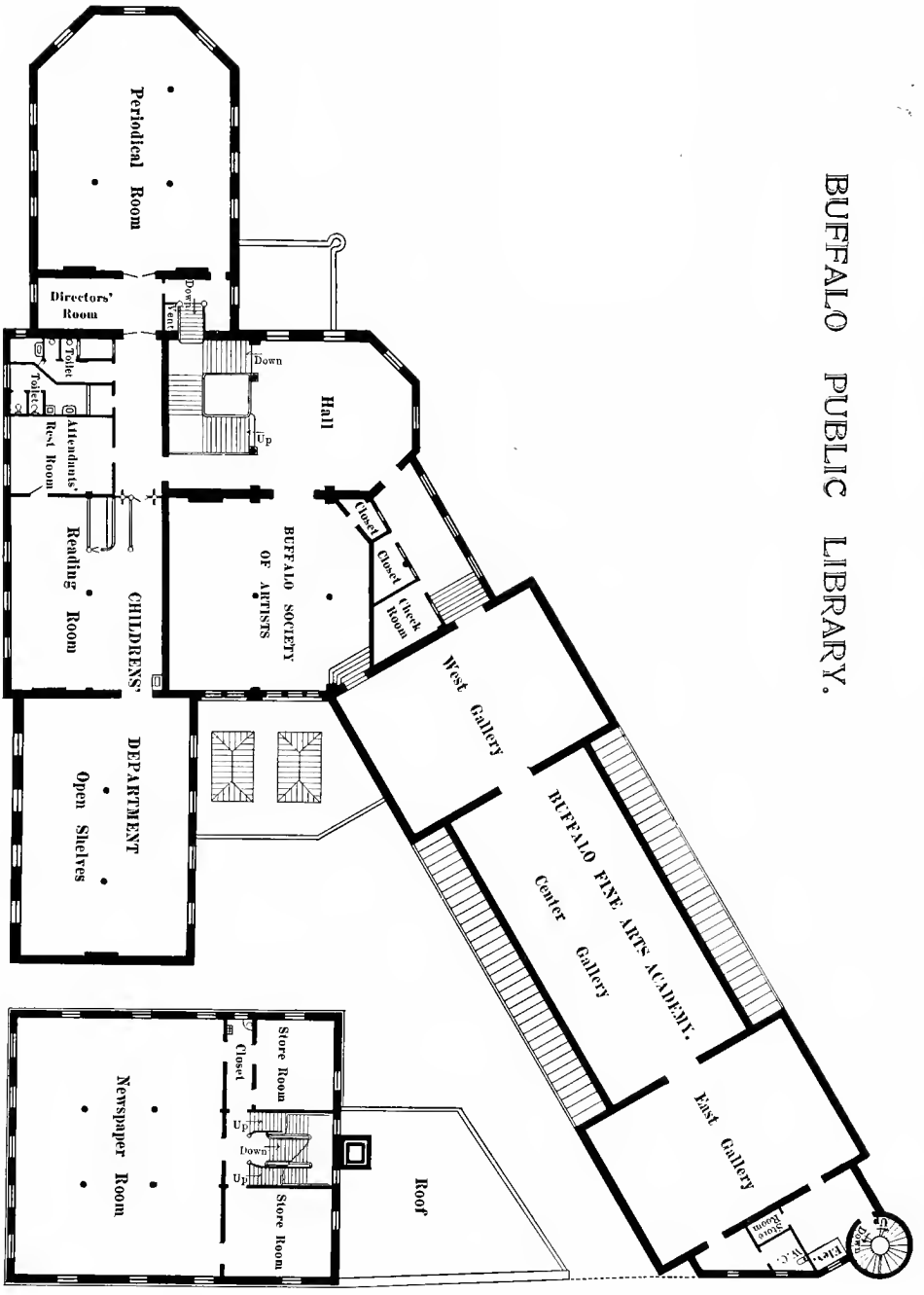


Chinton St.

GROUND FLOOR.



# BUFFALO PUBLIC LIBRARY.



SECOND FLOOR.

1891-1892

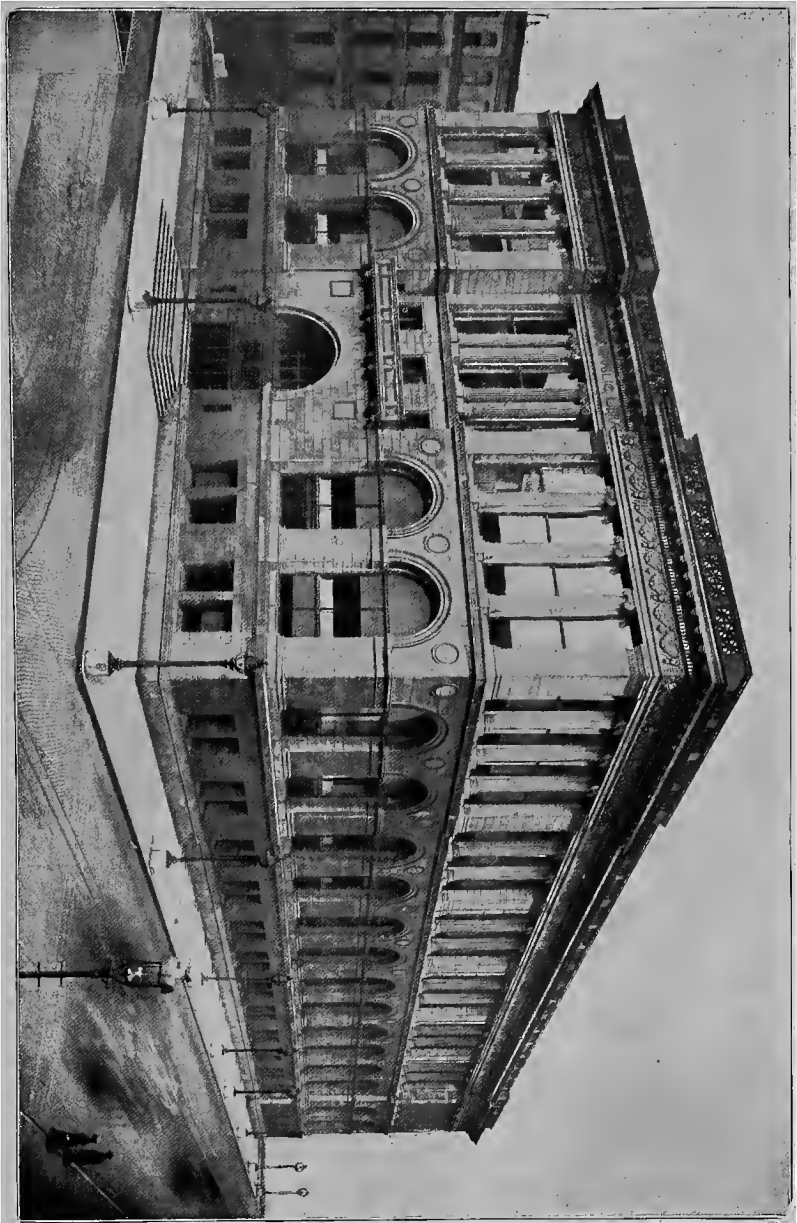




Osterhout free library, Wilkesbarre (Pa.) Stack and delivery room.







Chicago public library





Topoka (Kansas) public library: lecture hall

WORKS OF HALL EMERSON PRUDENSON





Cleveland (Ohio) public library: Southside branch

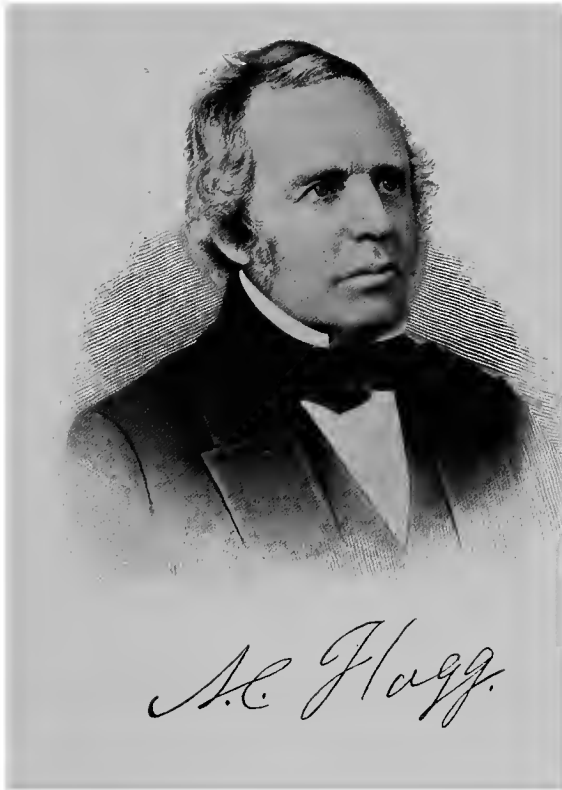




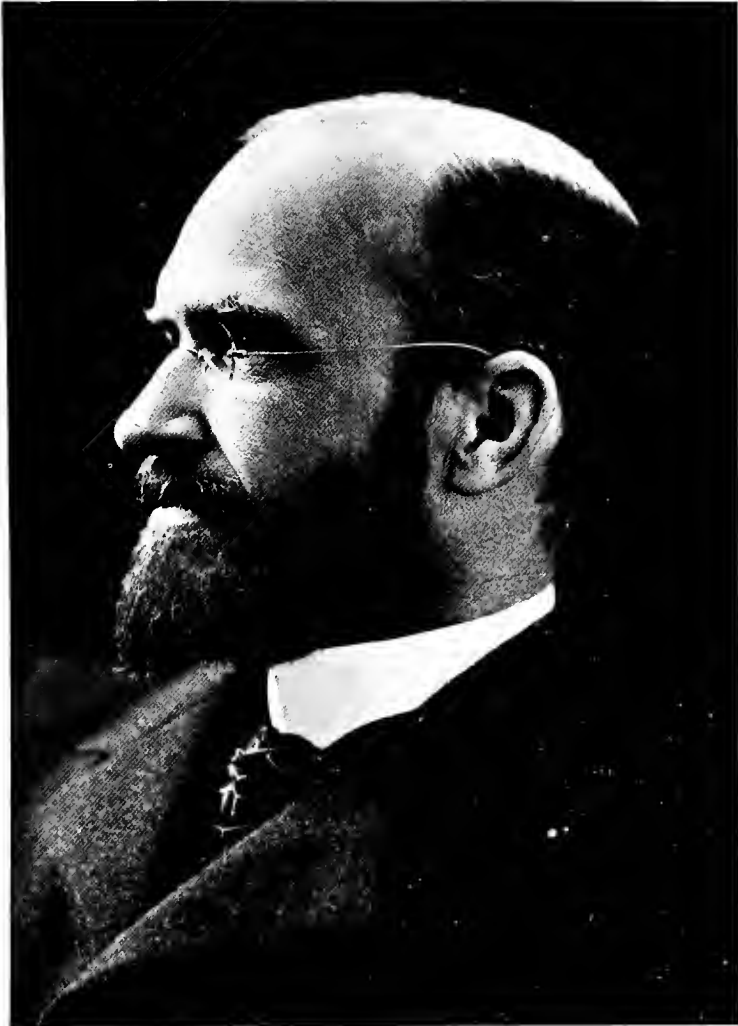
Jesse Torrey jr











Melvil Dewey



stitution first named is said to be "the first known law of a state allowing the people to tax themselves to maintain genuine public libraries. The law did not establish libraries for schools, but for the people, in districts of the size of a school district." (Dr Homes on "Legislation for public libraries," *Library journal*, July-August, 1879).

In the report of the department of public instruction for 1889, it is said that New York state was the first to undertake to establish libraries as factors in educational work. Gov. De Witt Clinton was the father of the idea. He first proposed as early as 1827 that a small library of books should be placed in every schoolhouse. John A. Dix, secretary of state in 1833, urged the establishment of district libraries. He said of his law which passed in 1835: "The object . . . was not so much for the benefit of children attending school, as for those who have completed their common school education. Its main design was to throw into school districts, and place within the reach of all their inhabitants, a collection of good works on subjects calculated to enlarge their understandings and store their minds with useful knowledge."

In 1838, on recommendation of Gov. Marcy, \$55,000 a year was set apart from the so called United States deposit fund for books and apparatus for school districts, provided the districts would give as much more as their pro rata share. The economic impulse to this district library movement really came from the United States government, which in 1836 distributed to the states an accumulated surplus of which New York received \$5,000,000 as her share. The original ideas of Clinton, Dix and Marcy seem to have led to the local distribution of this fund for planting school district libraries. By hundreds of little canals this great public reservoir of economic power was made the means of irrigating the lowly fields of village life. It was the historic beginning of the district library movement throughout the United States. The example of New York was followed by many other states, in New England and in the west, and led the way to a broader and better system of free public libraries.

In 1841 Gov. Seward said of the New York system: "Henceforth, no citizen who shall have improved the advantages offered by our common schools and district libraries will be without some scientific knowledge of the earth, its physical condition and its phenomena . . . the principles of morals and political economy; the history of nations and specially that of our own country; the progress and triumph of the democratic principle in government upon this continent, and the prospect of its ascendancy throughout the world . . . The fruits of this enlightened enterprise are chiefly to be gathered by our successors. But the present generation will not be altogether unrewarded."

The highest development of the New York system was during the period from 1838 to 1851, when the free school act was passed and the school districts were released from the obligation of self-help in paying their share toward sustaining these local libraries. It was a serious mistake in public policy and led to grave evils. Soon the school districts were allowed to apply library money to the payment of school teachers. Then the little collections began to be regarded as more or less private property by the local trustees in whose houses the district library was sometimes deposited.

In 1853 it is said that there was a total of 1,604,210 volumes in the district libraries. The number gradually dwindled till in 1888 there were only 762,388 volumes remaining, less than one half of what really belonged to the public. From 1839 to 1888 there were annual state appropriations to school libraries amounting to a total of \$2,740,000. The amount actually expended for libraries was only \$1,985,144. This fact shows that there was an extraordinary diversion of public money to other than library uses.

As early as 1874-75 New York state superintendents of education expressed their dissatisfaction with the district school library. In 1875, the superintendent said: "I am satisfied that the day of usefulness of district libraries is <sup>1</sup>past", and recommended in their stead a system of town libraries into which the old collections should be gathered. (see "Legislation for public libraries," *Library journal*, July-August 1879, p. 263).

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<sup>1</sup> Among chief reasons for failure were the smallness of the district as a unit, and lack of proper administration and supervision—ED.

A radical reform in the old and poorly managed system was finally brought about by the energy and initiative of Melvil Dewey, director of the state library, and the active influence of the superintendent of public instruction, A. S. Draper, who in 1889 brought the question squarely before the legislature whether the district library should be for the use of the school or for the use of the public. Mr Draper rightly maintained that the district libraries were not originally intended to be school libraries, but public libraries for the use of all the people of the district. Clearly that was Gov. Seward's conception. The district library was to be a kind of local public library for the graduates of the common schools.

Mr Draper recommended: 1) that henceforth a sharp distinction be drawn between school libraries and free public libraries; 2) that the organization and extension of school libraries be provided for from the free school fund; that they consist largely of books of reference for use in the schoolroom, pedagogic works for the aid of the teachers and suitable reading matter for children; 3) that city and township library associations be provided for by law, so that free public libraries could be regularly instituted "for the use of all the people". Mr Draper further suggested in the line of the original and wholesome legislation of 1838:

"Help those who will help themselves by giving \$200 the first year and \$100 each succeeding year to all towns upon condition that they raise as much more, either by general taxation or by gift. Collect together the remnants of old libraries. Provide that no books shall be purchased except from a catalogue furnished from the board of regents or the director of the state library."

This broad and sensible policy outlined in 1889 has been practically followed during the past decade by the lawmakers of New York and the regents of the University. Saving remnants of the old district libraries were gathered up so that nothing essential should be lost. Books of reference and educational interest to children and teachers were reserved for the school libraries and books of general interest to adults were put aside for the public library. This institution has now developed in many localities throughout the state of New York. In every case a wonderful

transformation has been wrought. As a historic institution the school district library spread from New York, 1833-38, into Massachusetts and Michigan, 1837, and into 14 other states: Connecticut 1839; Rhode Island and Iowa 1840; Indiana 1841; Maine 1844; Ohio 1847; Wisconsin 1848; Missouri 1853; California and Oregon 1854; Illinois 1855; Kansas and Virginia 1870; New Jersey 1871; Kentucky and Minnesota 1873; and Colorado 1876.

Though the free public library is now the prevailing type in the United States, the school district type is worthy of historic commemoration because it marks pioneer influence in many individual American commonwealths and the recognized principles that the library is a feature of public education, and deserves to be supported like common schools by public taxation. It is not enough for a community to educate its children; it should educate itself. The public library is for all, adults as well as children.

### *Chapter 5*

#### LIBRARY EXTENSION IN NEW YORK

**Public library movement.** The first public library law in America was that passed by New York in 1835 (ch. 80) providing that:

§ 1 The taxable inhabitants of each school district in the state, shall have power, when lawfully assembled at any district meeting, to lay a tax on the district, not exceeding \$20 for the first year, for the purchase of a district library, consisting of such books as they shall in their district meeting direct, and such further sum as they may deem necessary for the purchase of a bookcase. The intention to propose such tax, shall be stated in the notice required to be given for such meeting.

§ 2 The taxable inhabitants of each school district shall also have power, when so assembled in any subsequent year, to lay a tax not exceeding \$10 in any one year, for the purpose of making additions to the district library.

§ 3 The clerk of the district, or such other person as the taxable inhabitants may at their annual meeting designate and appoint by a majority of votes, shall be the librarian of the district, and shall have the care and custody of the library, under such regulations as the inhabitants may adopt for his government.

§ 4 The taxes authorized by this act to be raised, shall be assessed and collected in the same manner as a tax for building a schoolhouse.



The first law authorizing the maintenance of free public libraries by towns and cities in New York dates from May 1, 1872, but, as no money could be appropriated for the library unless more than half the taxable inhabitants had petitioned for establishing it, the law was practically prohibitive and a dead letter. Syracuse, Newburgh and Poughkeepsie early maintained town libraries under the school law of 1847. The introduction of free public libraries into the state through the instrumentality or mediation of the regents of the University and in cooperation with the state library marks an epoch in the history of popular education in America.

Under the district system, the annual library appropriation of \$55,000 had been gradually diverted to school uses, but with the new laws of 1892 it was strictly limited to libraries, and for that year \$30,000 was assigned to school and \$25,000 to public libraries. This has since been the regular annual grant for public libraries, but is supplemented by amounts corresponding to the increase in number of libraries. The state now duplicates up to \$200 the amount raised for a public library by local effort. The usual way now adopted in order to share in this state bounty is to secure a charter from the University. The local trustees of an old district library must apply to the regents, who have the power to transform the old corporation into an institutional member of the University by an absolute charter, provided the local library has books or other property amounting to \$1000. A provisional charter may, however, be obtained for five years by a small community with literary property amounting to at least \$100.

Any libraries may be registered at Albany after examination and approval by the state inspector, who can determine whether they are worthy of state aid. The conditions of the award are:

- 1 The library receiving aid must be under state supervision and registered by the regents as an approved library.
- 2 It must be free to the public for either reference or circulation.
- 3 A college or academy library used as a public library must be open every day while classes are in session, and in vacation must conform to the rules for other public libraries.

4 Other libraries must be open at least one hour on three days each week and oftener in the larger places according to population.

5 The grant to each library is limited to \$200 a year.

6 An equal amount, and for reference libraries a double amount, must be raised from local sources.

7 The whole amount must be spent for books approved by the regents.

Under these conditions an outworn and moribund system of local libraries throughout the state of New York has been quickened to new life. New blood from the University center at Albany is sent coursing through the entire state to the local library extremities. The old system of district libraries is becoming a system of free city and village libraries. Corporation or association libraries, college and academy libraries have also become free to the public for either reference or circulation and are registered at Albany as free libraries sharing in public money.

This transformation in the whole library system of New York has wrought wonders for popular education. The free circulation of good books and the constant increase of local collections by fresh supplies of new literature have quickened the interest of readers everywhere. Public libraries have become fountains of living waters in hundreds of towns and villages. A more lasting and perennial good has been accomplished by this library extension than by any existing form of university extension; but the two movements ought to advance together. When live men and teachers are lacking, readable books are wholesome substitutes.

To promote the extension and upbuilding of public libraries in the state of New York the present inspector, W. R. Eastman, is always ready to exhibit the most practicable plans of library construction to public-spirited men in any town or village. At the state library in Albany the writer has seen the helpful and picturesque means of illustrating the whole subject. Printed matter and diagrams are not only exhibited, but on application are freely sent out to local committees.

The influence of free lending libraries subject to state supervision as compared with free lending libraries not under supervision is

graphically shown, for 1893-1898, by rising and descending curves in the accompanying diagram 1. In diagram 2 the number of volumes and their circulation in free libraries in the borough of Manhattan in New York city from 1893 to 1898 are compared with the population in 1892. The same report [for 1898] gives also the number of volumes in all the libraries of the state and their circulation, 1893 to 1898.

The following illustrates the suggestive influence of the exchange collections sent out from the state library. The editor of the *Plattsburg republican* (A. C. Flagg's old paper) said August 27, 1892:

Arrangements are being made at the state library at Albany to send out cases of books to the school district applying for them under proper conditions. Instead of granting appropriations of money to school districts for their libraries (as was done down to 1892, a total of \$55,000 per annum) the state will hereafter furnish books in lots of about a hundred which can be sent out to readers in the district and then returned to Albany and a new lot supplied. Plattsburg will be entitled to this privilege. Why not start a public library and largely increase the educational facilities of our village? Our people have only to unite in agitating this subject and good results are sure to flow

There is now a flourishing public library at Plattsburg. The *Plattsburg republican* July 18, 1896, records the fact that W. R. Eastman has just inspected the premises and pronounces the library to be "in good condition, ranking among the highest in the state in percentage of circulation to number of books."

Plattsburg is the old home of Azariah C. Flagg, who used to look out across Lake Champlain toward his older family home in Vermont. There should be a good portrait of him at Plattsburg as well as in the Library school at Albany, for he is the historic father of the original school district library, which was represented on Lake Champlain for many years and spread thence throughout New York and many other states of the American union.

**The state and the public library.** Melvil Dewey said at the second international library conference, held in London in July 1897:

The state, whatever it may or may not do, should recognize the library as being as essential to public welfare as is the school, and it

should give it as careful protection from dangers without and within as it gives to institutions like banks and insurance companies. The state should protect the library against unjust laws, improper interference, or pernicious influence of any kind from without. It should guard it also against misconduct, incapacity or neglect on the part of its trustees, officers or employees. Besides the direct appropriations for its support, it should grant the most liberal powers for holding property given by individuals for the public benefit, and above all, should grant entire exemption from taxation. To tax a free public library for doing its beneficent work is theorizing gone mad. . . . The example first set by my own state (New York) in the statute which I had the honor of drawing ought to be followed universally. We created a public libraries department, to devote its entire attention to advancing the best interests of public libraries. . . . We help to establish new libraries, reorganize old ones, revise methods, select books, lend single books or entire libraries, grant books or money up to \$200 yearly to any library raising an equal sum from local sources, and, by means of correspondence, personal inspection, and steady work in a dozen directions, help every community to get the greatest practical good from the labor and money given to its free library. We have now about 500 traveling libraries moving about in all parts of the state. The public library is rapidly becoming universal.

It is almost within our memory that we have come to substantial agreement that the state owes an elementary education to every boy and girl born within its limits, not alone as a right to the child, but as a matter of safety and practical wisdom on the part of the state, and this broader conception is followed closely by a second and broader one, that every boy and girl is entitled not only to an elementary education but to something higher. I have met no competent student of this subject who dares deny that hereafter the state must recognize that education is not alone for the young, for limited courses, in schools which take all the time of their pupils, but must regard adults as well; and not alone for short courses, but all through life—not in our recognized teaching institutions alone, but in that study outside of office or working hours that may be carried on at home. I may sum it up in the one sentence: Higher education, for adults at home, through life. In this *home* education, which must hereafter be recognized side by side with *school* education, the library is the great central agent round which study clubs, reading circles, extension teaching, museums, and the other allied agencies must cluster.

The following brief synopsis of the library work of the University of the State of New York was prepared by W. R. Eastman. References are to sections of University law, 1892, ch. 378.

Diagram 1 showing volumes and circulation of free lending libraries under state supervision and of those not under state supervision, 1893-98. [From *Extension bulletin* of the University of the State of New York, no. 27, p. 19]

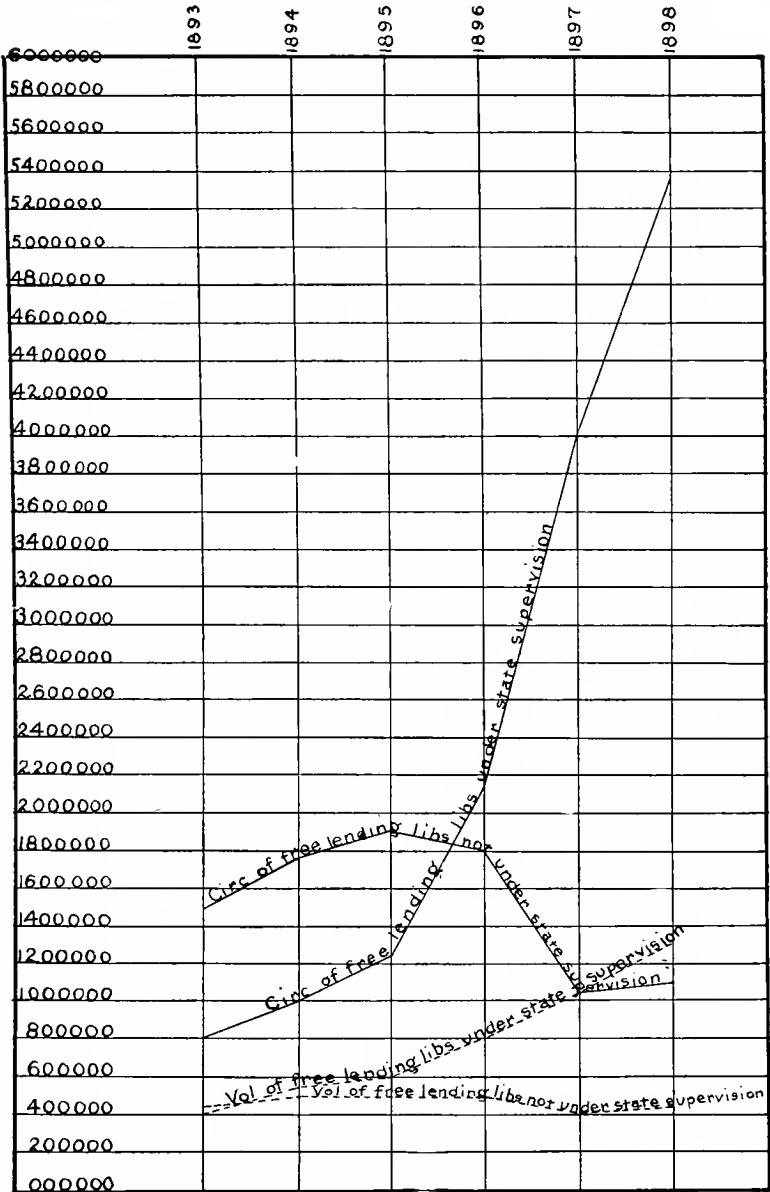




Diagram 2 showing the volumes and circulation of free lending libraries in the borough of Manhattan in New York city 1893-98 compared with the population in 1892. [From *Extension bulletin* of the University of the State of New York, no. 27, p. 54]

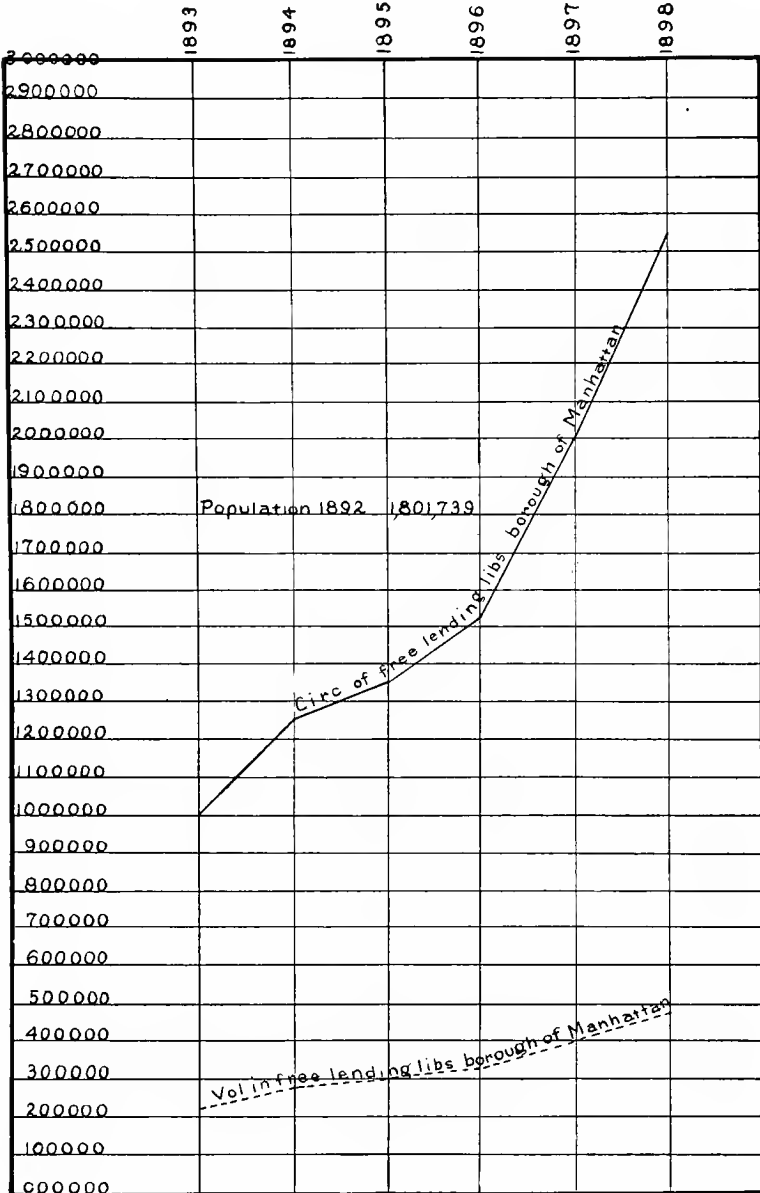
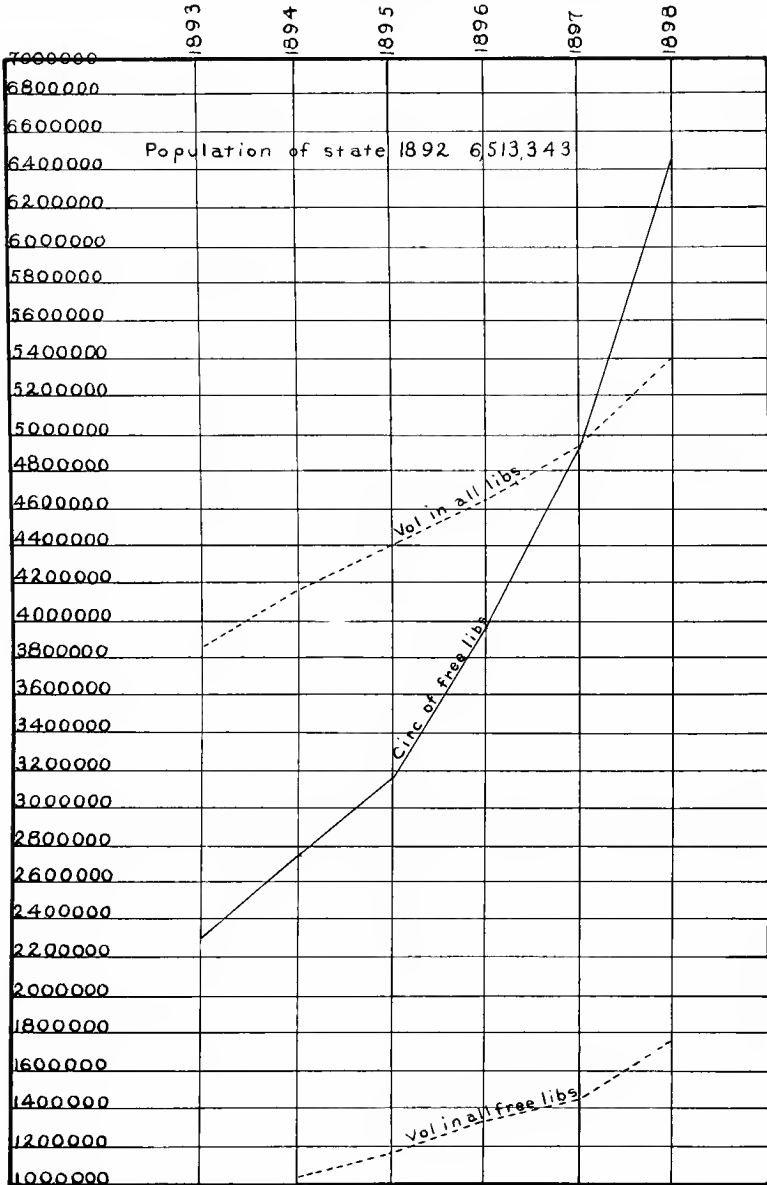


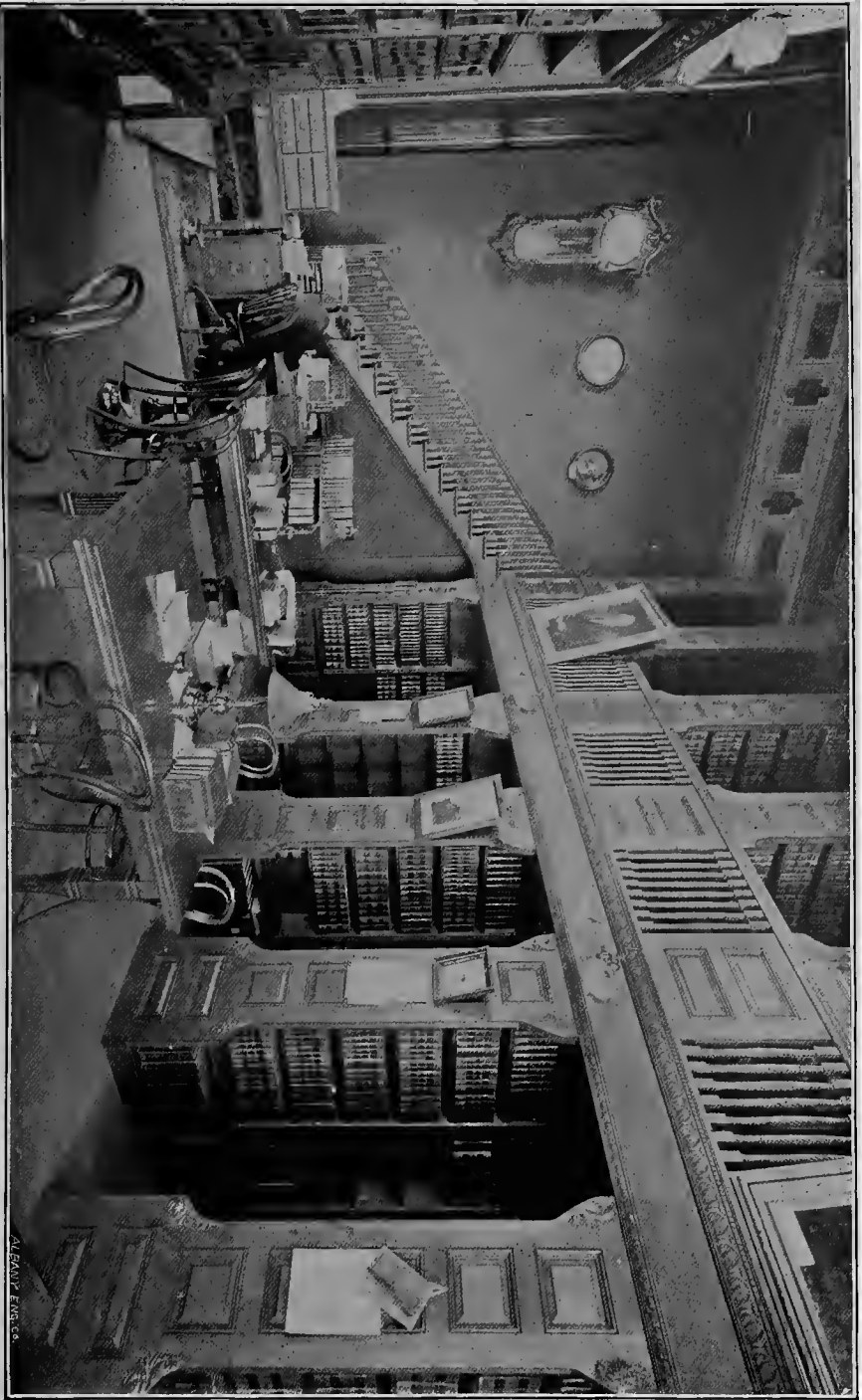




Diagram 3 showing volumes in all libraries in the state; volumes in free lending libraries and their circulation 1893-98 compared with population in 1892. [From *Extension bulletin* of the University of the State of New York no. 27, p. 56]



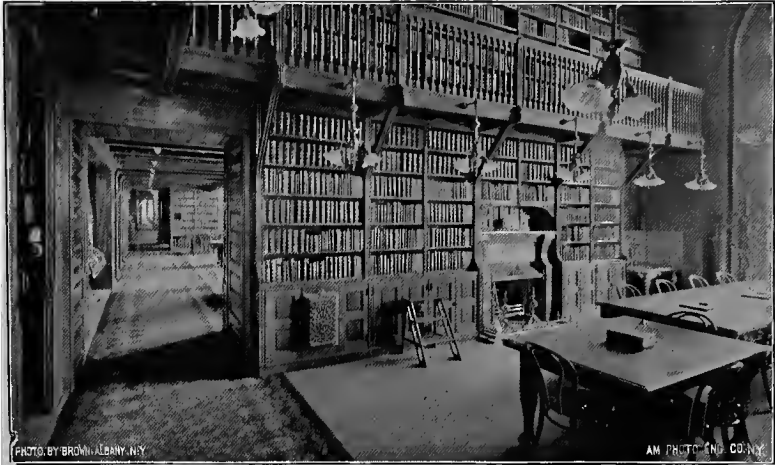




New York state library: third law reading room New York law

ALSMAY ENGEL





New York state library: second law reading room. Vista looking south through eight rooms



New York state library stack: traveling libraries and pictures packing room





New York state library: duplicate department office



New York state library: duplicate department stack





- 1784 University founded 'to encourage and promote higher education.' Now includes 938 institutions and 510 affiliated institutions, a total of 1448
- 1844 Regents of the University made trustees of state library *ex officio*
- 1889 State library made an integral part of the University  
Libraries defined by statute as institutions of higher education  
Library examinations instituted as part of regents system
- 1891 Home education (University extension) department organized and traveling libraries sent to extension centers.  
First library chartered by the University  
Degree bachelor of library science (B.L.S.) first given
- 1892 Library law, § 35-51 of University law, passed  
Public libraries division organized:
- 1 To ascertain conditions and needs of New York libraries [§ 25, § 41]:
    - by correspondence
    - “ official visitation
    - “ annual reports
  - 2 To increase efficiency
    - by advice and instruction [§ 14, § 48] through office consultation, letters and circulars
    - by fixing proper library standards
      - “ inspection
      - “ expert service
      - “ assisting in planning library buildings
      - “ lists of best books
      - “ training librarians and assistants in the Library school
  - 3 To promote organization or improvement of public libraries [§ 36-46]:
    - by charter, admission or registry
    - “ supervision of transfers of books, buildings and other property (School law, title 13, § 5)

- 4 To distribute state grants [§ 19, § 48, § 50]:
  - of public money and supervise its expenditure:
    - by approval of books bought
    - “ special allowances
  - of books and public documents:
    - by duplicate department
    - “ exchange
- 5 To approve the character of circulation as a basis for local aid to libraries, § 37; e. g. in New York city where over \$200,000 was granted in 1898
- 6 To lend books [§ 14, § 19, § 47, § 48], traveling libraries:
  - to communities
  - “ public libraries
  - “ extension centers and study clubs
- 7 To stimulate interest [§ 14]:
  - by public addresses and discussions
  - “ cooperation with library and educational associations; i. e. American library association, New York library association, New York library club, State federation of women's clubs, library committee, National educational association, library department, University convocation
  - by publishing reports, circulars, bulletins, etc.

**New York state library.** This library is one of the most convenient and attractive places in the world for original research and quiet study. In the summer of 1899 the writer spent two months in a northside upper room of the fifth story suite devoted to traveling libraries and traveling pictures. He feels bound to record the fact that never anywhere in the United States or in any European library has he enjoyed better facilities for investigation, including good light and air, or a more beautiful environment of art and nature. Books, pictures, diagrams, reports and documents of every desired kind were quickly placed before him and were left entirely at his

service as long as they were needed. He thought, by way of contrast, of certain European libraries where it takes 24 hours to get a book or even to find out that some one else has borrowed it.

It is the united testimony of several university men that they have never discovered any institution equaling the library of the state of New York for efficiency of administration and for practical convenience or timesaving. One of the most industrious and scholarly journalists in Baltimore (G. W. Bump, of the *Sun*) recently said that he liked, above all things, to spend his brief vacation in quiet study in the state library at Albany. From some of the upper rooms of this people's palace, the capitol—a structure costing \$27,000,000—one looks out on the Berkshire hills, the Green mountains and the scenery of the Hudson. Neither the library nor the view is as well known by students as it deserves to be. At present the fifth story contains a school for training librarians, and sooner or later the state library in its new building will become a vast seminary of historic and social economic research, as well as of practical teaching and educational administration.

*Children's use of a state library.* The church has always cared for the education of children, though not always in the most intelligent manner. The state however owes to the founder of the church the divine example of suffering little children to come into the kingdom of higher life on this earth. On the other hand, the church is now learning something from the state as to better methods of teaching little children and of providing them with wholesome literature.

One of the striking features of the New York state library is the children's room on the fifth floor of the state capitol at Albany, adjoining the Library school study room. Near the school "elevator" are little tables at which gather every day, even in the summer season, a few small boys and girls, reading children's books of history, biography, travel and adventure. One of the tables is covered with children's papers, but, though the very best and latest, they are not so much used as the children's books, a fact showing that a higher standard of juvenile literature has been reached by American publishers. Great care is taken in the selection of these modern

books for boys and girls. A published list of one of the traveling libraries of the University of the State of New York would serve as a suggestive model for any progressive Sunday school.

Mr Dewey says: "The last years of this century are often spoken of as distinctively the age of the children. Never before were so much time, study and money spent on children, their care, education and amusement, and specially their books. The results of the scientific study of children by psychologists and teachers have steadily increased this interest, and with equal step has grown the appreciation that the public library has its greatest field with the youngest readers. Experience shows that comparatively few adults acquire the habit of reading good books to any great extent. The library must build its constituency by interesting the children and supplying them in the period of adolescence, when habits are forming, with the best to be had in print. In the work of the Library school we have frequent demand for students who have specialized on reading for children. The more progressive libraries throughout the country have learned within a few years the wisdom of having special rooms for children, as they learned years ago the necessity of the greatest care in the selection of juvenile books. The Library school felt strongly the need of a children's room where its students could have actual practice on these vital problems during their course." [Director's report, N. Y. state library, 1898, p. 43-44]

While the need of a good public library, with a first class juvenile department, is undoubtedly felt at Albany, as elsewhere, nevertheless the principle of admitting children to a state library, as is now done even in the library of congress, is undoubtedly correct. Mr Dewey says the establishment of this principle at Albany "has met with more commendation than almost any other step ever taken by the state library." The principle was recognized in some measure under Dr Henry Augustus Homes's<sup>1</sup> benevolent administration, but the conservative rules of a former generation are illustrated by the story of a graduate of the Albany high school who was not allowed to read in the state library because he was the youngest boy in his class. [Director's report, New York state library, 1897, p. 30] Every state library and the library of congress ought literally to be a *seminarium* or nursery of the nation.

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<sup>1</sup> For a biographic sketch of Henry Augustus Homes, by George W. Kirchwey, see *Library journal* March-April, 1888.

The small boys of Albany who are now allowed to read well-chosen juvenile books on the state library premises, are unconsciously taught to become patriotic and intelligent citizens, appreciative of their high educational privileges. One August day, 1899, an Albany youngster was asked in the state library elevator if he had been reading "fairy stories"?<sup>1</sup> "No," he indignantly replied; "I've been reading about Abraham Lincoln." Miss Tarbell, author of the new life of Lincoln in McClure's magazine, ought to feel complimented and encouraged by her young countryman. Another boy said he had been reading the life of Benjamin Franklin.

At Albany "the library is recognized as the corner-stone of educational work outside the regular teaching institutions, as the most important factor of the five great elements of home education; libraries, museums, extension teaching, clubs and official tests and credentials; and as the needed center round which all these interests should naturally group themselves in each community."

When small boys ascend to the fifth story of the state capitol to read in summer vacation the life of Abraham Lincoln, or of Benjamin Franklin there is hope, not only for the republic, but for the cause of popular education. He is actually enrolled as a juvenile reader in the University of the State of New York, the most comprehensive academic corporation in America. This University is a unique institution and embraces 133 academies, 541 high schools; 629 organizations for home education; 34 colleges and universities of liberal arts; and 73 professional and technical schools.

**Books for the blind.** One of the most modern and humane movements is that for the benefit of the blind. A little circular, issued on this subject by the state library at Albany, says: "Our aim is to extend the work till it reaches every blind person in the state (about 5000 by the census of 1890), who can read or will learn to read type for the blind, unless already served by the two or three libraries for the blind in Greater New York."

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<sup>1</sup>This implies no lack of historical appreciation of fairy stories, which a little girl confessed she had been reading. Indeed the New York state library published an excellent annotated bibliography of fairy stories, by Frances Jenkins Olcott, June, 1898.

*Chapter 6*

## PUBLIC LIBRARY MOVEMENT IN MASSACHUSETTS

BY SYLVESTER BAXTER

Reprinted by permission from American monthly *Review of Reviews*, September 1899

The free public library movement in the commonwealth of Massachusetts, where the idea found its birth, now stands very near completion so far as its universal extension is concerned. There are now only seven towns in the state that are without free library privileges, and these comprise less than one half of 1% of the population. A remarkable work toward this end has been accomplished by the Massachusetts free public library commission. Since one important object for which the commission was established is so well nigh finished, that board has found the approaching close of the century an appropriate time to take note of the progress made. It has therefore issued its ninth report in the shape of a handsome volume which must be ranked among the most notable of recent contributions to educational literature, the work being devoted to a sketch of all the free public libraries in the state, with accurate and authoritative statements of their history and circumstances, and illustrations of the principal library buildings. These statements give in detail the origin and growth of each library and the different methods employed to render the libraries attractive and useful.

The story that this work tells is a wonderful record of civilized advancement, educational progress, public spirit, and private beneficence. The movement set on foot in Massachusetts has spread over the world, carrying with it everywhere untold potencies of enlightenment. The public library is the capstone of the educational fabric of a community. It is the universal schoolhouse where all are free to attend through life; where each finds the knowledge that makes of learning a pleasure. And the knowledge that thus is freely sought is the knowledge that truly teaches.

So far as the name goes there have been "public libraries" in Massachusetts almost from the founding of the colony. There was one in Boston, founded by a legacy of books and money from a

merchant tailor, reputedly an eccentric person, Capt. Robert Keayne, and as early as 1658, when the new markethouse was built, a room was assigned to it in the structure. But it was not until the 19th century had almost half run its course, in the year 1848, that Boston was legally empowered to establish and maintain a public library. Various gifts of books and money at once began to come in for the purpose, but the library was not formally established until 1852. The ancient collection had long since disappeared, presumably consumed in the markethouse fire of 1847. The present collection, which now amounts to over 700,000 volumes, had for its nucleus a gift of about 50 volumes from the city of Paris in 1843 through the efforts of an enthusiastic Frenchman named Vattermare, who proposed to build up libraries through the world by a system of international exchanges.

With the Boston library, now the most thoroughly organized and the foremost free public library in the world, the great modern movement had its beginning. Special enactment had enabled Boston to found its library, but a general law soon gave to all cities and towns in Massachusetts the same privilege. It was rapidly taken advantage of. In 1890, when the free public library commission was established, there were 248 municipalities out of the 341 in the commonwealth that enjoyed such privileges. Until within a few years of that date there had been some curious exceptions. The rich and enlightened old city of Salem, for instance, did not open its public library until 1889—a defect largely to be accounted for in the partial compensation existing in the great institutional and scientific collections of the place, the library of the famous Essex institute, for instance, containing over 73,000 bound volumes and 161,000 pamphlets.

The 103 towns which were without public libraries in 1890 had only 131,102 inhabitants by the census of that year—less than 6% of the total population of the state. They were nearly all sparsely peopled and poor, and one of the main objects in establishing the library commission was for the benefit of these communities, for any town that accepted the provisions of the act was to be straightway supplied by the commission with \$100 worth of books to aid in be-

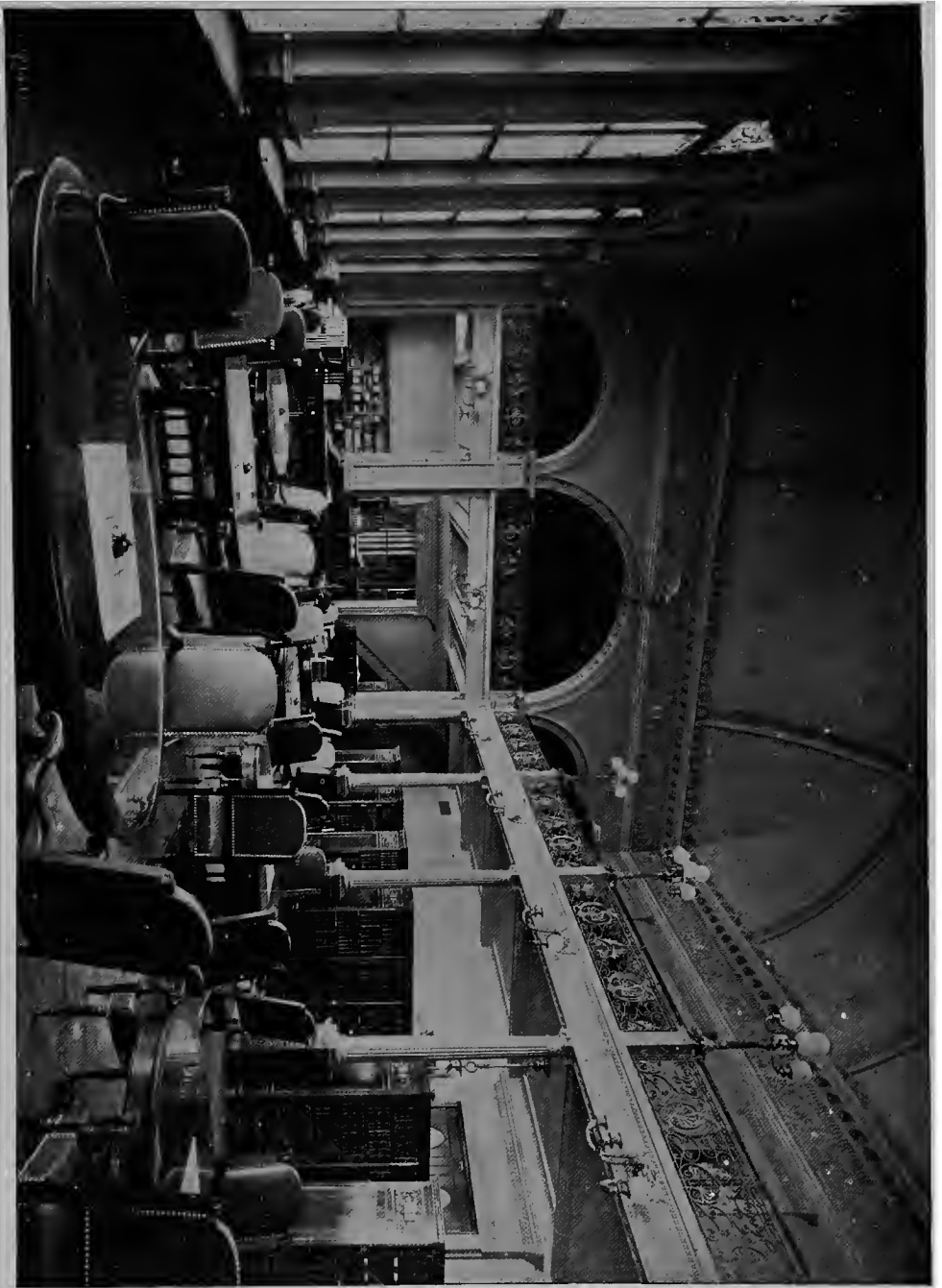
ginning a free public library. In consequence 96 towns have taken advantage of this law in the past nine years, and it would not be surprising if the beginning of the 20th century saw a public library in every town.

In the free libraries of Massachusetts there are now 3,750,000 volumes, with an annual circulation of 7,666,666, or over 3 volumes to every inhabitant. The amount given for libraries and library buildings in Massachusetts in the shape of gifts and bequests reaches in money alone to nearly \$8,000,000! The value of gifts in the way of books, furniture, pictures, sculpture, etc. would add enormously to this amount. Since the first report of the library commission in January, 1891, 40 towns have been adorned with new library buildings costing \$1,388,000. These have mostly been gifts, generally from individuals, and their cost has not unfavorably affected the tax-rate. Gifts and bequests to 9 other towns, amounting to at least \$400,000, will eventually be expended for such buildings. In 5 other towns new public buildings for various uses, including free library accommodations, have been built by the municipalities or given by private beneficence. In the past year bequests and gifts for public library purposes have amounted to more than \$200,000. Certain townships are so large in area and are so made up of widely separate villages that a central library would not accommodate the public demand. Barnstable has therefore 6 independent free libraries and Sutton has 5. Williamstown and the city of Northampton have 3 each and each of 14 others have 2. The city of Everett has 2 fine public library buildings erected by bequests and gifts in separate sections of the place. Boston has 10 branch libraries and 17 stations—11 of the latter with deposits of books from the central library, while 5 are reading-rooms and 1 is for delivery only.

There are in Massachusetts 269 municipalities which fully own and control their public libraries. There are also 35 municipalities in which the city or town has some representation in the management. In Malden, for instance, the mayor, the chairman of the aldermen, and the president of the common council are *ex officio* members of the board of trustees, which otherwise is a self-perpetuating body, new members being chosen by the entire board whenever



Massachusetts state library: showing tables with plate glass tops











Dedham (Mass.) public library



Amherst (Mass.) town hall and public library





Forbes library, Northampton (Mass.)







Springfield (Mass.) city library association Science building



Science building: geography and geology exhibit



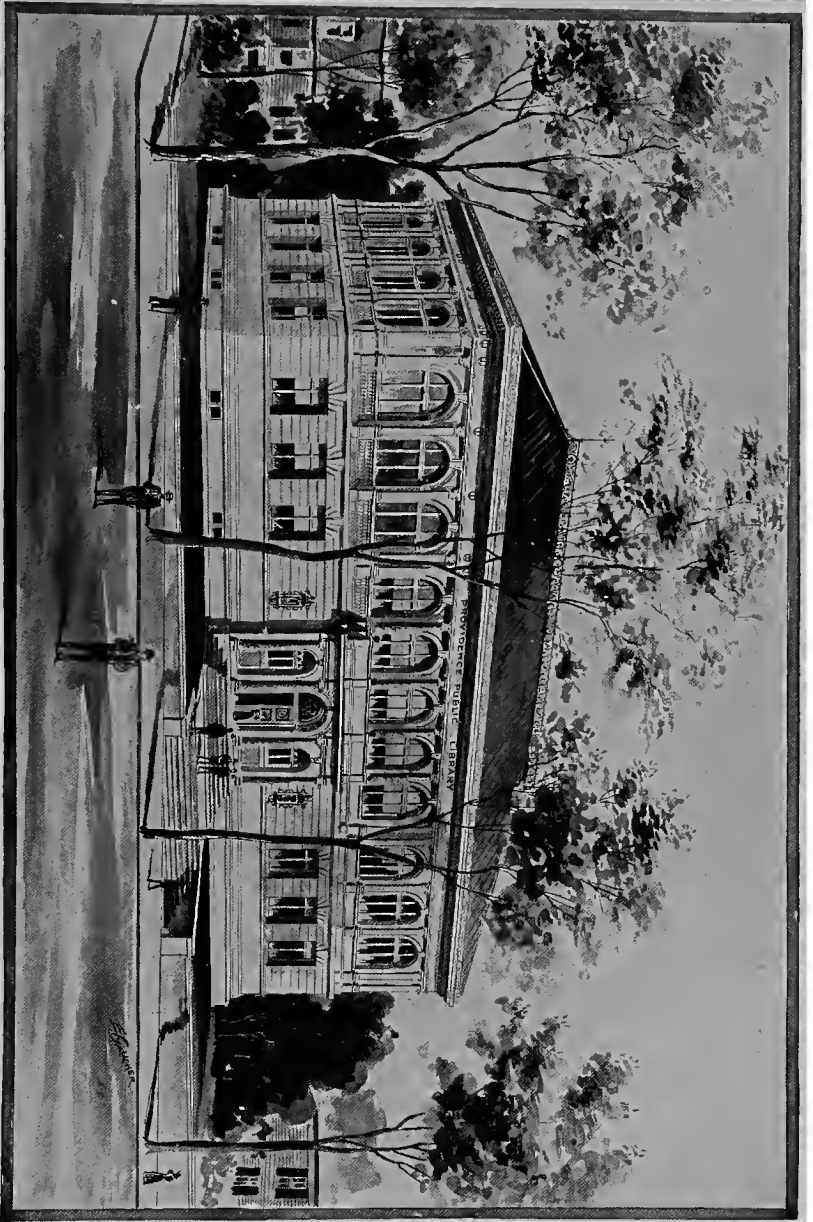


Springfield (Mass.) city library association Art institute



Art institute: Horace Smith hall of sculpture



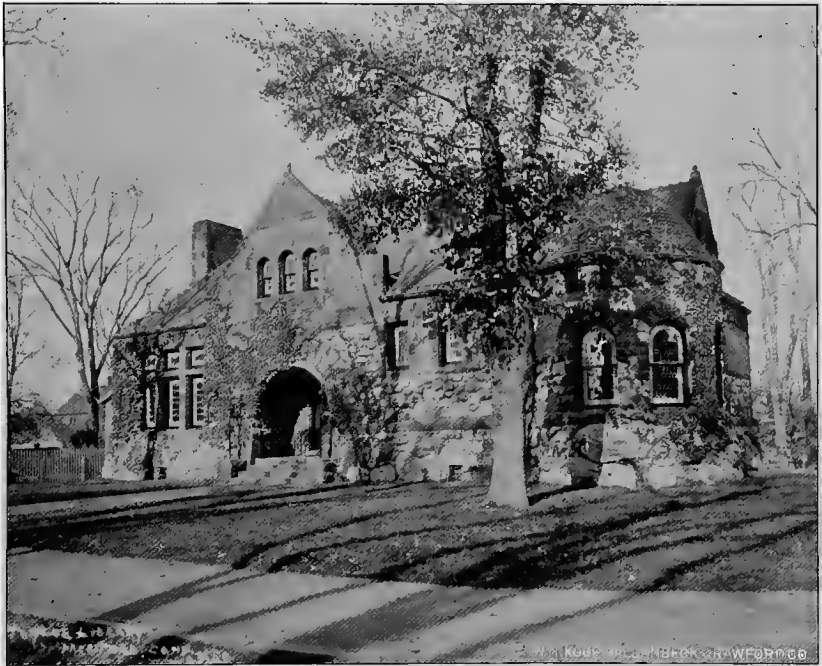


Providence (R. I.) public library





Scoville memorial library, Salisbury (Conn.)



Taylor free library, Milford (Conn.)





vacancies occur. In 26 other cases the municipality appropriates money toward the support of the library, but has no voice in its management. In the city of Gloucester and in 13 towns there are free libraries which have no connection with the municipality. There are 2 towns which have no public libraries within their limits, but their inhabitants have the free use of public libraries in adjacent municipalities. Of the 7 towns without any free library privileges there is only 1, Dracut, which does not show a loss of population in the past 10 years, and the total number of inhabitants is somewhat less than 11,000.

It is notable that with the growth of public libraries the total number of libraries in Massachusetts declined in the course of the decade between 1885 and 1895. The number of secular and religious—including Sunday-school—libraries in the latter year was 2028, against 2371 in the former. In 1895 there were only 44 private circulating libraries, against 117 in 1885. In all classes of libraries, both secular and religious, there were in 1895 7,367,764 volumes, valued at \$9,873,700, with a circulation for home use amounting to 8,461,276 volumes.

The utility of the public libraries in Massachusetts is materially enhanced by the work of various voluntary agencies. The Woman's educational association of Boston, for instance, maintains 25 traveling libraries with a total of 718 volumes. Their circulation amounted to 1903 volumes in 1898, and 25 towns received the benefit of these libraries during the year. Widespread enjoyment and edification resulted from the circulation of special collections of works about Venice and Florence, supplemented by collections of photographs and also collections of views of London, of portraits of authors, of photographs of works of Italian art, and pictures of birds and animals. Other collections to be circulated represent a trip across the continent, views of Hawaii, Japan, the Cuban war, etc. Three members of the association have visited various of the smaller public libraries and reported upon their condition with valuable results. A member of the library commission has made similar visits, and the commission remarks that a visitation upon a more extended scale would serve, in a way, a somewhat difficult purpose—that of

keeping the very small libraries in touch with the spirit and methods of library work in the larger centers.

Another association, the Library art club, has been formed to obtain and exhibit photographs of other works of art. Libraries, art or reading clubs, village improvement societies, and similar organizations in New England form its membership. Besides the works owned by the club, it secures for exhibition the loan of valuable collections. A very efficient agency in promoting the increased utility of public libraries is the Massachusetts library club, composed of librarians and others interested in library administration.

The sketches of the free public libraries of Massachusetts that form the body of this volume make remarkably interesting and instructive reading; while the accompanying halftone illustrations of library buildings, nearly 150 in number, represent an extraordinary amount of monumental architecture—a showing not to be paralleled in any other part of the world as an example of what the public spirit of communities and of beneficent individuals has done for the adequate and appropriate housing of great instrumentalities for the education and enlightenment of the public. Many of these structures are strikingly artistic in design—including numerous simple and modest buildings as well as a surprising number of costly and even palatial edifices—imparting enduring lessons in artistic taste. They are eloquent witnesses to one of the most enlightened aspects of our civilization.

Beneath these beautiful illustrations one finds significant inscriptions: “Soldiers memorial built by the town.” “Gift of — — built partly by subscription.” “Built by the town.” “Gift of citizens.” “Bequest of — —.” “Memorial of — — by his mother.” “Memorial to — — by his daughter.” “Built by the city.” “Gift of — — and other citizens.” There is an extraordinary number of memorials among these buildings—noble monuments erected by parents in memory of children, by children in the memory of parents, by communities in memory of sons who died for their country. So throughout the ages every noble sentiment, every exalted thought, every lofty aspiration, every word and deed contributed to the advancement of humanity as the result of the

lessons imparted by the learning made available in these precincts, are granted answers to the prayers for departed loved ones embodied in works thus wrought.

Many of these public libraries are based upon the old social libraries that testified to the love of reading in cultivated communities long before democratic principles were applied along the lines that made the free access to literature a universal privilege. Not a few of these social libraries were founded in the eighteenth century, when the growth of wealth and leisure carried the thoughts and tastes of many beyond the sordid grooves of toilsome existence. Shares were commonly sold at a low figure, and for the purchase of new books small assessments were annually made. A curious regulation of the social library in Ashburnham exacted a penalty of a penny for every shilling in the value of a volume for each drop of candle grease falling upon it while in a borrower's possession—an illuminating bit of local history.

In nearly every Massachusetts town it has become an unwritten law to refund the annual dog tax and devote it to the support of the public library. The growth of a library is largely provided for from this source, so the more bark the more book.

The story of the six libraries of Barnstable is worth relating. The main library is called the Sturgis library from the prominent Boston merchant who founded and endowed it. This is free to all inhabitants of the town, but from outside the village where it is located it is not easily accessible, the several other villages lying at considerable distances. So five of these villages have independent libraries managed by boards of trustees and free to all local residents. They are supported entirely by contributions and the proceeds of entertainments. Through three of these the extensive collection of the Sturgis library is made more widely available; one is furnished with 25 volumes at a time from that institution for circulation upon payment of transportation cost, and these may be kept for six weeks. To the two other libraries a supply of books is fortnightly sent for distribution.

The free library in the little hill town of Buckland in western Massachusetts, has a unique character as representing a survival of

the primitive New England principle that once made the parish the town. By the public spirit and self-sacrifice of the congregational minister, the Rev. Alpheus C. Hodges, the Sunday school library was expanded into an institution free to the entire town. To this end the minister gave a large part of his own collection and paid half the expense for erecting a tasteful brick building that cost \$2500. The town has nothing to do with the library, the church retaining the sole management, and its founder holds that the controlling of public libraries by an intelligent religious sentiment will do much to increase their efficiency in the molding of character.

A typical example of what the public-spirited application of individual wealth can do for a community is that of the magnificent Nevins memorial in Methuen, surrounded by about three and a half acres of ground and established and endowed by a wealthy family resident in the town. Another is that of the Woburn public library, founded in 1855 by a modest gift from a prominent citizen, the Hon. Jonathan Bowers Winn, and endowed more than 20 years later by a magnificent bequest of \$227,000 from the son of the founder. The beautiful memorial building is the first in the celebrated series of public libraries designed by the great architect Richardson. A masterpiece of Richardson's and his last library is the Converse memorial in Malden, erected for the public library at a great cost by the Hon. Elisha S. Converse and his wife in memory of their son. Even to enumerate the instances of which the foregoing are representative would not here be practicable, for in a "Roll of honor" included in this work the list of givers of free public library buildings in Massachusetts stands for 121 different edifices.

Among the minor benefactions that are recorded by hundreds in this book, that of the Hon. George Bancroft to the Lancaster public library is a charming instance of the return of bread cast upon the waters. In commemoration of a kindness received in his boyhood from Capt. Samuel Ward, of Lancaster, the eminent historian gave \$1000 in trust to the town, the income to be expended annually "for the purchase of books in the department of history, leaving the word to be interpreted in the very largest sense."

In the record of the Franklin public library there is a notable incident incorporated. When Benjamin Franklin, in 1785, then being minister to France, learned that a new town in his native state had been named in his honor, it was with an intimation from a nephew that the gift of a bell would be very acceptable for the new meeting-house. In a characteristic letter to a friend in England, asking him to select and forward a library that might cost \$125, he said: "A new town in the state of Massachusetts having done me the honor of naming itself after me, and proposing to build a steeple to their meetinghouse if I would give them a bell, I have advised the sparing themselves the expense of a steeple for the present, and that they would accept of books instead of a bell, sense being preferable to sound." About 90 of the 116 volumes that formed this collection are now in the Franklin library.

### Chapter 7

#### LOCAL TYPES OF NEW ENGLAND TOWN LIBRARIES

**Amherst, Mass.** In this local study of a few select library types in New England the writer proposes to begin with his own summer environment and a western Massachusetts town, where many years ago he lent a hand in planting a neighborhood library in a country store. While he was a student in Amherst college, a parish festival was held in East Amherst and he was intrusted by the manager (since then a Massachusetts representative and the historian of Pelham) Charles O. Parmenter, with the financial proceeds, \$100, with which to buy in New York city suitable books for a neighborhood library. This was done at marvelously low prices in a secondhand bookstore near Jefferson market. *Waverly novels* and other English and American classics were selected with great care and deliberation and brought home to Amherst in a big trunk. The literary spoil of the metropolis served the little neighborhood tolerably well for a few years and ultimately became the historic foundation of the Amherst public library. In 1874 the Amherst library association was organized in the village, or the center of the town, and the East street library "was turned in to form the basis of the collec-

tion" [W. I. Fletcher in ninth report of Massachusetts free library commission 1899, Amherst, p. 14-16]. The town has made annual appropriations for the support of this growing collection and, since 1890, has allowed it to be housed in the new town hall.

W. I. Fletcher, librarian of Amherst college and the president of the Amherst library association, says:

In the matter of free library facilities Amherst is, in proportion to population (4785), easily first among towns in Massachusetts or in the United States. Amherst college opens its excellent library of nearly 70,000 volumes for free use as a reference library to the people of the town, and its books may be borrowed by any person engaged in serious study. Its well stocked reading room is open 13 hours daily. The library of the state college, more scientific in its character, and containing 19,000 volumes, is also entirely available for reference. Add these to the free town libraries (Amherst and North Amherst) of over 10,000 volumes, and it will readily be believed that nowhere else has a population of less than 5000 the free use of books to such an extent. Best of all, the circulation of 25,000 annually, or over five books for every inhabitant, shows that the people of the town are appreciative of their privileges.

The town of Amherst owes much to the public spirit of the librarian of Amherst college, who instituted popular lecture courses in the town hall, and also to Pres. H. H. Goodell of the State agricultural college.

**Northampton free public library.** Westward from Amherst lies another college town, which for its nexus of libraries, schools, educational and philanthropic institutions is very remarkable. The Clarke public library is the historic continuation of an earlier collection of books gathered by the Young men's institute, organized in 1846 to maintain a public library and to promote public instruction by lectures. Northampton was and is a famous center of popular education in the Connecticut valley, and the writer vividly recalls tramping seven miles out and back over Hadley meadows from Amherst, with other high school boys, to hear certain famous lyceum speakers in the old town hall, near the present public library. The books of the Young men's institute, of which the late Prof. W. D. Whitney of Yale college was secretary, were kept in that old town house from 1850 to 1873. In 1860 the town began to tax itself for the increase of that little library, the historic nucleus of the present library collections in Northampton.

In 1868 ground was purchased by private subscription for a library site near the town hall. In 1869 John Clarke died and left by his will "\$40,000 in trust to the town of Northampton, for the benefit of the public library in said town, for the erection of a suitable building and the increase and maintenance of the library and for no other purpose." The town accepted this trust and for a time set apart the entire income for the purchase of books. The trust has evidently been well managed, for it now amounts to \$54,000 and the annual income is \$3700. The building itself was erected in 1872-73 by a happy combination of private and public means very characteristic of a New England town. Individuals subscribed \$25,000 and the town appropriated an equal amount for a memorial hall in connection with a public library building. This institution therefore serves a large patriotic purpose: it contains historic tablets in honor of soldiers who fell in public service from the time of the Indian wars soon after the settlement of the town; and it contains a well chosen public library and a reading room, with both of which the writer is well acquainted.

**Forbes library.** Northampton is singularly fortunate in her institutional wealth; her Smith charities, Smith college, Clarke institute, Clarke public library and Forbes library. Judge Charles Edward Forbes, who died in 1881, left an estate of over \$250,000 for the free library which now bears his name. Dr Pliny Earle, superintendent of the Northampton hospital, left to his city in 1892, \$50,000 for current library expenses. Both funds were allowed to accumulate for 10 years. The present fireproof library structure was erected on high ground, opposite Smith college, which enjoys special literary advantages from this proximity. The rear of the spacious lot of three and one half acres, on which the Forbes library stands, commands a fine view of the Mt Holyoke range. The interior effects of the library are also fine and spacious. The entire lower floor, with the exception of the trustees' room, is practically one large room, piers supporting the upper floors and walls.

One of the best librarians in New England, Charles A. Cutter, who for 24 years had charge of the Boston Atheneum, organized and still directs the Forbes library. He has built up for the city of

Northampton a magnificent collection of works of literature, art [see also chapter on "Library exhibitions of art"] history and science. The library is adapted not only for students, but for the people. The writer has never heard, except at Amherst college and in other academic circles, of such a liberal public policy with reference to the use of books for the encouragement of higher education, good reading and home culture.<sup>1</sup> Any borrower may take out or have charged at any one time six volumes pertaining to his chosen subject of study, and sometimes more than one subject is allowed to the same person. It is interesting to note that the borrower can have only one novel charged on his account, but that novel may be in one, two or three volumes. He can also draw "another book not a novel, a book not in English (one in each language desired)." This premium on a knowledge of tongues and the elastic construction of the rules in a city of over 16,000 people, with a college community of over 1000 girls living close by the library, have made the average annual circulation of books as high as 7.38 volumes for every person. Amherst, that double college town east of the Connecticut, boasts an annual average circulation of over five books for every inhabitant. The Forbes library numbers over 53,000; the Clarkè library 31,000. The percentage of fiction circulated by the Forbes is 49; by the Clarke public library 60. In a well known industrial quarter of Northampton called Florence, the percentage of fiction circulated by the Lilly library is as high as 88; but that fact is not at all discreditable to working men and women. Why should they not read interesting books and relieve toil by works of the imagination, as do the clergy and men of science?

**North Adams: Houghton memorial library.** A remarkable combination of individual and social forces is seen in the following process of institutional development in North Adams, Mass. The efforts of a public-spirited clergyman, Rev. T. T. Munger, first quickened the town and local churches to a desire for a free public library. An old library association agreed to turn over its stock

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<sup>1</sup>George W. Cable's "Home culture clubs" originated and still flourish in Northampton. See his descriptive article in the *Century magazine*, August, 1888.



of books to the new institution, which at first found lodgment in a business block. Then the town adopted the library (1884) and voted \$2500 to maintain it. This amount was afterwards doubled. A few years ago, 1892, the public library, requiring more room, was moved into a private house. Very recently a large and elegant mansion was presented to the city of North Adams by its first mayor, Hon. Albert C. Houghton, for a library building and a memorial of his brother, the late A. J. Houghton of Boston. This gift was followed with the sum of \$10,000 for the needed changes to suit the purposes of a public library.<sup>1</sup> "The library is patronized by the children, if not by the adults of North Adams' extremely miscellaneous foreign population," and is thus performing what is now recognized as a legitimate function of American public libraries and public schools in educating and nationalizing the descendants of non-English-speaking immigrants.

**Belchertown, Mass.** In a little farming community of Belchertown, adjoining Amherst on the southeast, is the Clapp memorial library, founded by a bequest of \$40,000 from John Francis Clapp, for the benefit of his native town, which in 1895 had a population of 2161. It is a charming little social library, suited for village lectures and entertainments. A memorial window at the south end commemorates the founder and was the gift of his three brothers. New England and the United States are being honeycombed with institutional memorials in the form of public libraries and endowed schools. They are at once an honor to the dead and a fountain of social life and refreshment to the present generation.

**Springfield, Mass.** The city library of Springfield is one of the best institutional and educational combinations in western Massachusetts. Like many other New England libraries, that at Springfield is the historic outgrowth of individual and associate effort reinforced by public aid and support.

The city library association was formed in 1857. Two existing institutions, the Young men's literary association and the Young

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<sup>1</sup> The library has been catalogued by Miss Alice Newman, a graduate of the New York state library school, compiler of the "Index to bibliographies," mentioned in the chapter on "Educational bibliographies."

men's institute, joined forces with the citizens' movement for a public library and contributed their small libraries towards that larger object. In 1859 the city government consented to provide two small rooms in the city hall for the association with its library and museum, but not till 1864 did the city agree to tax itself for library support. From 1864 to 1870 the average yearly appropriation was \$1600. The library had then grown to 17,000 and at least \$45,000 had been contributed to its funds by citizens. The association was reorganized under a new charter "establishing and maintaining a library for the diffusion of knowledge and the promotion of intellectual improvement in the city of Springfield." The educational purposes of a public library could not have been more distinctly declared. Then came the gift of ground by Hon. George Bliss for a library site with a personal subscription of \$10,000. A handsome building was completed in 1871 at a cost of \$100,000, leaving a debt of only \$25,000 for a thrifty voluntary association, which, while charging only \$1 for the annual subscription fee, required \$50 of permanent members who wanted the right to vote. The debt was paid off in three years. The library now represented \$185,000 in funds, books, land, buildings and permanent investments for the public good. It was therefore easy to prevail on the city government to increase its appropriations, which from 1870 to 1885 averaged \$6000 a year for the library. Besides this the association had an annual income of its own, amounting to \$2000, from subscription fees and interest bearing funds.

The next good stroke of policy was the increase of the library endowment. It was proposed that all subscriptions of \$5000 and upwards be separately invested as memorial funds bearing any name designated by the donor, the interest to be used for buying books in some specified department of the library. In this way \$30,000 was quickly secured. Then came legacies and increased appropriations, till at last in 1885, this well managed subscription institution became a free public library. The number of card holders or registered patrons increased within a year from 1100 to over 7000 and the circulation of books from 41,000 to 154,000. During the year 1898 the library received from the city, including the dog tax, the sum of \$26,624.

Such in brief is the social economic history of the development of a western Massachusetts public library, now numbering over 100,000 volumes. Beginning like nearly all New England towns as a simple farming community, Springfield is now a rich, progressive and highly cultivated city with a population of over 50,000, a valuation of over \$62,000,000, an art institute, a natural history museum, first rate public schools, societies and study clubs with which the public library and the above institutions work in perfect harmony. The aim of all is the development of higher education among young people and the formation of literary, historical and artistic tastes which shall endure through life.

As an indication of the high esteem in which the city library of Springfield is held by "a master of those who know," it may be added that the late political economist, David A. Wells, left to it by will one third of his residuary estate as a permanent fund, half of the income to be used in buying economic works, which with his own private library, also given to the institution, are to be known as the "David A. Wells economic library."

*Library bulletins.* There is nothing which better illustrates the educational character and social activity of a public library than its published bulletins and lists of good reading, suggested by timely current topics and the passing of great men. Among such home missionary tracts of the Springfield library are noticeable bibliographies of books and magazine articles on Gladstone and Bismarck; briefly annotated lists of books on architecture and painting; a descriptive list of casts in the Horace Smith hall of sculpture; a select hand list of books about flowers and plants by Miss Stebbins, supervisor of elementary science in the public schools. For a more complete list of bulletin subjects in one year, see annual report of city library association, 1897, p. 10.

*Springfield art museum.* In an elaborate general account of the public library,<sup>1</sup> Dr Rice, the venerable librarian, embodied briefer sketches of the art institute and natural history museum, institutions which ought to be associated with every public library. "During the past three years the art and science departments of

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<sup>1</sup> Ninth report of the free public library commission of Massachusetts, 1899, "Springfield," p. 340-46, with a good view of the city library.

the association have sprung into new life, and are now very valuable adjuncts to the educational work of the library. Nothing has contributed so much to this result as the acquisition of the George Walter Vincent Smith collection, consisting of paintings in oil and water colors, bronzes, arms and armor, cloissonné enamels, jades, porcelains, antique wood and ivory carvings, Chinese and Japanese curios of rarest pattern, antique furniture and costumes, illuminated missals, rich stuffs, embroideries and laces, and rare bric-à-brac of a varied nature, to the collection of which Mr Smith, aided by a natural taste for art and unusual opportunities for study and observation among the art centers of Europe, has devoted over 30 years of his life. This valuable collection is now artistically arranged in the nine galleries on the second floor of the new art building, which was constructed under Mr Smith's personal supervision, with funds amounting to about \$100,000 contributed by generous citizens of Springfield. The building was opened to the public April 16, 1895. It stands on high ground, immediately adjacent to the library building."

The art museum is of beautiful architectural design and is filled with very choice collections which are visited by the public and by connoisseurs with ever increasing delight. A detailed account of the *Springfield art museum*, with interesting architectural details and a pen portrait of George Walter Vincent Smith and some account of his collections by Charles G. Whiting, was printed in Springfield by Clark W. Bryan & Co. in 1895. In this same pamphlet are two short essays by Mary Medlicott, one on the "Art library," which is a special feature of the art museum; the other on "Book marks," or early printers' marks, used as decorations in some of the windows. There is also an account of the "Museum of natural history," by William Orr jr, who rightly foretold that it was "destined to be the rallying place for the individuals and societies interested in scientific matters." An illustrated article on the "Springfield art museum" appeared in *Harper's weekly*, August 17, 1895.

*Museum of natural history.* Springfield had no sooner acquired her art institute than Dr Rice began to urge his library association

to provide a special building for the science museum. In his general historical sketch already quoted, he said, "The growth of the science and natural history departments has been so rapid in the past two years that the present quarters in the art museum are already outgrown, and again the public-spirited citizens of Springfield have come to its aid in a subscription of \$25,000 for the erection of a building especially adapted to the purposes of the science department."

This natural history museum is now completed and contains botanic, geographic and industrial exhibits, which attract representatives of capital and labor as well as classes of well trained pupils from the public schools. Geographic and geologic exhibitions are held here just as art exhibitions are held in the lecture rooms of the art museum. Pictures of this natural history museum or science building and of its floor plans appear in the 37th annual report of the city library association of Springfield, 1898. It is a small building with a laboratory, classroom and reference library; but such a museum represents an enlarged idea, namely natural science in its relation to popular education and the public schools. In the same report the frontispiece shows the city library and the art museum in proximity. The little museum of natural history in Springfield contains classified specimens in mineralogy (systematic, local and comparative), geology (lithologic, historic and phenomenal), botany, zoology and entomology. Temporary place is afforded for Indian relics and other objects of local historic interest. The next step will probably be to separate history from natural history.

In every flourishing town or city there should be at least five public educational institutions intimately associated with the public library and the public schools: 1) a local historical society; 2) a historical and industrial museum; 3) a scientific association; 4) a museum of natural science, and 5) an art institute or museum of the fine arts for the pleasure and cultivation of the entire community. All of these local institutions should encourage public instruction in every possible way: by 1) affiliation with colleges and cooperation with schools; 2) papers, lectures and publications; 3) loan collec-

tions from private parties or other institutions, and free gifts or loans of duplicates to schools (as Springfield is now doing); 4) public exhibitions; and specially 5) by connecting public school education with adult life.

Art institutes, public libraries and museums and kindred institutions are the *uncommon* schools that Thoreau told us years ago were needed. They must be public in their educational activity and relations, even if private in their origin. They should not be merely for amusement, but for public education. Dr Rice said in his last report, 1897: "The natural history museum has been regularly and systematically employed as an adjunct in the instruction given to the classes in the high school." In the city library bulletin for June 1898, there is a record of six excursions for geologic field work in connection with this museum of natural history. These were personally conducted trips to the terraces of the Connecticut river from Longmeadow to Holyoke; to the sandstone quarries of East Longmeadow; to the Holyoke and Westfield loop ridge from Tatham to Mount Tom; Mount Holyoke to the Black Rocks; to the emery mines of Chester and the older crystalline rocks. The zoologic club made similar outdoor excursions for the study of animal life. Public lectures were given in the art building on "Spring in the insect world" and "Among the trees." The country needs more of these "uncommon schools" like the Springfield institutions, and public librarians like Dr Rice and Mr Dana and other missionaries and ministers of popular education who will advance the patriotic cause.

Very few schools and colleges appreciate the educational importance of museums, historical, cultural and scientific. Too often they are simply old curiosity shops, lumber rooms, sometimes charnel houses instead of living seminaries and laboratories of knowledge; but the French idea of the *musée scolaire* lately imported by the Brooklyn institute will change all that. Springfield is one of the few American towns now all alive in its museum activities, thanks to Dr Rice and good public school teachers. Dr G. Brown Goode of the United States national museum began to recruit from Washington D. C. the archeologic and prehistoric col-

lections of Springfield. He said that "a finished museum is a dead museum," and urged Dr Rice forward to new institutional foundations. Dr Rice clearly saw that, outside the larger towns, "there is no such aggregation of the means of popular instruction in literature, science and arts, as are afforded by the city library association through the library and museums of natural history and art." His last official report, 1897, closed with these words which, like this entire chapter, should be taken in a public and not in a local sense: "What worthier objects could be presented for the consideration of the wealthy, intelligent and generous men and women of our city? What nobler contributions could they make for the public welfare, securing for themselves an honorable memorial and rendering to the community a perpetual benefaction?"

*A faithful public servant.* The Rev. Dr William Rice, a member of the American historical association, built up the foregoing remarkable combination of public educational institutions. A memorial tablet in the lower hall of the library says it is called the "William Rice building in honor of the man who as librarian from 1861 to 1897 devoted 36 years of enthusiastic service to his native city in the development of a great educational institution for the free use of all the people." Such a noble historical tablet, and such memorial services as were held in Springfield Nov. 16, 1897, in honor of a good and faithful public librarian, dignify and ennoble the entire profession.

"As a pioneer in library work Dr Rice had no equal," said J. A. Rumrill, president of the Springfield city library association. "He found the germ of that which has grown into this noble institution<sup>1</sup> in a back room of the city hall, almost hidden from the knowledge of the world. His keen eye and quick intelligence foresaw its great possibilities, and with untiring devotion he nursed it into life."

For 36 years this kindly man was the energetic and enthusiastic representative of the city library of Springfield and made it, says the president of the association, "the most important institution of its kind in western Massachusetts."

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<sup>1</sup>The art museum in which the William Rice memorial services were appropriately held. A memorial biography of William Rice was published by the Riverside press, Cambridge, 1898.

John Cotton Dana, from Denver, Colorado is Dr Rice's worthy successor. The public-spirited old librarian was the first to introduce university extension methods into the Connecticut valley and he also built up that people's college of which Mr Dana says: "It must, as it grows, affiliate with itself more closely, and more diligently promote all those movements which may in the broadest sense be called educational. The city library is the people's college." (37th annual report of the City library association, p. 46)

The *Springfield republican*, the educational tribune of New England, said Nov. 17, 1897, "It was our good fortune that Dr Rice, in practice as well as theory, looked upon it [the Springfield library] as the people's university, where every one who could read should be encouraged to find pleasure and profit. At a time when the conception was far from common, he saw in the library the potent auxiliary of the schools, and year by year he made the relationship closer, until now our library is to the high school across the way what a college library is to college students. . . . The librarian may be either a bookish recluse or put himself in the very focus of the life of the community. Dr Rice always took the latter course." His portrait appears in Mr Dana's first report (1898).

Good work survives. The Springfield city library bulletin for November 1898 indicates that the good work initiated by Dr Rice is still carried forward by Mr Dana and his board of directors. They appointed a committee, October 12, 1898, "to consider the advisability of bringing into closer relation with the city library association all local art, scientific, historical, educational and literary societies." The good example and broad-minded policy of Springfield are worthy of closer study and wider publication, but limitations of time and space forbid further attention to them in this chapter.

**Brattleboro (Vermont) free library.** This institution originated in an old library association dating as far back as 1842. Members paid \$2 per share and were taxed annually \$1. In 1881-82 came the movement to convert the old subscription library into a free public library. The town voted in favor of such an institution, and in 1886, George Jay Brooks, returning from long residence in Cali-



fornia, became interested in this popular book collection in his native town and offered to house it in a more worthy building than a country store. In 1886 he erected and furnished the present Brooks library building, dying just before the appointed dedication. But his plans were completed and his presentation address was already written. His executors promptly transferred the building to a board of trustees chosen by Mr Brooks and they hold the property in trust for "the use and benefit of the town, for the purpose of a public library." Mr Brook's heirs afterwards placed in the hands of these trustees \$15,000 for the maintenance of the building and its accessories. In this building the Brattleboro free library is now established, together with a reference library of law and local history left to the institution by the late Judge James Phelps of the neighboring town of Townshend. This brief sketch, based on the first biennial report of the board of library commissioners of Vermont (1896) is a fair illustration of how private enterprise and individual philanthropy run together with public policy in the making of New England local institutions.

*Museum department.* A graduate of Amherst college, Dr William B. Clark, now director of the Maryland geological survey, and professor in Johns Hopkins university, early saw the possibilities of a rapid development of the museum idea in connection with the public library of his native town. He organized a local society of natural history, with a dollar fee for annual membership and \$10 for the honor of being known as a founder. The society proved immediately popular and, with its income, Dr Clark was able to supply certain available rooms in the Brooks library building with handsome cases for the permanent exhibition of the flora and fauna of the Brattleboro environment. He also secured from the National museum and the scientific bureaus of the United States government various loan collections, illustrating American mineralogy, geology, and marine fauna. Of course the townspeople showed a growing interest in these collections and soon local historic relics of every description were presented or lent to the museum. The library shared in the substantial fruits of this public interest, for valuable gifts of books and prints of local interest were made by

citizens. The town still contributes handsomely to the support of the institution. Occasional free lectures have been given by Amherst college professors and others in connection with the Brattleboro society, which have proved a means of public education and an excellent example to the surrounding towns.

**Library reports.** Of special interest are the 9th report of the free public library commission of Massachusetts, published in 1899 (illustrated); report of the board of education of Connecticut 1896, p. 105-232, on "School houses and libraries;" Connecticut public library document no. 1, 1895 (illustrated); biennial report of the board of library commissioners of New Hampshire, 1895-96, p. 31-56, "Historical sketches" (illustrated); biennial report of the board of library commissioners of Vermont, 1895-96 (illustrated). The Boston public library published in August, 1899, a valuable list of pictures and plans of library buildings (monthly bulletin, vol. 4, no. 8) which will enable one to find out the essential facts regarding the most important libraries in America or Europe.

There are now more than 5000 public libraries in America alone. The best thing a popular educator can do with this class of institutions is to study them in limited areas, sections, or states, as geologists investigate the features of the Connecticut valley or of western Maryland. Among the Chicago world's fair monographs of Indiana in 1893 there was one of historic value on the *Libraries of Indiana* by Jacob Piatt Dunn. The free library commissions are beginning to publish historical sketches of public libraries for their individual states; but the final synthesis is yet to come. The present chapter is merely an attempt to interpret educationally a few select libraries chiefly in western Massachusetts. The life histories of New England local library institutions can be profitably compared and their very architectural appearance seen by means of the official reports of various free public library commissions.

*Chapter 8*

## COOPERATION BETWEEN LIBRARY AND COMMUNITY

A PAPER BEFORE THE WESTERN MASSACHUSETTS LIBRARY CLUB BY  
M. ANNA TARBELL OF BRIMFIELD

From *Springfield weekly republican*, 1 Dec. 1899

The use of the word cooperation in connection with the public library implies that the library is not simply a collection of books, that it is not a passive institution, a repository of treasure, but an active institution reaching out to bestow benefits. The library spirit means not only cooperating with all uplifting forces in the community, but creating and stimulating such forces. The library spirit seeks to carry brightness into gray and toilworn lives, to give broad vision in place of the narrow and distorted view, to awaken generous sympathies and noble thoughts in place of sordid desires and petty interests. Imbued with this spirit, the librarian will be a lover of humankind, sympathetic, earnest, self-sacrificing, a true missionary, enthusiastic withal and eager to seize upon ways and means by which the library may more and more be made to enrich human life. But however abundant in resources the library, and however zealous and efficient the librarian, there is a limit to the work that can be accomplished on the library side for the promotion of intellectual life and general culture. There needs to be a larger and more intelligent demand on the community side for the supply which the library offers. To stimulate this demand there is needed the cooperation of those people and those institutions in the community that possess special opportunities for increasing the use and influence of the library, or in any way making human life wiser, better and happier. This cooperation may be both direct and indirect, since all culture influences are by nature cooperative with that of the library. I shall dwell specially on the need of stimulating cooperation on the side of the community, for the reason that the library has already taken the initiative, and because library privileges are so abundant in Massachusetts, so freely offered and eagerly extended, without a proportionate response to these privileges on the part of the public.

While dwelling most upon the importance of its educational influences, I would not underrate the province of the library in providing entertainment and recreation, which have their culture value. But the following are impressive words from the editor of the New England magazine in its current number: "Education in a democracy is so fundamental that education may almost be looked upon as another way of spelling democracy." "We are to consider more carefully the educational function of everything which affects the mind of the people: the church, the newspaper, the library, the platform."

Considering cooperation with the library on the part of individuals, we naturally think first of those who are connected with the library by virtue of their office, namely, the library trustees. The trustees have special opportunities for increasing the use and usefulness of the library on account of their acquaintance with, and influence upon, the library on one hand, and their daily intercourse with the public on the other. There has so far come to my notice such assistance by the trustees as inviting people, specially newcomers, to the library, carrying books to outlying schools, personal assistance in the library and collecting historical material for preservation in the library. It is true that the literal requirements of the office of library trustee are only those of a conservative nature, just as the duties of the librarian were formerly considered to be those of the careful custodian, but as the library spirit gains ground and the conception of the library as an active mission grows, we may look forward to the day when every town will be sure of having six or nine persons, as the case may be, not only engaged in improving the character of the library, but in promoting its increased and more effective use, a standing committee for the culture interests of the town. This cooperation will be promoted by trustees attending the meetings of library clubs, joining the clubs and assisting them, as well as by giving the librarian every encouragement to do so, such as granting leave of absence and possibly paying expenses. The *Library journal* and *Public libraries* should be on the subscription list of every library, and trustees as well as librarian need to keep informed of progress in the library world.

There are other people in every town who would be willing to assist in the work of the library, or help people to get books or encourage more and better reading if asked to do so by the librarian. To seek out such persons, then, is the duty and opportunity of the librarian in this work of cooperation. Suggestions regarding "Volunteer aids in library work" are admirably given in the report of the state library commission for this year in the bound volume, *Public libraries of Massachusetts*, and should be read by librarians and trustees and shown to all patrons of the library who are available for assistance.

Surely the home should cooperate with the library by the example of the reading habit, and by the direction of the reading of the children; while it would be an excellent thing for parents to pursue lines of reading that would keep them in touch with the children's studies. As it is, I fear librarians will bear out the recent statement of a school supervisor that "The home is not even inclined to supervise the children's reading, and, the selection of books being left largely to themselves, many boys and girls read books not proper for them to read."

The church, the school and the library are institutions which naturally constitute a triple alliance. Cooperation between the library and the schools, which has received so much consideration and is being so rapidly developed, I need not dwell upon. But there is need for increased cooperation between the church and the library. This cooperation should be both direct and indirect. Ministers should feel a responsibility for the intellectual, as well as spiritual, welfare of the people. They should show that intelligence and breadth of mind make a better and more efficient Christian, and that the church will become a greater power if its members read and think. The minister has had special privileges for his own culture, and he has peculiar opportunities for recommending books, guiding literary taste, and directly increasing the use of the library. There should be some kind of study club connected with every church, and those young people who have finished their school course should be taught their moral obligation to cultivate their God-given mental powers and grow in intelligence and wisdom.

To advance the special interests of the church along intellectual lines, the library should be provided with books that will improve Sundayschool work, aid in the study of the Bible, and the growth of intelligence on religious subjects. It should be provided with up to date histories of Bible times in the light of archeological discoveries, with works of modern reverent scholarship concerning the Bible, and books which record the development of religious thought. Much excellent study is being done by members of the women's missionary societies. It is very desirable that these women cooperate with the librarian in the selection of standard works revealing conditions in the countries studied.

Among organizations, women's clubs have probably done the most to assist library interests. This is especially true in some of the western states, notably in Wisconsin. Literary and other study clubs which prevail in New England are certainly in their nature cooperative with the library, while they might be of more direct assistance to it. The library, of course, should give these societies all possible encouragement and help. The clubs will react favorably on the library in creating a demand for books which will improve the character of the accessions to the library. Where a study club does not exist, the librarian should help to form one. It is possible that there is a tendency to exclusiveness in women's literary clubs. If the number limit keeps out those desirous of joining, or those who need encouragement in literary interest, a branch club for their benefit should be formed. Besides working for their own improvement, the members of study clubs should have a missionary spirit and should feel a responsibility for the intellectual welfare of the town. A woman's literary club is capable of being a strong ally of the public library.

The newly developing local history societies and the public library are naturally allied, and promise to be of increasing mutual benefit. The library should buy town histories and books needed by the historical society, while the latter will contribute to the library records, maps and published memorials. Further, the historical society, by sustaining lectures in which the principles of colonial development are illustrated by local annals, should develop a perception

and interest which will be manifested in a demand for volumes of history now lying dusty on the library shelves.

The grange is another organization whose objects affiliate it with the library, since the grange movement is an important culture movement. There is opportunity for more active cooperation between the library and the grange. The grange, and also the farmers' clubs, should be asked to recommend the best works upon agriculture, while the lecturer of the grange and the committee of the farmers' clubs should confer in advance with the librarian as to material needed in carrying out their literary programs. More than one other organization might be mentioned which would help the library and be helped by it through increased cooperation, thereby extending the influence of both. It is the sense of obligation and responsibility that needs to grow.

The public press is an agency which certainly ought to be a firm ally of the public library, cooperating with it directly and indirectly. Newspapers should be ever ready to give space to any matter that will bring the library to the attention of the public, and they should also keep the public informed of progress in library interests. Deeper than this, the press should constantly exemplify and teach culture ideals, the true mission of journalism.

The hope of stimulating greater cooperation between the community and the public library seems to me to lie largely in the library club or, better, library association, movement. First, local library clubs should increase in number, becoming more truly local, thus exerting a stronger influence upon the libraries in the section represented and coming into closer relation with the community. The membership should include people who are neither librarians nor trustees, but whose sense of responsibility will be awakened as their interest is increased. The district represented should not be so large as to prevent meetings being frequently held in the same vicinity. These local clubs should be in close relation with the state club or association, and the state library commission. The local clubs will do the actual close work, while having the support, advice and assistance of the state club and state commission. The local clubs will give information as to conditions and needs, and will be

agencies for the application of progressive ideas. The study of conditions, of what may be called the environment of libraries, comes within the province of library-club work. The study of the conditions and needs of the small towns and rural communities is of leading importance. From what other source except from the library movement with a greater development of its possibilities is help for those towns to come? The initiative in personal effort to give advantages for want of which some of the small towns are suffering has been taken by the women's education association in the loan of their traveling libraries accompanied by personal visits and the study of conditions and needs.

But there is another want besides that of books in the small villages and towns. There is needed not only the printed page, but the speaking voice, the influence of personality through lectures. A story from experience will illustrate this need. A few years ago there was held in our town an exhibition of antiquities which awakened intense interest on the part of old and young. This interest made a good opportunity for the study of colonial history, which a few of us carried on. Certain books not in our library were needed, although the library is a good one and well equipped in American history. Our want came to the knowledge of Miss Chandler, chairman of the library committee of the woman's education association, and out of this grew, another year, a special library lent to us upon American history which formed a valuable supplement to the works contained in our library in that department. At both times, when we had the exhibition and when we received the traveling library (which we still possess, having bought the books) I realized the opportunity and need of lectures. What a strong combination the group would have made—the exhibition, the working library, a lecture course. This would have been in reality an adaptation of the idea of university extension, which I believe could be developed by the library club movement. Each town would have its standing library committee composed of members of the local library club, and several towns in the district represented by the club would form a convenient circuit. But if this scheme, which I believe to be feasible, can not be immediately de-



veloped or applied, there should be no delay on the part of those interested in library work in Massachusetts in considering some plan of promoting popular education, the leading object today of library work, through lectures of some kind, if not sustained courses having continuity of subject.

Two difficulties meet this need of lectures in the smaller and poorer towns and in many villages, that of the expense of securing the best talent (and nothing short of excellent ability will serve), and that of knowing where to find available speakers. The last difficulty can be met by organizing a committee who will search out those who can be secured to speak under the auspices of the libraries of the small towns. A plan for bringing the expense within the means of the people of those towns might also be developed. One source of help might be found in the increase of the powers of the state library commission. In Wisconsin the efficiency and powers of the state commission have been extended by the passage of a bill through the legislature increasing the appropriation awarded the commission and adding to its duties. The commission is empowered to hold library institutes in various parts of the state, and to encourage the growth of study clubs connected with the traveling libraries. To carry out the duties of the commission, among which is mentioned "to aid in building up a better system of popular education," the additional sum of \$3500 is awarded to the commission. Why should not Massachusetts aid in building up a better system of popular education by helping to provide speakers for the smaller villages and towns where needed, thus supplementing and aiding the work of the public libraries? It is possible that a beginning could be made through the establishment of library institutes. If it should be considered wise to establish library institutes in this state, as important a feature of them as instruction in library matters would be lectures for the public on literary and educational subjects of a popular nature. The first step to be taken is for a committee representing the three existing library clubs and the Massachusetts library commission to consider what plans are most feasible, not only for the improvement of library

work, but also for increasing the intelligent and effective use of the library by creating new ideals of popular education in the community, and thus bring about cooperation in its deepest sense.

### Chapter 9

## HISTORICAL RETROSPECT AND RECENT PROGRESS

**Library extension.** In an excellent article on the "Public library movement in the United States", in the *New England magazine* August 1894, Joseph Le Roy Harrison rapidly reviews the whole history of the library movement in America, from the institution of Harvard college library in 1638, "the first library in America designed to be used by a constituency larger than the family", down to the appeal made in 1887 to the American librarians, assembled at the Thousand Islands, to mediate between the university and the public.

Mr Harrison traces six important steps in the evolution of the American public library: 1) the private library; 2) the institutional or college library; 3) the cooperative or subscription library; 4) the school district library; 5) the endowed library; 6) the free public library, created and maintained by the community.

With the aid of Mr Harrison's and Dr Weeks's printed articles, the writer has prepared the following select list of original library *types*, a list which might be easily expanded:

- 1 The private libraries of early colonists.
- 2 The institutional or scholastic libraries of Harvard, Yale, William and Mary colleges, etc.
- 3 The church or parish libraries instituted in North Carolina, Maryland and the south by Dr Bray, founder and secretary of the Society for the propagation of the gospel. "The library given to North Carolina in 1700 seems to have led a kind of peripatetic existence at first. It was finally established in Bath, which was 'incorporated and made a township' in March 1705". (See Dr S. B. Weeks's "Literature in North Carolina", report of American historical association 1895, p. 179) Dr Weeks quotes Neill's *Founders of Maryland*, 173, for a list of 30 parish libraries sent to that province by Dr Bray. They contained in all 2545 books. Now that the

public library and itinerant or traveling libraries are again appearing in the southern states, these early historic examples ought at least to be remembered by the present generation. Parish libraries in the south seem to have antedated town libraries in New England by more than a century.

4 The cooperative or joint stock library; e. g. the Philadelphia library company was founded by Benjamin Franklin in 1731 and antedates by 25 years the first subscription library in England (Liverpool 1756).

5 The first theological library in America was that of St Mary's theological seminary of St Sulpice, Baltimore, Md. in 1791.

6 The first law library was that of the Bar association of Philadelphia 1802.

7 The first medical library was at Pennsylvania hospital, Philadelphia 1763.

8 The first scientific libraries were those of the American philosophical society, Philadelphia, 1743; and of the American academy of arts and sciences, Boston, 1780.

9 The first state historical society library was that of Massachusetts at Boston 1791.

10 The first foreign nationality to establish a library was the German society of Pennsylvania 1764.

11 The first town library was in Salisbury, Ct. 1803 or at Peterborough, N. H. 1833.

12 The congressional library was founded in Washington in 1800.

13 The first formal state library was that of New Jersey, established in 1796.

14 Young men's mercantile libraries were founded in Boston and New York in 1820.

15 School district libraries were authorized by law in New York 1835.

16 Endowed libraries were instituted at many different times and places.

17 Free public libraries, as progressive institutions, belong to the latter half of the 19th century.

18 The federal or confederate type of public libraries, like those now grouped together in New York as the New York public, by consolidation of the Astor and Lenox libraries with the Tilden.

19 The traveling library is the latest and one of the most popular types of public libraries. It best represents library extension.

**Public libraries.** A germ of free public town libraries has been discovered in Caleb Bingham's bequest of a library to the children of the town of Salisbury, Ct. in 1803. The town is said to have extended this library by grants made in 1803, but the library itself is no longer in existence. Another and better starting point is associated with the town of Peterboro, N. H. which in 1833 established a town library and has since maintained it by public taxation. This fact is the more remarkable because there was no general state law in New Hampshire regarding public libraries before 1849, (see Dr Albert Smith's *History of Peterborough*, p. 113-17). The late provost of the Peabody institute, Baltimore, Dr N. H. Morison, whose summer home was in Peterboro, used to emphasize its priority<sup>1</sup> in the history of American public libraries. No general state law favoring library extension throughout the towns of Massachusetts existed till 1851.

The public library movement is justly traced to the pioneer legislative influence of Josiah Quincy in 1847. In 1848 the general court of Massachusetts granted the power to Boston to raise \$5000 per annum for the support of a public library. This was opened in 1854. One of its most liberal promoters was George Ticknor, who said in 1851: "I would establish a library which differs from all free libraries yet attempted; I mean one in which any popular books, tending to moral and intellectual improvement shall be furnished in such numbers of copies that many persons can be reading the same book at the same time; in short, that not only the best books of all sorts, but the present literature of the day, shall be made accessible to the whole people when they most care for it; i. e. when it is fresh

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<sup>1</sup> Gen. John Eaton, U. S. commissioner of education, said in a letter, July 22, 1876: "So far as the Bureau is at present advised, Peterboro may rightly claim the honor of having established the first free town library in the United States".

and new." A generous policy for the public library, or the people's university, was thus early outlined by a broad-minded American scholar and patriot. George Ticknor was not troubled about many things. He would have the book supply rise to meet an intelligent, healthy, popular demand. He said the public appetite for reading once formed will take care of itself: "It will in a great majority of cases demand better and better books."

**Laws.** The good example of the Boston public library has been followed in many respects by the public libraries of America and England. The following list of states that have passed public library laws is the best available illustration of library extension in<sup>1</sup> America: 1) Massachusetts 1848 (a permissive act was extended to all Massachusetts towns in 1851); 2) New Hampshire 1849; 3) Maine 1854; 4) Vermont 1865; 5) Ohio 1867; 6) Colorado, Illinois, Wisconsin and New York 1872 [see also p. 100]; 7) Indiana and Iowa 1873; 8) Texas 1874; 9) Connecticut and Rhode Island 1875; 10) Michigan 1876; 11) Nebraska 1877; 12) California, Minnesota and New Jersey 1879; 13) Montana 1883; 14) New Mexico 1884; 15) Missouri 1885; 16) Kansas and Wyoming 1886; 17) North and South Dakota 1887; 18) Pennsylvania 1887; 19) Washington 1890; 20) Mississippi 1892; 21) Utah 1896; 22) North Carolina and Tennessee 1897; 23) Maryland and Georgia 1898; 24) Delaware, Arizona and Oklahoma 1899.

Nearly all the states named have also passed supplementary laws.

A full account of the library laws of the United States is now in preparation by Joseph Le Roy Harrison, librarian of the Providence Atheneum and a graduate of the New York state library school. Pioneer articles on this important subject were early published by Dr W. F. Poole, the father of American librarians, and Dr H. A. Homes, formerly New York state librarian (see *Library journal* July-August 1879). It is noteworthy that the first proposal of legislation *compelling* towns to establish and maintain public libraries by taxation in the same way as public schools originated in the state of New

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<sup>1</sup> The first law authorizing communities to tax themselves to establish and maintain public libraries was that passed by New York in 1835; see p. 700.—ED.

Hampshire, in which the first public town library in America founded by the community was created in 1833. [See Fletcher's *Public libraries in America*, 27] The bill proposed in the winter of 1892-93 did not pass, but some such legislation will undoubtedly come in the 20th century. It was once thought to be a *charity* to educate the sons and daughters of the people, but it is now recognized as a public *duty*. The same principle with regard to public libraries, which are the highest of high schools, will sooner or later be established.

**Reports of progress.** For more elaborate accounts of American public libraries, see the special report on that subject published by the United States bureau of education in 1876; also chapters from the report of the commissioner of education in 1895-96 on "Public society and school libraries in the United States, with library statistics and legislation of the various states"; Flint's *Statistics of public libraries in the United States and Canada*, Bureau of education 1893; the recent files of the *Library journal* (the official organ of the American library association); the monthly magazine, *Public libraries*, issued at Chicago by the Library Bureau; bulletins of the University of the State of New York on "Public libraries"; reports of the proceedings of the American library association; papers prepared for meeting of the American library association at the Columbian exposition, edited by Melvil Dewey, Washington 1896; reports of the library commissioners of Massachusetts, Connecticut, New Hampshire and Vermont. The ninth report of the Massachusetts library commission is particularly interesting for its illustrations of public libraries, and so also is the report of the Connecticut public library committee for 1893-94. In the report of the board of education of Connecticut for 1896 are included valuable reports and statistics of public libraries; other states issue similar reports.

**Active progress since 1876.** In an address at the University convocation of the state of New York, 1888, on "Libraries as related to the educational work of the state", Melvil Dewey said: "We date active progress from 1876 when, after a four days' successful conference in Philadelphia, the American library association was organized. It holds an-

nual meetings, marked among conventions by their practical work and enthusiasm. The same year we started an official monthly organ, the *Library journal* [now, 1899, in its 24th year]. Shortly after followed that most important practical factor in library work, the Library Bureau of Boston, which undertakes to do for libraries such work as is not practicable for the association or magazine. It equips large or small libraries with everything needed (except books and periodicals) of the best patterns devised by or known to the officers and committees of the association, of which it is the tangible representative for manufacturing and distributing improved appliances and supplies. 10 years after the *Journal*, which because of its limited circulation barely pays expenses at \$5 a year, came its colaborer, *Library notes*, a quarterly magazine of librarianship, specially devoted to the modern methods and spirit, and circulated widely because of its low price. Last of the great steps came the school for training librarians and cataloguers, which two years ago [1887] was opened at Columbia college, through the same influence which had before started the association, *Journal*, Bureau and *Notes*. You who appreciate what normal schools are doing to improve our teaching will remember that librarians need a training school more than teachers, who have had the experience of their own school life as a pattern; for librarians till two years ago never had opportunity for training, and came to their work like teachers who had been self-taught, and not only had no normal school advantages but had never been in a school or classroom even as pupils. As evidence of the growth of the idea, we may note that this Library school, which began two years ago with a 12 weeks course and provision for 5 to 10 pupils has in two years developed to a course of full two years with four times as many students at work, and in spite of rapidly increased requirements for admission is today embarrassed by five times as many candidates as it can receive. This means a recognition of the high calling of the modern librarian who works in the modern spirit with the high ideals which the school holds before its pupils." [See chapter on "Library schools" for progress of this institution in the west]

**American library association.** The progress of the library movement in America may be followed in the proceedings of the American library association, as reported in the *Library journal*. This society, like the National educational association and the American historical, has pursued a somewhat peripatetic course in its annual meetings. The educational benefits of travel, observation, and conference with specialists and associates are familiar to all. Meeting now in the east, now in the west or south, in Canada or in England, American librarians have canvassed and reported the best experience of their profession. All profit by individual experience. These librarians in their public-spirited and cooperative undertakings afford the nation and foreign lands a shining example. Mr J. N. Larned<sup>1</sup> has well characterized the mutual influence of American and English librarians:

For more efficiency in their common work, the reformers of the library were organized at an early day. The American library association on this side of the sea and the Library association of the United Kingdom on the other side, with a journal giving voice to each, proved powerful in their unifying effect. Ideas were exchanged and experiences compared. Each was taught by the successes or warned by the failures of his neighbors. What each one learned by investigation or proved by trial became the property of every other. The mutual instruction that came about was only equaled by the working cooperation which followed. Great tasks beyond the power of individuals, and impossible as commercial undertakings, because promising no pecuniary reward, were planned and laboriously performed by the union of many coworkers, widely scattered in the world, but moved by one disinterested aim. The possibilities of cooperation in library work are just beginning to be realized.

**Cooperation.** The publishing section of the American library association, organized in 1886 as a publishing society, is the agency by which many of the A. L. A. (American library association) cooperative projects are accomplished and results attained which can only be made available through cooperation. An endowment fund affords now a financial guaranty of association work in this line and most of the publications are sold through the Li-

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<sup>1</sup> *Mission and missionaries of the book*, see Univ. of the State of New York, Regents bulletin 36, p. 90-103, first biennial report of Wisconsin free library commission, p. 26.





Library company of Philadelphia: main library



Library company of Philadelphia: Ridgway branch



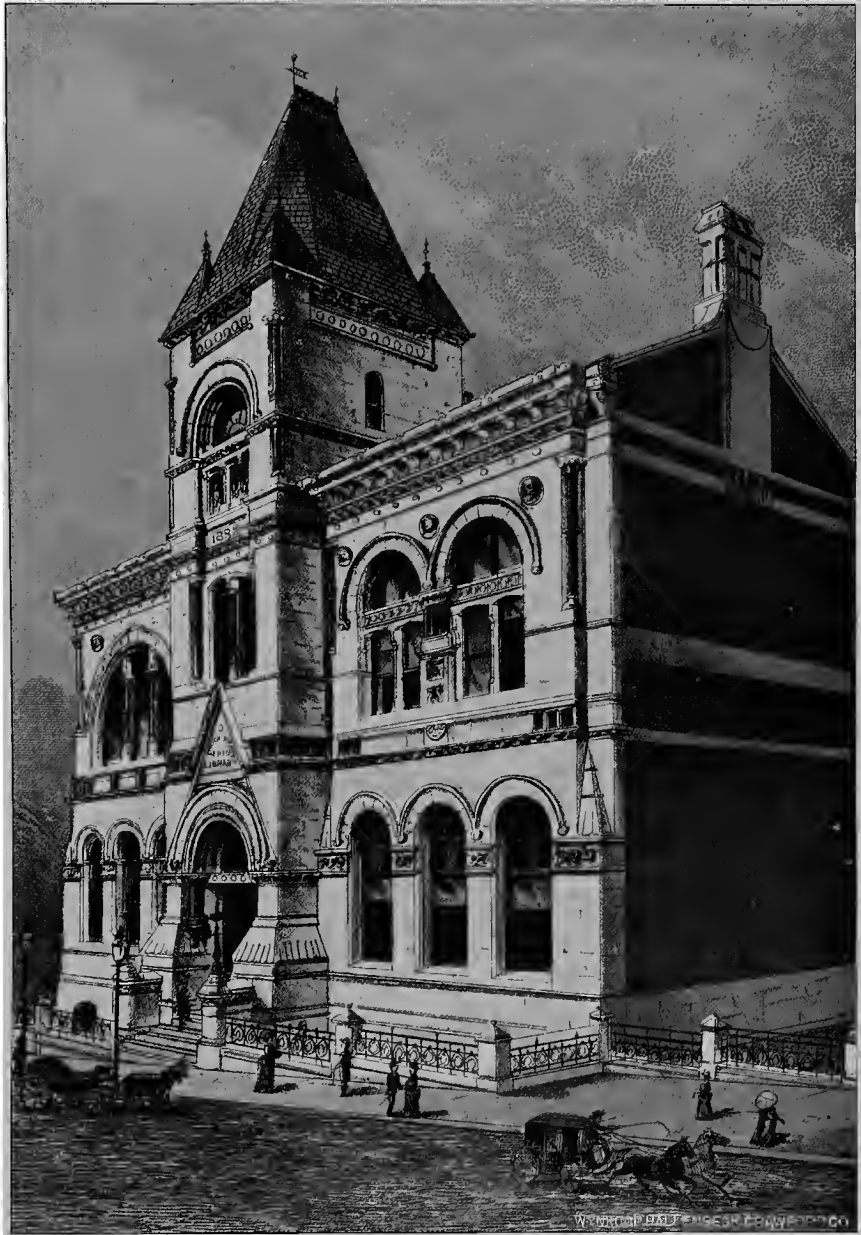


Philadelphia free library: branch 1



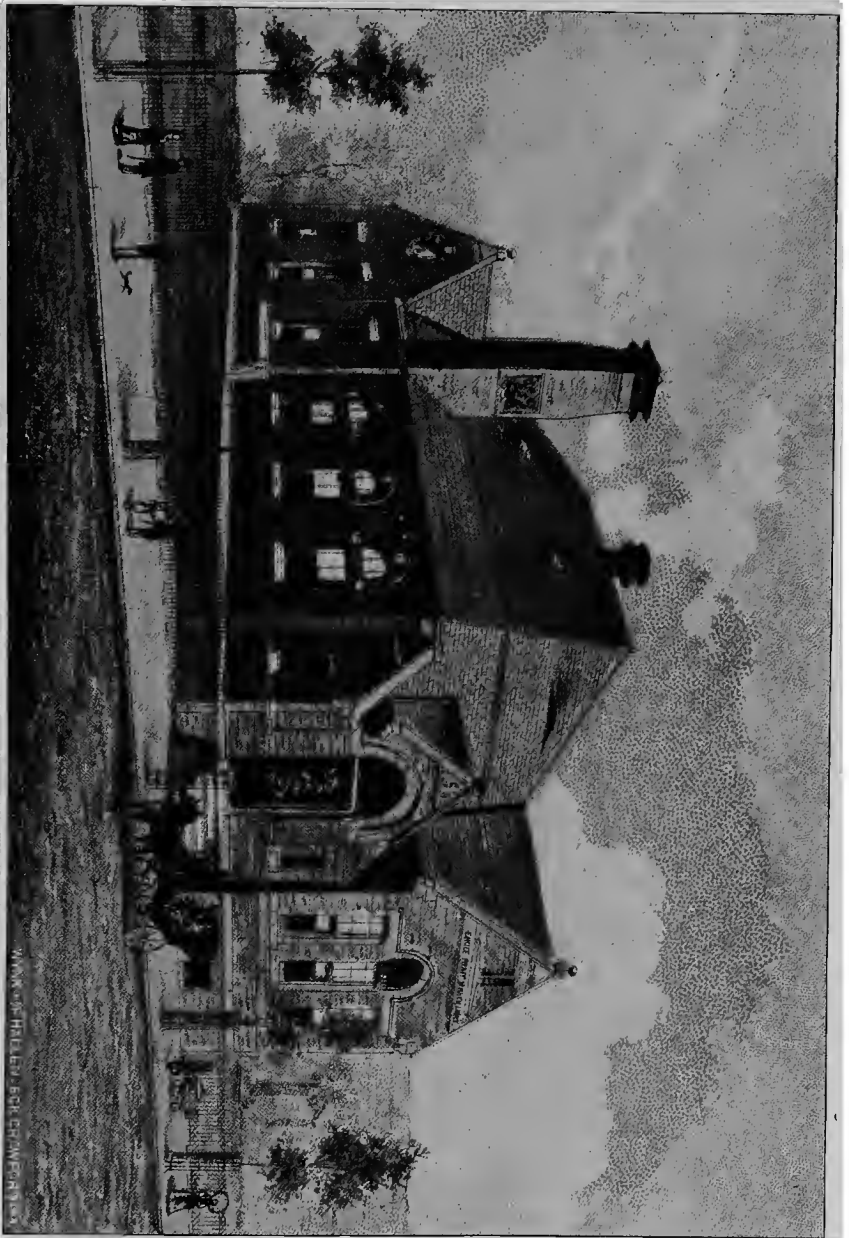
Dayton (Ohio) public library





Enoch Pratt free library, Baltimore





Branch of Enoch Pratt free library, Baltimore



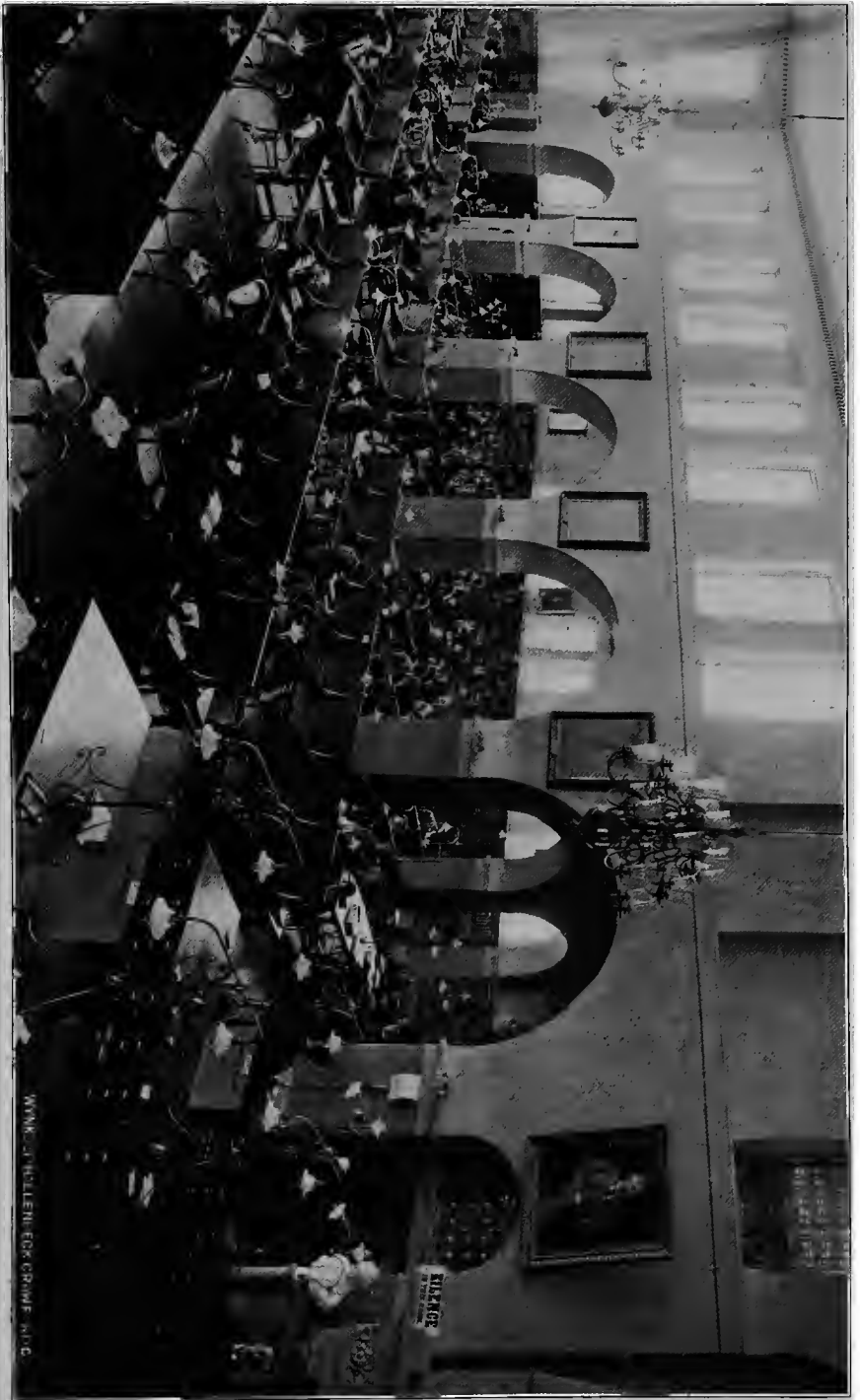




Library of University of Michigan, Ann Arbor: east seminar room

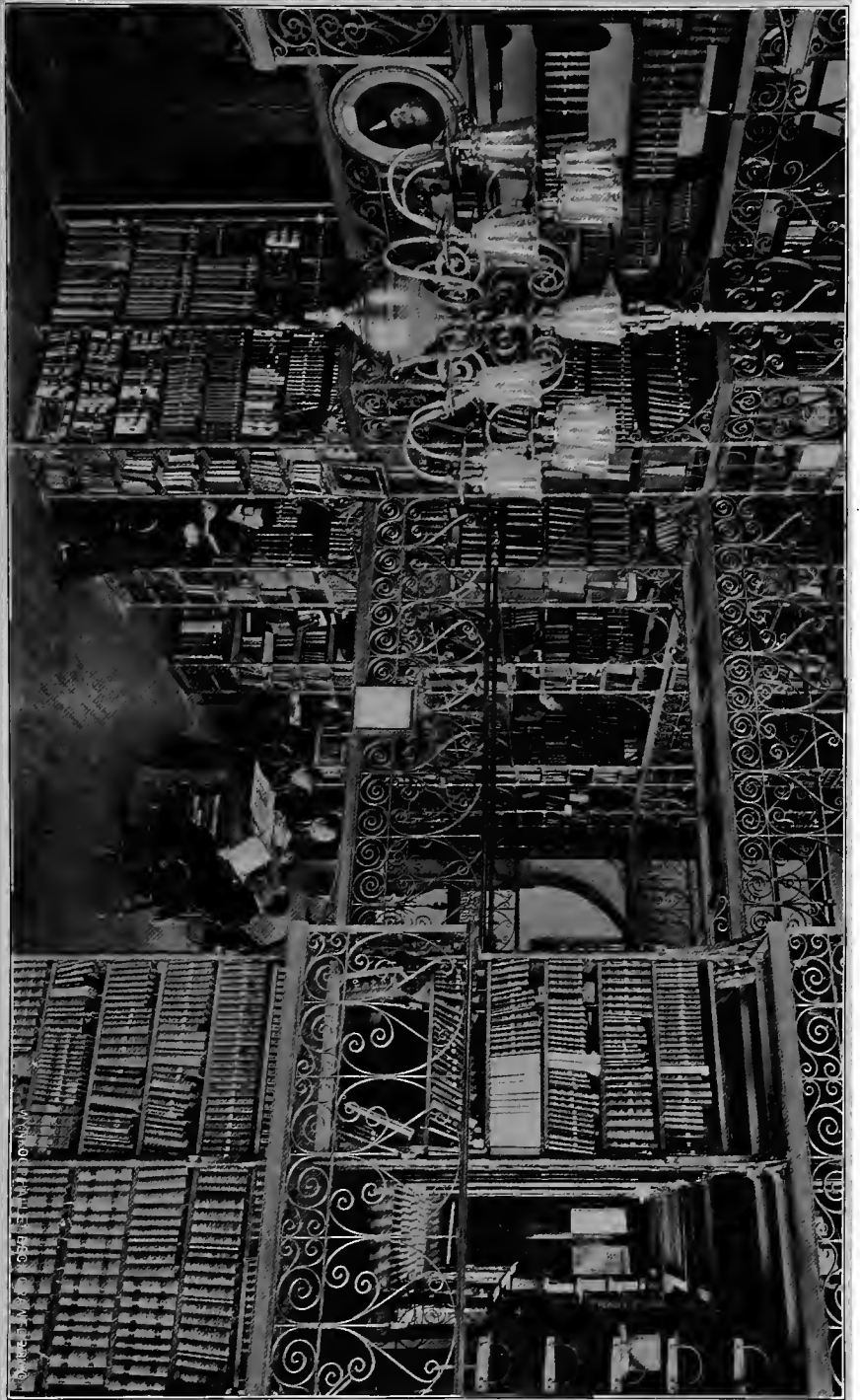
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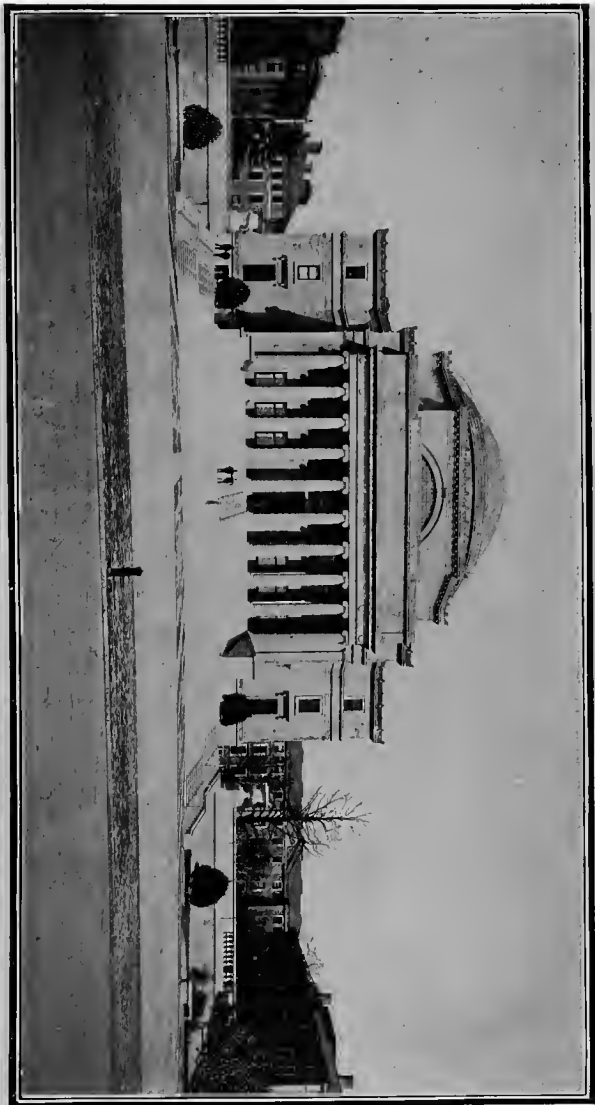
Cornell university library, Ithaca (N. Y.) reading room





Cornell university library: President White historical library





Columbia university library, Morningside Heights, New York





brary Bureau of Boston. Among the more important landmarks of American cooperation in library interests are the following:

1 The index to periodical literature, a work begun by the late Dr W. F. Poole (first edition, 1853) and continued by W. I. Fletcher and other American librarians.

2 A classified and annotated catalogue (with author index) of books for young people, *Reading for the young*, by John F. Sargent, issued in 1890. A valuable supplement by Mary E. and Abby L. Sargent was published in 1896.

3 The cooperative indexing of a choice selection of general literature represented by the *A. L. A. index*.

4 The *Catalog of the "A. L. A." library*, which includes the 5000 volumes of the model library exhibited at the Columbian exposition. The library and its catalogue resulted from cooperation between the library association and the U. S. bureau of education, which printed and distributed 20,000 copies of the *Catalog* within a year. The *Catalog* is in great demand by newly organized libraries as a guide in selecting their books, some ordering outright all the 5000 volumes recommended.

5 *Subject headings for use in dictionary catalogs*. Compiled by a committee of the association, and published in 1895. It is intended to promote uniformity in cataloguing and to help the cataloguer in choosing between synonymous or related headings, and in making necessary cross references.

6 *Annotated lists*. This is a series of lists of the best books in different departments, accompanied by critical and comparative notes. The first of this series was of general scope, *Books for girls and women and their clubs*, its different sections compiled by specialists recognized as competent authorities in their several departments, such as Russell Sturgis in fine arts, H. E. Krehbiel in music, R. G. Thwaites in history, H. C. Bolton in chemistry, Stewart Culin in folklore, and many others. It has been followed by lists more extended in special departments, an *Annotated list on fine arts*, by Russell Sturgis; and an *Annotated list on music*, by H. E. Krehbiel, a brief *Annotated list of children's books*, by Miss C. M. Hewins, of the Hartford public library. Publication of this important series was

made possible by the liberality of Mr George Iles of New York, who not only gave outright much valuable service but also paid printing bills amounting to several thousand dollars, personally taking all risks of loss and giving to the section any possible profits.

7 An index to portraits contained in books and periodicals and published collections will soon be issued as the *A. L. A. portrait index* under the editorship of W. C. Lane of Harvard university, with the cooperation of other libraries and bibliographers. The index will be general in scope, describing a portrait by giving the name of the artist (painter, engraver, etc.) as given on the plate, with an occasional date or descriptive epithet (caricature, death-mask, statute, at the age of—, and the like); i. e. it will be a collection of material simply, and will not attempt critical comparison or discussion.

8 *Printed catalog cards for current books.* Only such books are catalogued as would be somewhat generally bought by public libraries, excluding editions *de luxe*, gift books, children's picture books, school textbooks, medical, legal and other professional works. By this system the small libraries are able to have their cataloging of these books done by experts and in print, thus saving the most serious item of library administration. The cataloguing is done under direction of the A. L. A. publishing section, but the cards are printed and distributed by the Library Bureau.

9 Printed cards for current works relating to English history, in its broadest sense, with descriptive and critical notes with references to other works on the same subject, show a phase of cooperative cataloguing most valuable to the student. These cards are issued under the same authority as those for current books.

10 Printed card indexes to composite books and sets, also to scientific and technical periodicals are issued by the publishing section through the Library Bureau.

11 In cooperation with Harvard, Columbia and John Crerar libraries, Boston and New York public libraries, the section also issues printed cards for articles in current periodicals and society publications.

**Atlanta meeting.** At the last meeting of the American library association, held in Atlanta, Georgia, in May, 1899, there was the

usual truly national representation. A paper presented by William Beer, the leading librarian from that old French city, New Orleans, showed that in the Gulf states of Florida, Alabama, Mississippi, Louisiana and Texas, there are less than 260 different libraries, not including school and college libraries. Most of this number are small subscription libraries, only two being free circulating libraries. The total number of volumes is 732,000. The percentage of books to population is about 10. In Massachusetts, the percentage of books in free public libraries alone to the state population is 204. This comparative statement exhibits the best and the worst state of things in the United States as regards public education by means of libraries. But a new era has begun at the south in the foundation of magnificent free libraries in New Orleans and at Atlanta. An account of this remarkable movement at the south and a sensible discussion of the race difficulty which will perhaps divide public libraries as it does public schools in the south, is given by W. I. Fletcher on the "American library association" in the *Nation*, 25 May, 1899.

**State library commissions.** These have been instituted by legislative authority and the governor's appointment in 17 different states of the Union and are exercising today great influence in promoting the public library movement. The Massachusetts commission of five persons was appointed in 1890. At that time there were 105 towns in the commonwealth without a free public library; in 1898, there were only 10<sup>1</sup>; in 1899, only 7. Less than three fifths of 1% of the entire population of Massachusetts now lack free public libraries. The New Hampshire commission was modeled on that of Massachusetts and dates from 1891. The chief economic feature of the act in both states is that the library commission is authorized on due application, to expend \$100 for books for the benefit of any town within the state having no free library. No town is entitled to the benefit of the act unless its provisions are accepted in town meeting and definite appropriations are made for the support of the library. In 1893, Connecticut passed a law establishing a public library committee empowered to expend for books an amount not exceeding \$200 to encourage any town without a free public library

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<sup>1</sup> In four out of the 10 towns there are good association libraries that are not free.

to institute one; but in no case is the allowance to exceed the sum expended by the town itself for the same purpose. Vermont has had a board of library commissioners since 1894, with the state bounty limited to \$100 on the local institution of a free public library. Many states have established state supervision; New York through a department, other states by commissions, and the movement seems likely to extend throughout the country. Public libraries and public schools are advancing together.

Pennsylvania in 1895 authorized school districts to raise money by taxation to found and support public libraries under supervision of the state librarian.

Ohio in 1896 placed her state library in charge of a board of three commissioners, appointed by the governor. The state librarian acts as secretary of the commission, which can make such rules as seem expedient for the use of the state library and its books. Under this law, traveling libraries are now lent to clubs and public libraries. Even individuals can borrow books from the state library by paying the cost of transportation.

Michigan began in 1895 to make provisions for traveling libraries, and created a library commission in 1899.

In 1899 six states established commissions and two others, Iowa and New Jersey, in 1900.

Wisconsin passed an act in 1895 "to promote the establishment and efficiency of free public libraries" [see chapter on "Traveling libraries"]. As far back as 1876 Wisconsin authorized any town with over 2000 inhabitants to tax itself for the support of a free library or reading room to the extent of one mill on each dollar of taxable property. By a later amendment a common council or town board of trustees, in lieu of this legal tax, may appropriate for library purposes 10% of the money received from liquor licenses.

In 1896, the Iowa state librarian was authorized to lend books to associate libraries or clubs of 25 taxpayers under proper guarantees.

Montana, in 1895, created a system of circulating libraries, of 100 volumes each, under a board composed of the superintendent of public instruction, the attorney general and the state auditor. These

circulating libraries may be lent to a community, village, town or city in the order of application, on proper guaranty. Montana failed to appropriate money to carry out this plan and nothing has been done.

## STATE LIBRARY COMMISSIONS

	Created by laws passed	Organized	First report	Frequency of report
Colorado	1893 <sup>1</sup>	15 Jl. 99 <sup>1</sup>		
Connecticut	16 D 97		For 1893-94	Biennial
Georgia	24 F 99 (103) <sup>3</sup>			
Indiana	Mr 1900			
Iowa	4 Mr 99 (163) <sup>3</sup>	17 Jl. 99 <sup>1</sup>		
Kansas	23 F 99 <sup>1</sup>	8 Je 99 <sup>1</sup>		
Maine	28 My 1890 (347) <sup>3</sup>		For 1891	Annual
Massachusetts	1 Je 99 (115) <sup>3</sup>	23 Nov. 99 <sup>2</sup>		
Michigan	21 Ap 99 (353) <sup>3</sup>			
Minnesota	1891 <sup>4</sup>		Dec. 1892	Annual
N'w Hampshire	20 Mr 1900			
(62) New Jersey				Annual
New York				
Ohio	22 Ap 1896 <sup>4</sup>			
Pennsylvania	5 My 99 (142) <sup>3</sup>			
Vermont	1894 (37) <sup>3</sup>		For 1895-96	Biennial
Wisconsin	1895 (314) <sup>3</sup>		1895-96	Biennial

<sup>1</sup> *Library journal*, Aug. 99, 24: 484

<sup>2</sup> *Public libraries*, Dec. 99, 4: 467

<sup>3</sup> See session laws of state in question, chapter cited in curves  
Report Wisconsin free lib. com. 1895-96, p. 126-30

**Individual influence.** A good example of individual influence in promoting a state system of free libraries is that of Dr William Prall, of Paterson, New Jersey. He was a doctor of philosophy of the University of Heidelberg and early perceived that popular intelligence is essential to the perpetuity of free institutions. One of his cherished ideas was public libraries for the people. Elected to the New Jersey legislature, he drafted a bill for free libraries, with a referendum clause requiring city governments to submit the question of establishing a public library to a vote of the citizens. This act was passed April 1, 1884. He then undertook a campaign in his own town of Paterson, where he succeeded by personal effort in establishing the first free public library in New Jersey. Dr Prall's bill required a tax of one third of a mill on every dollar's worth of taxable property; and the provision is said by Dr Murray, of New

Brunswick (N. J.) to have worked admirably. He says, "The free public libraries of New Jersey are a part of the free educational system of the state. They are not boards or commissions, but independent and distinct corporations, with full powers to do all things necessary to carry out the intention of the library as the supplement to the school." April 2, 1890, the power of establishing a free public library was extended to any town, township or minor municipality in the state of New Jersey. . . . December 29, 1890, the New Jersey library association was organized and it is making "the free library as common and as effective as the free school."

**Library progress in the south.** Marks of progress are shown in recent legislation. In Maryland a free public library may now be established by any municipal board and an annual tax of not more than five cents on \$100 may be levied, such action requiring ratification by the voters at a regular municipal election. Nine library directors are to be appointed by the chief executive of the municipality with the approval of the governing board, three each year, to serve three years. Libraries established under this act are to be forever free.

In Georgia a library commission may now be appointed by the governor to serve three years. The commission receives no compensation, and must not be interested in any publication house or in the sale of books. By act of December 15, 1896, the Georgia legislature decided that a woman<sup>1</sup> could hold the office of state librarian.

Women's clubs are doing much to foster and promote the free library movement in the New South. It was largely the work of the woman's club at Atlanta in making an old subscription library free. The Young men's library association of that city, under the influence of its librarian, Miss Anne Wallace, gave its property and books, valued at \$100,000, to the city, and Andrew Carnegie, founder of libraries, gave \$100,000 more for a new library building.

The woman's club of Atlanta has carried through the Georgia legislature an act establishing a state library commission, which

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<sup>1</sup> "There are now 11 women state librarians in America, drawing salaries from \$625 to \$1200 a year".—Corinne R. Stocker Horton on "Albany library school".

will prepare bills to enable towns, encouraged by state aid, to establish and maintain free libraries by voluntary taxation. A federation of women's clubs is moving in the same direction in South Carolina. Within four years four free libraries have been established in that state. In Texas, said Mr Beer, "the wave of library creation, under the inspiration of the state federation of women's clubs, has struck" eight different communities.

**Trans-Mississippi library congress.** This congress was one of many indications of the continental progress of the library movement in America. It was held at the Omaha public library, Sep. 28-30, 1898, and was reported in the *Library journal*, October 1898, and in *Public libraries*, November of that same year. Among the helpful topics discussed were the "Value of the library to the community", "Relation of the library to the public school, the college and the club", "Traveling libraries", "Relation of women's clubs to traveling libraries." At Omaha another sign of the times was the address given by Archbishop Ireland of St Paul.

**Interstate library conferences.** Such meetings are occasionally held, as at Evanston, Illinois, Feb. 21-22, 1898. There are good reports in the *Library journal* and *Public libraries*, with interesting and profitable discussions on these topics: How to organize a library, Work with the children, State aid to libraries, Library legislation, Library buildings, Libraries and women's clubs.

**Long distance book loans.** The custom of lending books to individuals or institutions at long distance is growing among American librarians. It has been a common practice for many years in the German universities which cultivate academic comity. When Justin Winsor was librarian of Harvard, books were occasionally sent as far south as Baltimore. The fifth report of the free library commission of Massachusetts calls attention, p. 15, to the fact that the Boston Athenaeum and the free public library of Worcester are generously lending books within the state at a distance:

"Some of the principal college, city and other libraries in different states and especially the library of the surgeon-general's office at Washington are extensively engaged in aiding investigators by

lending books to them even when they live in towns at long distances from the libraries. Such loans are generally made by a librarian through other libraries rather than to individuals, the borrowing libraries making themselves responsible for losses and injuries to books and for the cost of expressage or fees of registering packages at the post office." Individual librarians generally exercise their own discretion.

The New York state library encourages the policy of lending books to institutions and special investigators outside of Albany. The director's report for 1898 states that in 1891 only 31 institutions borrowed books from the state library, but in 1898 the number had increased to 116. In 1891, books were first sent out to a few extension centers, but six years later the number of local institutions which borrowed books from the present "home education department" numbered 531. In 1898 there were in all 701 outside borrowers including individuals, institutions, study clubs, and groups of taxpayers.

**Open book shelves.** Among the signs of the times is the more general opening of the library shelves to the public. The New York state inspector says in his report for 1898 that the experiment has been tried with success even in the crowded neighborhoods of New York city and Buffalo. In the latter city fully 11,000 books are made accessible to the public on the walls of a large open room. The remaining 90,000 volumes are retained in the stack rooms as before. In branches of the New York circulating library the books are exposed to view and to easy consultation, as in Philadelphia, on the walls of a long room. Reasonable supervision is still maintained from an office space in the center inclosed on three sides by a counter. Of course it would be unwise to expose to public use and promiscuous handling valuable Americana and the rarest specimens of early printing. The crown jewels of every public library must be guarded.

**Use of public libraries by children.** An encouraging and suggestive treatment of this important educational subject may be found in the seventh report of the free public library commission of Mass-



achusetts, p. 21-25, with excellent lists of good reading for the young. Among others are recommended Miss C. M. Hewin's *Books for the young* and her *Brief list of books for children's reading*, issued by the Library Bureau for the publishing section of the A. L. A. It is recommended in the Massachusetts report that assistance be given to young children in selecting books. This is done in many public libraries. In many cases, children's rooms or portions of public reading space are set apart for the little folk, with tables and chairs suitable for them. In these rooms or children's corners a choice collection of readable books is often reserved for actual examination and individual selection by the children themselves. Juvenile magazines and picture papers are now commonly exposed to view and current use on the children's tables.

"The wants of children have long been considered in the best administered libraries, and there is a growing interest in more enlightened centers in providing for them. . . . Children are a very important part of the constituency of every library, and their needs at home and in school should be carefully and continually looked after." [Massachusetts public documents, 1897, no. 44, p. 21]

**Libraries in parks.** The idea has been suggested that choice collections of books illustrating outdoor life, flowers, ferns, shrubbery, birds and natural history in general be made accessible in park museums. It would not be expensive to set up a traveling library of summer novels, with outdoor books of prose or poetry in summer houses or kiosks, in charge of old pensioners or any other persons who deserve well of this generation, but who need good books and small stipends to make life more tolerable.

A children's library containing 1000 books was opened in the so called "Shelter", Tompkins park, Brooklyn,<sup>1</sup> in the summer of 1899.

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<sup>1</sup>The idea, like the *musée scolaire*, is a new one for Brooklyn, and like that traveling museum is of course a mere experiment. Mrs Charles O. H. Craigie, superintendent of the free circulating libraries in that city, called for voluntary contributions some time ago to establish a children's branch library for Tompkins park. The result is that 1000 books have been provided. From 50 to 100 books would make any similar experiment an immediate success in almost any summer resort. An illustrated article on the "Tompkins park library" appeared in *Harper's bazar*, Aug. 12, 1899.

Children known to the librarian are allowed to take a book home or to read one outdoors in the park according to their own sweet will.

“Oh for a booke and a shadie nooke,  
 Eyther in doore or out ;  
 With the grene leaves whispering overhead,  
 Or the street cryes all about ;  
 Where I may reade all at my ease  
 Both of the newe and old ;  
 For a jollie goode booke whereon to look,  
 Is better to me than gold.”

*Old English song*

At the Lake Placid club, in the Adirondacks, Mr Melvil Dewey in July, 1899, installed at the Golf club a select traveling library of outdoor, breezy books, which some people can enjoy on a summer day in the very sight of golf players and of the finest mountain scenery in the Adirondacks. Almost the first thing which catches the eye of a guest at the Lake Placid club is the excellent collection of fresh, readable books in the club house. They are borrowed freely by members and their friends, read in the evening and on rainy days, carried to the cottages and everywhere, except home in trunks. People are so grateful for really good literature in the North Woods that they are warm in their praises of Mr Dewey's traveling library. They go home hearty converts to the system of traveling libraries for neighborhoods, study clubs, social reading circles, women's clubs, public schools, Sundayschools, golf clubs and summer resorts of the best kind.

### *Chapter 10*

#### TRAVELING LIBRARIES<sup>1</sup>

**Railroad traveling libraries.** One of the first long distance agencies for circulating good books among the people in America was the railroad traveling library. As early as 1869 the Boston and Albany railroad, one of the main routes westward, established in Bos-

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<sup>1</sup> For fuller information on this whole movement, see the New York state library bulletins and the finely illustrated report issued by the Wisconsin free library commission on "Free traveling libraries in Wisconsin", Madison, 1897; M. P. Moore, "Women's clubs and the traveling library in Colorado", *Public libraries*, 2 : 54 (Library Bureau, Chicago); G. Countryman, "Traveling libraries in Wisconsin", *Library journal*, 22 : 750; S. H. Ranch, "Railroad traveling libraries", *Library journal*, 22 : 10.

ton a free library for its employees. The collection, numbering over 3000 volumes, is now located in the general office at Springfield (Mass.), where the books are allowed to be drawn on special written order and retained by employees two weeks, with privilege of renewal. The New York central railroad established more than 10 years ago a library near the Grand Central station in New York for the use of members of the railroad branch of the Y. M. C. A., of which there are local branches along the main stem and affiliated lines of the road. Parcels of books are made up on local requisition, packed in a telescope valise, and sent to the charge of the local secretary. At railroad stations where there is no Y. M. C. A. library, membership in the New York association is allowed to employees for \$1 a year. Every member along the line has a printed catalogue of the 8000 books, any one of which may be drawn and retained two weeks by any employee of this great railroad, extending in its many branches throughout New York state.

The Baltimore and Ohio railroad established for its employees a free traveling library as early as 1884. The collection began with 4500 books and since the foundation more than 300,000 volumes have been drawn. As in the case of the New York central, the Baltimore and Ohio encourages the use of the library by the wives and specially the children of men in the organized service. There is no religious discrimination in the Baltimore and Ohio library management or in the case of the New York central or Pennsylvania railroad. All three of the corporations and many others encourage good reading and study by employees. The Young Men's Christian association is merely a convenient medium for the care and distribution of books. Any employee can have the benefit of a railroad library by conforming to the rules for its administration.

**Anticipations of traveling libraries.** Miss Katharine L. Sharp, in the University extension bulletin, November, 1892, and Miss Myrtilla Avery, of the New York state library, mention various other anticipations of the modern idea of portable libraries:

1 Napoleon Bonaparte's plan in 1808 for a movable camp library of historical literature. His book boxes were to serve also as book shelves. This device has long been known and practically em-

ployed by traveling scholars and itinerant parsons. Napoleon, like many housekeepers, wanted his books to fit his cases exactly, and so he ordered all volumes to be of the same size. Like some old-fashioned librarians, Napoleon had no notion of circulating his books. [See *Library journal*, 10:129-131]

2 Traveling libraries were known in Scotland as early as 1810. They were used in parish work.

3 The Melbourne public library in 1877 lent books to other libraries. The books were packed in oak cases lined with green baize, with 50 volumes in each case. Some 8000 books were thus circulated through 18 towns. Each town was allowed 250 books for three months or 1000 a year. The charges were slight. [See *Library journal*, 2:216-218]

4 The Seamen's friend society in New York city has long been in the habit of lending small libraries to ships for long voyages.

5 The United States government has for many years supplied lighthouse keepers with small collections of books.

6 In 1876, Mr S. S. Green, of Worcester, advocated that individual libraries should lend books to other libraries [*Library journal*, 1:15]. This has long been a common practice in German universities. Such institutional comity is everywhere increasing.

7 The first university extension traveling libraries were sent out by Oxford in 1885. They were choice collections of about 40 books on specific subjects of public instruction. The books were invoiced, and conveyed from Oxford to a responsible local committee for the free use of students attending local lectures given by a representative of the university. This English system, resembling its Scotch and Australian prototypes, became very popular in our mother country and quickly captivated American fancy.

**Melvil Dewey on traveling libraries.** In a Convocation address, July 9, 1889, the secretary of the University of the State of New York thus speaks of traveling libraries [Regents bulletin, no. 3, Aug., 1890, p. 140]: "While it is desirable that every community should have its own permanent library, there can hardly be a better means to stimulate interest and create a demand for that than by sending carefully selected traveling libraries to teach the people how much

pleasure and profit they could derive from the best books. . . . It is really the same plan which experience has proved to be best for even wealthy readers in England, where the great circulating libraries like Mudie's and Smith's take most of the edition of many books. These cases of carefully selected books, constantly traveling back and forth throughout the state, would be active missionaries in the cause of higher education, and would keep those interested in such work in constant touch with the central office, and it, in turn, in closer and warmer sympathy with its immense constituency." Thus even before university extension was formally acknowledged as a state policy in New York, traveling libraries were distinctly recommended.

**English ideas adopted in America.** The state of New York deserves the credit of first practically adapting to American local needs English ideas of university extension and traveling libraries. The two notions came into this country together. One has been taken and the other left. The New York beginnings of both these educational experiments are well described by Miss Katharine L. Sharp, a graduate of the New York state library school, class of 1892, in her prize essay, *Local public libraries and their relation to university extension* [University extension bulletin 4, Nov. 1892].

Little need be repeated in this connection about the historic beginnings of the present system of university extension and traveling libraries in America except that it is a matter of printed record that, 10 years ago, on July 10, 1889, the regents of the University of New York resolved:

"That a committee of three on university extension be appointed with instructions to report to the annual meeting such plans as they may deem practicable and expedient for carrying forward this work *including a plan for lending to communities, for use during university extension courses, suitable libraries, collections, apparatus and illustrations.*"

Subsequently, May 1, 1891, university extension was definitely adopted as a state system of popular education under authority of the regents and \$10,000 was appropriated by the legislature for purposes of organization and supervision. New York is, therefore, the

first state in the world thus to declare for popular education by university extension methods.

The relation of libraries to this new and far reaching educational movement is clearly indicated in the following extracts from the report, June 11, 1891, of Regent Pliny T. Sexton, chairman of the committee on university extension: "It will be the parent of educational progress in now unanticipated particulars. Its operation will hasten recognition of the need and create a demand for local public libraries, until, in time, no area of population throughout the state will be beyond convenient access to the garnered wisdom of the past and the best thought of the present.

"Such libraries will become the homes and centers of university extension work, and will soon require librarians trained for wider usefulness than that of mere custodians of books. The librarian of the future must be the intellectual leader and guide of the community. He must be able to kindle the desire for knowledge and aid in its acquisition. None too soon has the state of New York, in its library school, laid the foundations for educating the librarians of the future."<sup>1</sup>

Leaving for a later chapter on "Library schools" the educational and professional training of American librarians, let us here note that New York represents the original and continued association of these two remarkable popular educational movements, university extension, and library extension (through traveling libraries to public libraries).

University extension and the accompanying library movement have continued to flow on together, like united rivers, into that broader movement called by various names: Home<sup>1</sup> education, popular education or educational extension. These terms all signify much, the same things and all three represent that great outward flow of institutional, historic and educational forces which are slowly improving the mental and moral condition of the American people.

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<sup>1</sup> The history of the joint development of university and library extension in New York may be traced in the university extension and library bulletins from 1892 down to the present.

<sup>2</sup> The "Home education" department of the University of the State of New York includes the following six divisions: 1) Extension teaching, 2) study clubs, 3) exchanges, 4) traveling libraries, 5) public libraries, 6) library school.

Among these living, vitalizing powers are the school, the church, the state, the city, the nation, the book, the popular magazine, the daily newspaper, the public and the traveling library. At the present time the state of New York not only nobly encourages schools, colleges, and universities, extension teaching and study clubs, but popularizes the public library and extends it to the very hamlets and homes of the people.

Traveling libraries are now lent by the state library in Albany to any public library on application by its trustees, provided the library is in the University system. Any community not yet possessing a public library, on application by 25 resident taxpayers, can receive a traveling library to serve as a nucleus. The same privilege is extended to schools, extension centers, clubs, and, if funds permit, to granges, lodges and other organizations having special need of books. Certain guaranties, fees or deposits are required. The usual fee is \$1 for each 25 volumes, paid in advance. Schools are allowed to retain the library till the end of the current academic year. Other educational organizations, like Chautauqua, return the books when the educational course or study period is ended.

There are in New York several different kinds of traveling libraries, general and special, altogether about 500. Some are selected for general circulation in the community and some for the special use of a study club. There are young people's libraries; selections of juvenile literature; academic libraries for schools and colleges; agricultural libraries for farmers' institutes; and teachers' libraries.

Communities preferring a considerable variety of books to suit varying tastes may take more than one library at a time, and thus popular demand for a public library is rapidly produced. On the other hand local classes or study clubs in some special branch of history, literature, art or science are fostered by a select library on one great subject. The writer has seen such special collections on French history, American history, political economy, etc. Unless one has witnessed the stimulating effect of the traveling library on a rural community or study club, he can not fully realize the bene-

ficial influence of this modern instrument of popular education. There are now over 200 study clubs in New York receiving from time to time book collections from the state library [see chapter on "Educational clubs"]. Study clubs and traveling libraries have developed with university extension.

The New York mercantile library has been a great boon not only to the people of New York, but also to other cities. Arrangements have long been in force by which a definite number of attractive, new books can be lent in one lot during a limited period for a moderate fee. The time will undoubtedly come when rural book clubs and individual readers will be accommodated at trifling expense by some great central circulating library like that which is developing in New York city.

"It has been prophesied," said Miss Katharine L. Sharp in 1892 in her prize essay on *Local public libraries and their relation to university extension*, "that what Mudie's circulating library is to England, the extension library may be to America, the competition between express companies rendering rates of transportation reasonable." This prophecy seems to be already realized in New York state if not throughout the whole country.

**Melvil Dewey on university extension.** The secretary of the University of the State of New York, director of the state library, the practical leader of all the educational activities connected with the University, spoke of the work of extension teaching in 1898 as follows [see regents bulletin 28, 1899]: "A bird's-eye view of the activities in this field confirms our judgment that we have a permanent and important new factor in education, still in its infancy and therefore liable to change from year to year. The central thought holds true for all phases of the work and the efforts are all directly pointed to securing what we have for four years used as a kind of motto for our own work—'Higher education, for adults, at home, through life.'" This aim can be accomplished by library extension even better than by university extension.

**Pennsylvania traveling libraries.**<sup>1</sup> The cardinal principle of a free library is to bring the books *to* the people. This is the very op-

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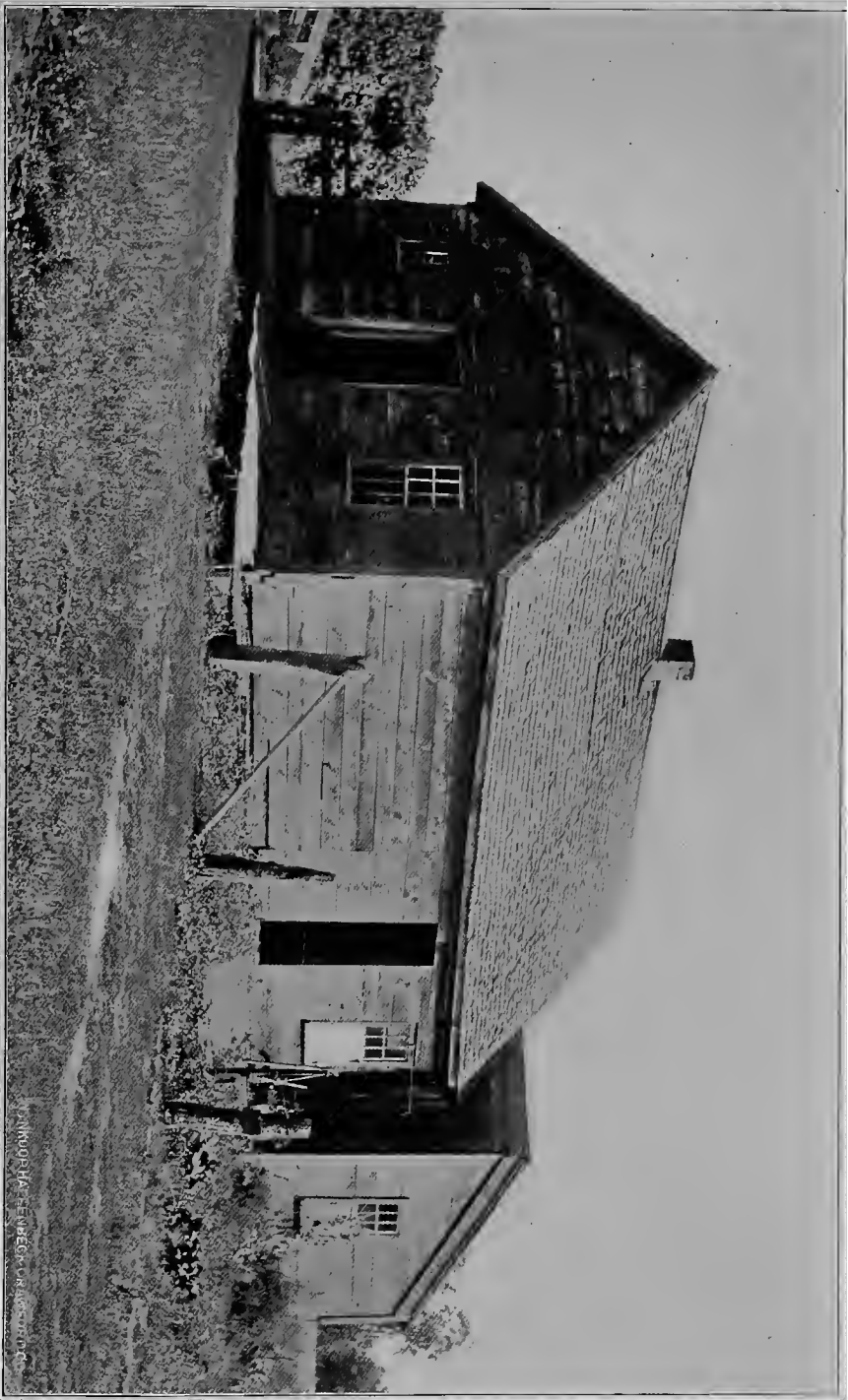
<sup>1</sup>Article by John Thomson, reprinted from the *Citizen*, Philadelphia, Aug. 1896.





A Wisconsin traveling library station





A Wisconsin traveling library station

UNIVERSITY MICROFILMS





A Wisconsin traveling library in home of a German settler

WYMKO, HILLEN, ECK, GRAMER, R.





Carnegie home library group, Pittsburg (Penn.)





posite to the principle which guided the old fashioned city or town library. In those institutions of the past, a librarian's duty was satisfied if he kept good guard over his books, the majority of which were as inaccessible to an ordinary reader as if they had been parts of a series of volumes preserved in a chained library. It may be that there was some danger, in the first enthusiasm of the change from the old paths to the new, that a librarian would become a mere animated book-shovel, and not a few persons have raised objections to the general way in which books are circulated, but that is the distinguishing feature of every successful free library.

Three of the great agencies for good, at the present time, are the pulpit, the press, and the library. It has been well remarked on this subject, that from the pulpit proceeds improvement in morals; from the press proceeds a broadening knowledge of the world and its methods with the power to use aright the treasures and possessions of all the nations of the earth; and from the library proceeds steady and sure improvement of the best instincts of the human race. It is a very low view of the benefit that arises from wholesome and clean reading to argue that it keeps youths of both sexes out of mischief. The result is far wider and it is rather the truth that the study of such literature as forms almost the entirety of every well regulated free library, is valuable nutriment for the soul and mind of every reader.

The consideration of just such points as these, has led a large number of public librarians to strive after the discovery of improved methods for bringing books to the people. It is not sufficient for these earnest promoters of literary improvement to provide centers with books, to which the public could have the very freest access. These frequenters of the free libraries were outside of the multitudes who do not use these libraries, and are unable to visit these places and avail themselves of the privileges of a free library. To meet the wants of such persons the traveling libraries system was established and has grown with remarkable rapidity. In Pennsylvania this system is to be made an adjunct to the Free Library of Philadelphia, which now consists of a central library and eight active branches. The ninth branch will be opened, it is hoped,

early in the fall at McPherson park and possibly another at the Falls of Schuylkill.

While waiting for the accomplishment of these two desirable ends, the board of trustees have determined to establish a system of traveling libraries within the city limits. This has been no hasty step, but one that has been under consideration for many months. It will now start with the cooperation and cordial assistance of the Civic club, and nearly 1000 volumes have been purchased and are being prepared for immediate circulation. They will be placed in boxes holding 25 or 50 volumes apiece. The collection of each 25 or 50 books is called a library and has been chosen from the lists from the New York state traveling libraries, in which scheme they have been tested and shown to be in each instance a wise selection. It is purposed to place three or four of these in the custody of the managers of the admirable libraries established by the employees of the Pennsylvania railroad at their city stations, 41st and Westminster avenue, Broad street and Kensington. Another three or four will be placed in the offices of the Western Union and American District telegraph companies, and inasmuch as these will be left there in charge of one of the officers of the company, who will see that the books are properly cared for, and properly distributed to the boys and to the other employees, it does not require much argument to show how valuable an instrument for good the deposit of books in such places must inevitably prove. Yet others are being prepared to be sent to the stations of the firemen, several applications having been received for the privileges of the traveling libraries at these places. The opportunities for firemen to get to libraries and select books for themselves is more limited than is thought; the men are liable to be called on duty at any moment, and, consequently, the benefit of having within their immediate reach books in good custody, which can be perused during their hours of inaction, can not fail to work for good. It is hoped that between this and the end of the year, this system can be given such a trial as will prove its value, and if the result is that its value to the community is established, it is purposed at the next session of the legislature to ask from the state an appropriation

sufficient to enable the promoters to develop the system throughout Pennsylvania. It has been established with great success in Massachusetts, New York, and Wisconsin, and is earnestly asked for in many parts of the state of Pennsylvania. In one of the principal coal districts, the writer has received written undertakings from three presidents of important coal companies, to erect suitable rooms for a small library and to provide librarians in exchange for the privileges of the system. The intention is to send these small libraries of 25, 50 or 100 volumes from headquarters to different parts of the city, and hereafter, if the appropriation is obtained, to various parts of the state. Each library will be allowed to be retained either for three or for six months and will then be returned to the principal library to be exchanged for another block of books, and each be dispatched in its turn to another station. The grant of privileges will be accorded to properly accredited libraries or to communities without libraries, on the written application of 24 resident taxpayers and the appointment of some one person to act as a trustee for the proper custody of the books.

In the same way increased facilities will be granted next year to the university extension center and to reading clubs. No fee or payment will be required in respect to the libraries sent within the city limits, but if the system is hereafter extended so as to comprise places beyond the city limits, the example of other states will probably be followed and a nominal annual payment be asked to cover the expenses of transportation. There is possibly more to be said in favor of this system than the mere benefit, large as that is, of providing good reading for the persons thus reached. After using a traveling library for some little while, there must grow up, in many places, a keen desire to have a free public library of their own. This result has been attained in six different towns in New York, and beyond the six entirely new libraries thus created many languid libraries have been resuscitated and converted into vigorous agencies for good. In a neighborhood not far from Philadelphia, where the work of the people is very laborious, the employers found that their "hands" were reading little or nothing beyond the unhealthy literature known as the "penny dreadful," or the cheap unwholesome

books, published by firms which should know better. One of the employers said to the rest, "This is dreadful, and I should like to take up a subscription among ourselves, for the provision of good books on behalf of those who make money for us." Thereupon a liberal supply of the novels of Dickens, Cooper, Scott and Dumas were provided, and the result was very gratifying. The books were read to pieces and had a most delightfully early death from being worn out. The aid of the Pennsylvania traveling libraries is petitioned for in these places, and the work will be carried on in a prudent and economical manner, and with the addition of energy and a liberal subsidy from the state it must become an engine for untold good.

The matter has been considered in some detail by the librarians at Pittsburg, and it is hoped that a united harmonious system can be arranged and that many throughout the length and breadth of the state will take a part in the work. It will, of course, be necessary that the payment of employees and all expenses of administrations should be kept absolutely distinct, so far as city and state work are respectively concerned. Money given by the state must be employed entirely in country districts, or places where library work has not yet obtained a foothold; while libraries for cities should be provided by the free public libraries of the city using the books. This is, however, a simple matter of accounts, and after a very short consultation it was resolved that provided the accounts were kept absolutely distinct, and the city did not contribute to the extension of the state side, and the state did not bear any part of the cost of the city department, no trouble need arise. The working of this experiment is looked on with much interest by a large number of the well-wishers of Philadelphia.

**Wisconsin traveling libraries.**<sup>1</sup> Wisconsin now presents one of the most conspicuous examples in the west of higher popular education. Influenced by the traveling library system of New York, the state of Wisconsin lent its support to a remarkable system of library extension among the people. A free library commission was instituted with headquarters at the state capital and with the

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<sup>1</sup> "Recent library legislation in Wisconsin", *Library journal*, May, 1897.

president of the state university, the state superintendent of education, and the secretary of the state historical society as ex officio members. Other members of the commission are appointed by the governor of the state. Public-spirited individuals have purchased large collections of wholesome, readable books and have divided them into small traveling libraries each containing 30 volumes. Each little library is packed and at the same time shelved in a portable bookcase with folding doors, lock and key. Catalogues of the 30 books in each case are sent out with the library together with printed rules, a record book, and borrowers' blanks. For a fee of \$1 this traveling library is sent from some central town in the country to a local library association, which employs a secretary for correspondence with the central management and a librarian for the proper care and circulation of the books. They are usually placed in some farm house, postoffice, country store or railway station but always in somebody's charge. Fully two thirds of the traveling libraries are kept in farm houses but nearly all are near postoffices.

Dunn county, Wisconsin, in which free traveling libraries circulate, has a population of about 25,000, but most of the people live in scattered hamlets of 300 or 400 inhabitants. Many are still living in log cabins, for 30 years ago lumbermen were clearing the land on which these houses now stand. Some of the townships occupy good prairie soil and are peopled with prosperous farmers. One large town called Menomonie has 8000 inhabitants, and there is already established a beautiful memorial library of which Senator Stout is a trustee. He found by inquiry that the town library was of very little use to the country population on account of the difficulty of obtaining and returning books. Accordingly, with the aid of the Wisconsin free library commission, he instituted the "Stout free traveling libraries" at his own expense and arranged for their circulation from hamlet to hamlet. Mr Stout's libraries were first put into circulation in May, 1896.

The following year an account of "Free traveling libraries in Wisconsin" was published by Frank A. Hutchins, secretary of the Wisconsin free library commission. This commission cooperates with

the system of traveling libraries by sending out papers, magazines, useful documents, and printed bulletins. All persons who wish to cooperate with this library extension in the various counties do so through the commission, which is a kind of library clearing house for the whole state.

There are differing systems in different counties. For example, J. D. Witter, of Grand Rapids, in the spring of 1896 instituted a system of free traveling libraries in Wood county. He sent out small collections of books in chests and required each local library association to secure a bookcase large enough to accommodate about 75 volumes, in the hope that the little nucleus of 30 books might lead to the growth of a permanent local library. To some hamlets containing a German population he sent a selection of German books.

In northern Wisconsin there is a Traveling library association that aims to supply book collections to counties on the borders of Lake Superior. "In some localities," says Mr Hutchins, "Poles, Bohemians, and other recent arrivals from Europe are massed in solid settlements, and it is difficult to find any except the children who can read English, and the children can only read the simplest books. It is a noteworthy fact that the books first demanded in such communities are those on American history and the old world fairy stories. The Poles specially want to know of the battles for American liberty, and the children read to rapt family circles the story of the Boston tea party and of Bunker hill. It is in their very blood to fight for liberty, and the great traditions of our history kindle their imaginations and their pride in their new country. It was a boy from such a family who was given an illustrated book on Poland in a public library because it was thought it would interest him and his parents to see the pictures of the old home. He returned it the next day and dropped it on the counter saying, 'I want a book about *our* country.'"

There are now over 100 traveling libraries circulating in Wisconsin. In summing up the merits of the system, Mr Hutchins mentions the following points:

- 1 It makes good literature acceptable in rural communities and hamlets.

2 It puts the choice and control of the reading matter in the hands of competent authorities.

3 It is an economical system, with no expense for rent, fuel, light, or librarian's salary.

4 It keeps up public interest in the books by the frequent migrations of traveling libraries from place to place.

5 The care of such a library and the gradual extension of its usefulness form a social bond in small neighborhoods.

6 The library stations are new centers of intellectual life.

7 These stations are put on the mailing lists of state agricultural and educational societies and also registered with the department of agriculture in Washington, with the result that good influences from the outside world penetrate the smallest hamlet.

8 The system and purpose of traveling libraries excite quick and universal sympathy.

"To sum up briefly: the traveling library gives an abundant supply of wholesome literature to the people of small communities at a slight cost, and not only excites their interest in such literature but confines their reading to it until their tastes are formed. It is a free day and night school which does not close on Saturdays or Sundays or for long vacations. It instructs, inspires and amuses the old as well as the young and its curriculum is so broad that it helps the housewife in the kitchen, the husbandman in the field, the mechanic in his shop, the teacher in her school, the invalid in the sick room, the boy in his play and the citizen in his civic duties. It leaves no room for bad literature and keeps it from circulating without resort to threats, by the most natural and wholesome methods." Again: "It is, after all, not the few great libraries, but the thousand small ones, that may do most for the people."

Traveling libraries are now supported by the state of Michigan. They are becoming popular in Iowa and will doubtless extend widely throughout the west. They flourish in Ohio, Pennsylvania, Maryland, and down the Atlantic seaboard.

**Children's home libraries.** The attempt to carry wholesome literature to the children of the poor in tenement house districts is one of the various forms of library extension in America. This

work was begun in Boston about 10 years ago by the Children's aid society, which instituted the custom of sending boxes of books and periodicals into children's homes. These little collections were circulated from house to house under the general direction of an agent called the "friendly visitor," who became acquainted with the children and guided their choice of books. It is said by Miss L. E. Stearns, who described this movement for the free library commission of Wisconsin, that "over 70 of these libraries are now carrying on their kindly mission in the city of Boston."

The good example was followed in other cities, specially in Albany and Chicago, where the library training schools gave encouragement and direction to this admirable missionary enterprise. In Chicago, the library class of Armour institute initiated children's libraries in 1894. The agency which was found most convenient in the circulation of the little libraries was the social or university settlement, which supplied "friendly visitors" and made known the particular wants of districts and neighborhoods. A special feature of the movement in Chicago has been its activity among immigrants, who are taught by contact with American "friendly visitors" and social missions, as well as by books and periodicals, to appreciate the language and literature of their adopted country.

The work of the social settlement at Hull house, Chicago, under the direction of Miss Jane Addams, has been specially helpful among the foreign born. It is likely to be initiated by church missions, women's clubs, Christian endeavor societies, and other agencies for the extension of culture. For some of the aspects of home education in America, one should study the literature of social settlements and charity organizations, both of which in many cases, through the agency of their "friendly visitors," carry personal and educational influences more deeply into the homes of the poor than church or school or library is able to do by the usual methods.

**Women's clubs and traveling libraries.** The women's clubs have been active workers in the cause of library extension, which is one of the most striking forms of popular education in the far west. Mrs Charles S. Morris, president of the Wisconsin state federation of



women's clubs, has described this combined movement in the interest of the Wisconsin free library commission. She calls attention to the fact that the women's clubs of Nebraska are taxed at the rate of 10 cents for each member in order to support a traveling library in that state. In Kentucky and Tennessee there are similar movements. The Woman's club of Denver, by an arrangement with the public library of that city, sends out books to local clubs throughout the state of Colorado. In Michigan the state library has undertaken to send out working collections for the benefit of "study clubs."

The Wisconsin report by Mrs Morris says: "There are many neighborhoods in Wisconsin where farmers' wives and daughters have wished to form study clubs, but have been deterred from doing so by the difficulty of securing suitable books. . . . Here, then, is an opportunity for women's clubs to use the traveling library effectively, and, in accordance with these ideas, the Wisconsin state federation of women's clubs is attempting to place in operation a system of traveling reference libraries for the use of clubs in small towns and in rural districts. The collections will be classified on specialized lines of thought and it is designed to have them accompanied by pictures which will illustrate historical events and schools of art, and it is believed, by means of such effort, it may promote the formation of study clubs in every hamlet of the state."

Women's clubs at the South are beginning to plant town libraries by means of the "traveling libraries." Mrs Eugenie Heard, of Middletown, Georgia, representing a federation of women's clubs, has been sending choice collections of books from place to place along the line of a great southern railroad, the Seaboard Air line. The books are kept at one station about two months and then moved on in itinerant fashion. Nine of these little collections, containing about 50 books each, are now in active circulation; and all will doubtless serve to develop a desire for large and permanent local free libraries. The great difficulties in southern states arise from the scattered distribution of population, the slow growth of town and village, and the lack of wealth. But the old régime of plantation life is yielding in some regions to the new industrial order, and, along the lines of trade and travel, old towns and new settlements are springing into life and prosperity.

The woman's education society of Boston has promoted the circulation of traveling libraries for the benefit of smaller communities in Massachusetts, and in 1898 it reported an increase of over 50% in one year. A committee of ladies visit, without expense to the state, sparsely settled places and make reports to the free library commission on the condition of local libraries. "These visits have proved beneficial to the commission, by acquainting it more fully with the difficulty of circulating books in thinly settled localities, and with the minor obstacles which are encountered by those who seek to make the libraries useful to the largest number of families" [Report Free library commission of Massachusetts, 1898, p. 15].

**Traveling libraries in New Jersey.** These were very recently authorized by the legislature; and \$1500 was appropriated at the last session, 1899, for their maintenance. The matter was referred to the state library commission, consisting of the governor, secretary of state, state controller, chief justice, chancellor, attorney-general, and state treasurer. A special committee of three, including the state librarian, H. C. Buchanan, has the project in hand. The movement was inaugurated in New Jersey by the state federation of women's clubs. "The state library commission talks of taxing the communities to be benefited \$5 a year, which money will be used in keeping the books and boxes in good order. The selection of the books is now going on. . . . When the scheme is once in operation it is proposed to leave each library in a community for a period of about six months" [*New York herald*, Brooklyn edition, 27 July 1899].

It is announced that the new library commission will buy 20 or more libraries of 50 books each. The state librarian will control the entire system and arrange to lend the traveling libraries to communities which apply for them. Local trustees and local librarians will be responsible for the books lent, which may be retained for six months and then exchanged for another collection. An annual charge of \$5 will be made by the state, but the volumes must be lent by the community to individuals without any charge whatever except fines for retention of books beyond the time allowed by the

general regulations. "The libraries will be made up of standard and contemporary fiction, biography, history, travels, and works of science and literature." [*Evening post*, New York, 4 Oct. 1899]

**Polish national alliance and traveling libraries.** This alliance has its working center in the city of Chicago with a total membership of 6500. The society has 60 branches in Chicago itself and altogether 466 branches in various states and territories. In Chicago there is a central library and museum in the Polish national alliance building in West Division street. Chicago is the center of the Polish population in the United States. It is asserted that 155,000 persons of that nationality are living in that city. The general secretary and manager of the Polish alliance is M. J. Sadowski.

Every one of the branch societies is said to be provided with a library on the traveling principle; i. e. a library is sent from Chicago to a selected point on either the Atlantic or the Pacific coast, where it is housed by a Polish branch for a specified time—long enough to admit the reading of the volumes, and then is forwarded to the next branch on the list, to be enjoyed in the same way. The journey is continued till this collection has traversed the continent. The books are available for reading to every member of any branch in the country. A new library follows in due time the first, this followed again by new ones. Each library contains 120 volumes. The books are selected on the same principle as those in the stationary library in the Chicago center of the Polish alliance. The literature of Poland is well represented and some of the best educational books in the English language are added.

The Poles are said to be very proud of their achievements in this land of liberty. There is a lower class among them, as among every nationality, but in most cases they readily submit to the restraints of law and religion. There is also a higher class of Poles in America who will compare favorably with the best people anywhere. There is said to be much wealth in their possession, though there is great poverty among the new Polish immigrants. The Poles propose to erect in some park in Chicago a monument to Thaddeus Kosciusko, their national hero [See *Chronicle*, Chicago, 30 Ap. 1899].

*Chapter II*TRAVELING PICTURES AND LIBRARY EXHIBITIONS  
OF ART

Pictures are now lent on the traveling library plan, the frames corresponding to bookcases. As to the origin of the present practice of sending out from Albany traveling pictures, Melvil Dewey said at convocation, June 29, 1897: "We began this work first by furnishing pictures to go with our traveling libraries for clubs and similar use. Next we sent some selections on a single subject bound together; e. g. if a club was studying the Rhine, we would send them all the available pictures illustrating the Rhine. It was found so exceedingly helpful, and did so much more than could have been done in any other way, that the practice grew. We already have several thousand lantern slides. These are classified by subjects and the number is rapidly increasing. Teachers are sending in from the schools and study clubs saying, 'We are taking up such-and-such a subject; what pictures can you give us to illustrate it?' We are working constantly, not for the purpose of entertainment, or directly for the purpose of stimulating art, but of giving direct assistance in educational work, not only in the classroom but in study clubs and in connection with our libraries."

**Educational function of the picture.** In the 81st annual report of the New York state library, p. 53, an important principle was established. The secretary of the University had explained the rapidly growing use of pictures in various forms as an essential part of educational equipment. He said it had never been questioned that pictures bound in volumes were properly included with books. Hitherto he had not felt authorized to pay with book money for pictures in folios or for use on screens, but he recommended "a distinct recognition of the educational function of the picture." Accordingly the regents voted November 4, 1897, "That in grants from the public libraries, academic or other funds and in other cases where the regents make rules governing the buying of books, the same rules shall apply also to pictures."

**Methods of circulation.** The New York state library is rapidly

photographs, slides, lanterns, etc. which are lent to teaching institutions, extension centers, study clubs and local libraries on easy conditions. In starting the system of traveling wall pictures the experiment was tried of using standard size pictures, and transferring them from frame to frame, by use of buttons at the back. In this way wear and tear and the cost of transportation were saved, but at the expense of artistic framing; a disadvantage which proved so great that the plan has now been abandoned. Each picture is framed permanently by framers who understand combinations of colors in prints and woods, wear and tear and cost of transportation being decreased by not using glass, except for very light pictures that would easily be ruined by dust.

The larger wall pictures include carbon prints of famous churches, cathedrals, monasteries, mosques, and photographs of celebrated paintings and works of sculpture. Of no less importance educationally are the historical portraits in smaller size of great Americans: Washington, Marshall, Hamilton, Franklin, Jefferson, Jay and Lincoln. American historians, Prescott and Motley; American authors, Holmes and Longfellow, are also popular favorites.

The fee for one framed picture for the academic year is \$1. If desired, these pictures may be kept permanently by paying cost at the wholesale rate at which they were bought. This method of fostering the art instinct is leading to gratifying institutional developments in the Empire state. The report on public libraries for 1898 states that the New York collection included 578 wall pictures. The present number is 927.

Besides the wall pictures, hand photographs for study are lent to schools, clubs and libraries. These are specially serviceable in illustrating local, state, and national history as well as the lives and works of poets and other literary men. The writer was particularly impressed with the picturesque character and cultural value of New England views; e. g. Boston, Concord, Salem, and old Plymouth; also views of New York city, Hudson river scenery, Sunnyside, West Point, Fort Orange, and representations of famous men and places connected with the Dutch and English régimes, the French and Indian wars, the Mohawk valley, Lakes George and Champlain.

Niagara and the Great Lakes, the St Lawrence and Ottawa rivers, French and English Canada, Toronto university, Quebec and Montreal are no less interesting and important for historical and educational purposes.

Such pictures and similar illustrations of French, English, German, Italian, and Spanish history are now lent by hundreds to local educational clubs all over New York state. Her available collection of small pictures numbers many thousand. Her collection of lantern views for illustrative educational work contains thousands more, all properly classified.

The fee for hand photographs and lantern slides is \$1 a hundred for one month. \$1 a month is also paid for the lantern, including an attachment for oil, gas, or electricity, and a screen. All transportation charges are paid by the state.

The publishers of American historical portraits are A. W. Elson & Co. of Boston, who are rendering valuable historical and educational service to the whole country. Art and architectural reproductions of various kinds are obtained from the Berlin photographic co., Braun, Clement & co., Hanfstängl and Frank Hegger, New York. For American art, the Copley prints and sepias published by Curtis and Cameron, Boston, are principally used. The Perry picture company, of Malden, Massachusetts, furnishes a great variety (some 3000) of pleasing prints and portraits, also views of historic scenery, famous pictures of works of art and architecture, at one cent apiece. Recently the Harpers have also published a similar series of penny prints. While the state of New York has not used these cheaper prints for its own collections, their use is encouraged in schools and clubs without large financial resources which still wish to make permanent collections. When framed in groups illustrating particular divisions of country or certain chapters of local history, they have been found useful as well as decorative in certain Baltimore public schools.

There is a growing literature on the subjects of art and art decoration in the public schools, and of traveling pictures for educational purposes. For example, "Traveling libraries of illustrations," by H. J. Carter, *Library journal*, 22:293; *How to enjoy pictures*, by

M. S. Emery, with a special chapter on "Pictures in the school-room," by Stella Skinner (Prang educational company).

**Library exhibitions of art.**<sup>1</sup> Many public libraries in America have fortunately acquired paintings, engravings, sculpture, plaster casts, and other works of art. It is not yet regarded as a prudent expenditure for an ordinary town library to apply public money toward an art museum, but it is not unusual for a library committee to authorize the purchase of photographs and plates, either in volumes or detached. They are often used for purposes of illustration to classes of young people from the public schools. It is believed that the free public library in Worcester (Mass.) was the first in the United States to make large expenditures of library money "for the purposes of popular education in connection with the daily work of the library."

After sporadic beginnings elsewhere, the art *movement* in public education started in Massachusetts about 1870. The impulse proceeded from France by way of England and South Kensington. Mr Walter Smith, headmaster of the school of art in Leeds, was made art director<sup>2</sup> of the commonwealth. In that year Mr S. S. Green became the head of the public library at Worcester. He had previously been a director (1867) and took an active part in fostering the art spirit in New England. The library over which he presided became a pioneer in the establishment of closer connections with the public schools. His little book, *Libraries and schools*, embodies his rich experience in this important educational field. Not only illustrated books but prints and photographs were placed at the service of teachers and their classes. The general public shared in the enjoyment of these growing library collections. From time to time exhibitions of photographs, illustrating great historic schools of painting, were freely opened. Special exhibitions were

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<sup>1</sup> Authorities on this subject are Mr S. S. Green, "The use of pictures in the public libraries of Massachusetts," 8th report free public library commission of Massachusetts, appendix 1, 1898; C. A. Cutter, "Pictures in libraries," *Library journal*, 22: 256; S. W. Whitman, "Art in public schools," *Atlantic monthly*, 79: 617; *Boston herald*, 17 Mar. 1899, "Art education in the public schools."

<sup>2</sup> For a historical summary of the early work of the state art director in Massachusetts, see ch. 3 of "Drawing in the public schools", part I of Dr Isaac Edwards Clarke's *Art and industry*—U. S. Bureau of education.

arranged to meet the needs of advanced classes from the public schools; for example, classes in English literature were encouraged to study the pictorial background of Shakspeare's plays. Dr G. Stanley Hall's instructive course of lectures to teachers was illustrated at the public library by books and pictures.

For over 20 years geography has been taught in the Worcester normal schools by means of lantern slides. The example of Prof. William M. Davis, of Harvard university, in teaching physical geography has had a marked influence on the public schools of Massachusetts and his method has lately been introduced into Maryland with remarkable success by Prof. William B. Clark and Dr George Shattuck, both Amherst college men, now with Johns Hopkins university and the Maryland geologic survey.

In Northampton (Mass.) one of the banner towns of New England for educational institutions, the Forbes library just opposite Smith college and near the town library, has made from its start in 1895 a specialty of illustrated works, photographs and educational art. The well known and experienced librarian, Mr Charles A. Cutter, for 24 years librarian of the Boston Athenaeum, is at the head of the new foundation and has taken particular interest in promoting photographic exhibitions in connection with the Forbes library. At one time is shown a series of mountain views lent by the Appalachian club; and the Alps, the Tyrol, Aetna, the Caucasus are brought into comparative review for homestaying lovers of the Holyoke range.

Mr Cutter says: "These exhibitions have not only given pleasure, which in itself would be sufficient justification, but have broadened their visitors' minds, have supplied some of the advantages of travel to those who could not leave home, have renewed the impressions of those who had been abroad, have increased the knowledge of art and educated the taste of all who saw them."

One of the most interesting examples of the public display of pictures by libraries will be presented by the league of Massachusetts institutions formed to give traveling art exhibitions for brief seasons in local libraries. This movement will be of great educational value and will enlist the cooperation of all art patrons and public-spirited





New York state library and Home education dept': traveling pictures





Children in a Brooklyn public library branch



Pratt institute free library, Brooklyn (N. Y.) children's room





Buffalo (N. Y.) public library: children's room





Milwaukee (Wis.) public library: children's room







Kansas City (Mo.) public library: high school reference room

W. THOMAS HILL, ENGRAVER, CHICAGO, ILL.





Los Angeles (Calif.) public library



men and women. It ought to lead to the creation of an institute in connection with every good public library in the commonwealth.

The Boston public library represents the highest ideal which art has reached in connection with American town or city libraries. The building itself is an art creation of high order, a joy to all lovers of the beautiful. Artistic reproductions of the public library mural decorations are now everywhere familiar in schools and households. By generous and farsighted expenditure for works of art and architecture the city of Boston has not only educated to a higher degree her own civic children, but citizens of Massachusetts and of other states who have been privileged to behold those splendid frescoes and corridors of modern art or see them in pictured form.

Mr S. S. Green of Worcester says in the 8th report of the free library commission, p. 24, that the Boston public library "is showing a very marked interest in the cause of popular entertainment and education, and is using its great resources and wide and powerful influence efficiently to these ends." To illustrate the use which the Boston public library is making of pictures, Mr Green quotes a personal letter from Mr Otto Fleischner, head of the art department, who gives a partial list of the picture exhibitions already held in the Boston institution and says the aim is that students and casual visitors shall find something new and interesting every time they come to the library. Special exhibitions are arranged to illustrate special events, lectures, anniversaries, national holidays. Among such special exhibitions were:

Prof. Weir's Lowell institute lectures on Italian art

Prof. Homer's Lowell institute lectures on Romanesque architecture

J. F. Hopkins's lectures on the history of art, to the teachers of Boston

Industrial arts in connection with the arts and crafts exhibition

Collection (loan) of bookplates by Boston artists

Collection (loan) of historical and rich modern bindings

Collection (loan) of original drawings, engravings and reproductions, showing the methods of book illustration, in connection with the Library club meeting

Holbein portraits and other pictures, on the 400th anniversary of the artist's birth

Cabot centennial; portraits, maps, views, etc.

Bradford manuscripts; autographs, views, portraits, etc.

The constitution, Cuba, Alaska, etc.

Collection (loan) of original drawings and paintings for book illustrations, etc.

These special exhibitions, duly announced in the newspapers, are extended to the branches of the Boston public library. Special collections are sent in rotation to each of these 10 branch libraries, where the pictures are exhibited for two weeks. This practice perhaps suggested the idea of a Massachusetts league of public libraries circulating among themselves similar artistic and educational exhibitions. It will doubtless prove one of the most attractive and popular devices in American library and museum extension, increasing public interest in books as well as in art and nature.

Boston is clearly leading New England if not the United States in art education for the people. In the public library fine arts room are prominent exhibitions of the famous Arundel prints representing Italian art in colors, the Howard Pyle paintings illustrating American historic subjects, and collections of photographs suitable for school decoration. The public library bought in one half year 2500 halftone reproductions from celebrated paintings and works of sculpture and 1000 gelatine prints of European architecture. All these are used exclusively for library branches and public schools. Besides these, the library owns regular collections of photographs which are used only in the central building. The Boston public library does what some sluggish, fussy or secretive librarians never think of doing. It actually circulates, not only through the branch libraries but through the public schools, portfolios of pictures taken from monthly serials, like the "Classical picture gallery", the "Classical sculpture gallery" (published by H. Grevell & Co. of London) and "European architecture" (published in Chicago). These portfolios, which also serve as easels, are issued to teachers only, who direct the school exhibition in a responsible and instructive way.

**Art education in the public schools.** Boston has introduced art lectures in connection with her public school system. Interesting illustrated reports on "Art education in the public schools", were published in the *Boston herald* early in the year 1899, and thus some idea of what Boston children are now learning from their teachers is carried into the home, where the newspaper, with its authentic and illustrated reports, serves the pupil for thoughtful review and accomplishes for his parents a home missionary work.

The *Boston herald* of March 17, 1899, reported well the eighth and last lecture in the art series given to teachers by Mr James Frederick Hopkins in the hall of the English high school.

It has been our purpose, said the speaker, to present in this year's series an outline of the influence of ornament and sculpture in the enrichment of the world's best art. For a better appreciation of the conditions giving rise to monumental sculpture we traced the influence of classic myth in the plastic arts; to become acquainted with national ornament we followed the development of Egypt, Greece and Rome, the brilliancy of the Byzantine empire, the ornament of the Saracen, the cathedral builder and the sculptors of the renaissance. This afternoon our illustrations draw us nearer home, and the theme is the making of an artistic city.

A beautiful, queenly city is not the result of accident, but is of man's design. Nature arranges the landscape, groups the hilltops, traces the course of broadening rivers and dots the bay with islands; but man makes the city enshrined in that favored setting whatever he will for good or ill. . . . No amount of talking will ever bring about a civic sense of beauty unless the development is nurtured by the sight and study of beautiful things. . . . Architecture alone is not the sum of civic beauty. Painting must play its part, as in our Trinity church, public library or art museum. Sculpture has its part to play, ideal sculpture in opposition to such funereal efforts as sometimes adorn our squares.

The lecturer then pointed out to public school teachers the beautiful object lessons in art to be enjoyed in Boston and vicinity. He mentioned the Shaw memorial, by Augustus St Gaudens, on Boston common, the beautiful monument called "Death and the sculptor", by Daniel French at Forest Hill, and the Boyle O'Reilly memorial. French's "Minute man" at Concord bridge is known to every Boston schoolboy. The lecturer emphasized the importance of beauti-

fyng city parks and preserving great trees. He concluded with this bold appeal to civic pride: "The making of the artistic city is your duty and mine, as well as the heritage of the children now in our care. The natural beauty of Boston is well nigh ideal, her artistic heritage is strong, her opportunities are in the hands of her citizens."

Are such triumphs of civilization possible, not only in cosmopolitan cities like Boston, New York, Philadelphia, and Chicago, but in smaller and less progressive towns and cities? Yes; that is the special contention of Mr S. S. Green, the art apostle in the Worcester public library. That is exactly what Mr Charles A. Cutter is showing in Northampton. "The Appalachian club," says Mr Green "is ready to lend its photographs to any library that will pay freight and attend to the cost of hanging the pictures." The Century company has been known to lend its collection of drawings for local exhibitions. Public-spirited individuals in many a large industrial or manufacturing town are in actual possession of enough paintings, engravings and photographs, to institute a good art exhibition every season under the auspices of a local public library.

What a fine example of utilizing things available instead of waiting for impossible ideals was set by Mr John Cotton Dana in the public library of Denver (Col.) before he became city librarian of Springfield, Mass. "He had", says Mr Green, "illustrations cut out from illustrated papers and magazines and mounted on stiff paper, distributed them under heads and arranged them in catalogue drawers." Teachers and others could go to these drawers and select such pictures as they wanted to take to schools or homes. This work of Mr Dana is described in the *Library journal*, 22:90.

Mr Green suggests that local libraries form art leagues among themselves. He says that any and every town may create a unique art collection.

Poor, indeed, is a town without amateur photographers among its permanent or summer residents. With little trouble and at no great expense any town library may secure a valuable collection of local photographs. Preserve the remembrance of beautiful trees or



groups of trees. The landscape changes from time to time, as wood is cut or as alterations are made for utilitarian purposes. Have pictures taken to show how the town looks to-day. Get photographs of all prominent residents, and, so far as possible, likenesses of former residents and of persons born in the town who have been important factors in adding to the prosperity of larger places. Take pictures of old houses. If a library, even in a very small town, should do this kind of work systematically, and do a good deal of it every year, it would not be long before it would have a valuable, and, as stated before, unique collection.

**School decoration recommended in France.** Mr Georges Leygues, minister of public instruction and of the fine arts, recently, 1899, addressed school directors and placed at their service a series of colored pictures destined for elementary schools in the various departments of France. The pictures represent French landscapes and reproductions of the principal monuments of French national art. Great interest is now displayed in France in the proposed interior decoration of public schools. The French minister above named says in a circular letter:

It is not enough that the schools be well housed and well kept, not enough that their very appearance inspire in children the sense of neatness and order. Schoolrooms should be cheerful and artistically attractive. The school, as we conceive it, is not a transient place of instruction from the age of six to 13. It ought to be a familiar resort, a home to which one may come back when grown up, having lived there as a child, a place where one may find an adviser in his former teacher, friends among his former fellow students, where they get together in the evening to complete their education. I desire that these abodes of friendship and familiar association should have their appropriate decoration.

Views of the different regions of France will give a concrete character to the idea of one's native country which ought to dominate and vitalize all our instruction. The pupil, who will perhaps pass his entire life within the limits of his canton or department, should have had the vision of France, of her admirable geographical situation, of the fertility of her soil, of the variety and beauty of her scenes, of the clearness of her skies. France should appear to him as a real person, whose traits have been familiar to him from his childhood up. To know better his own country is to be ready to serve her better.

It is, moreover, important to develop early in children the sense of the beautiful in ways suited to their age. Other nations under-

stand this. Less than elsewhere should it be forgotten in France, where for 10 centuries art has expanded from age to age with such marvelous originality, under forms perpetually renewed and where by means of art so many industries live. There should be no question of introducing the history of art into elementary schools. It is enough to awaken the art taste, to open as it were and exercise the eyes of pupils by pictures which they can easily understand.

The French minister proposes to send out series of prints representing great characters who, by thought and deed, have worked for the greatness and prosperity of their country. It is proposed that teachers shall hold conferences with their pupils before these very pictures and, in simple, conversational ways, explain their real significance. The pictures sent out are divided into lots of six and are apportioned among the schools according to their merit as reported by the inspectors. Regularity of attendance by the pupils and the devotion of teachers to their professional work are both taken into account in the award. As now planned and recommended, the distribution of views of French scenery and portraits of famous characters in French history and literature will contribute to a greater love of country among French children.

In American schools, north, south, east, and west, the patriotic use of art has already been recognized and is becoming more widely popular every year.

### *Chapter 12*

## EDUCATIONAL CLUBS AND LIBRARIES

*Women's clubs.*<sup>1</sup> The widespread interest in women's clubs and their growing influence in education and public affairs are the natural outcome of the activity of women in hospital work during the civil war and in church organization and societies. There they learned the power of organization, and later, when the rapid changes in educational conditions in the United States made many women feel that they had not the educational advantages which the opening of colleges and universities now gives to girls, they proceeded to organize chiefly for educational purposes by forming volunteer classes for study and discussion. This is so prominent a

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<sup>1</sup>Contributed by Miss Elizabeth T. King, president of the Arundell club, Baltimore.

feature of women's clubs that they have been called social universities. These classes have naturally assumed a practical form among women who hold responsible and influential positions in the community, and hence has arisen a curious and original combination of theory and practice, resulting in an enlightened interest in public schools, civic reform and practical philanthropy expressed through committees in clubs. A natural instinct has also led them to avail themselves of modern methods of organization to obtain the wider outlook and comparison of social conditions which a man gets from his professional and business connections. A woman's club is usually divided into sections, where the current events of the day are systematically discussed and all questions referring to home life are studied, such as house sanitation, preparation of food, expenditure of family income, study of child life, etc.

Women have promptly perceived the advantages of University extension courses and in many western states are carrying on a course of literature, history, etc. under the direction of their state universities. The national club magazine, *Club women*, regularly publishes programs of study on literary subjects, such as Dante and Browning, with bibliographies prepared by university professors, and many women have developed great ability in the direction of large classes of 50 to 75 members. Education, both theoretic and practical, is the chief interest, from the private as well as the public point of view. The interrelation of home and school interests, the condition of schoolhouses, traveling libraries, the cultivation of patriotism, compulsory education, etc. are studied and many practical reforms have been promoted in these directions by able women. Factory laws affecting women and children, village improvement societies, and municipal reform also receive much attention and arouse a sense of civic responsibility.

The city woman's club, itself a complex unit, is usually a member of a state federation, which unites on common grounds of interest all the clubs in a state. The state federation in turn is a part of the national federation, which holds biennial meetings and represents the union of women in education, philanthropy, etc. There are 2110 clubs under federal control representing 46 states

and 160,000 women. This use of organization to unite widely remote sections of the country, and to disseminate enlightened thought is specially characteristic of women's clubs, and it is interesting to note that it closely resembles the federal government and reproduces the most democratic principles of the federation of the United States of America. It is in this adoption of popular forms and ideas that their best possibilities of future usefulness lie.

*Women's clubs as an educational factor.*<sup>1</sup> Women's clubs are in their origin, practice, and purpose educational. Through these three ideas, the value of the individual mind, of organization, and of the responsibility of every individual for the welfare of every other, it has come about that, by the most conservative estimate, 160,000 women are enrolled in clubs.

A large number of the clubs are study clubs and seek the mental improvement of their members in literary, sociologic, and artistic lines. They are, therefore, educational, are, indeed, a part of that great current of universal education through which has resulted the condition portrayed by Pres. Hall: "Woman is no longer beautiful as an angel and silly as a goose." The courses of study pursued in many of these study clubs is as thorough and exhaustive as any university course, and in nearly all the clubs the outline of study is worthy of the respect of any educator. A close student of political economy is well quoted as saying: "I consider the women's clubs movement as one of the most logical developments of the new education which has yet been evolved."

For the home and the community the club is also an important indirect educational factor. At least 100,000 homes are being educated by club study. The tone of community life is also improved by these mature students, by the open sessions of the clubs, as well as by the lectures and by the university extension courses given through the clubs.

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<sup>1</sup>An address delivered before the National educational association 12 July, 1898, Washington, D. C. by Margaret J. Evans, principal of the woman's department, Carleton college, Minnesota, and president of Wisconsin federation, and chairman of educational committee of general federation. She was graduated from the classical course of Wisconsin university in 1868, and four years later took there the M. A. degree. In 1878 she spent one year in Berlin studying; five years later, an academic year at Oxford; and 1892-93 at Heidelberg.—*Woman's journal*, 30 July, 1898, p. 242.

It is through their sense of responsibility and of duty as the "daughter of the voice of God" that the clubs are bound together and secure that "Unity in diversity," which their motto enjoins. No form of activity has, however, aroused so much interest and enlisted so many members as that of public education in all its phases. Of the great mass of evidence on this subject only a few significant facts may be adduced.

Libraries have had much attention. The need is evidenced by the fact that few states have adequate library facilities; that even in New Hampshire 40 towns are without public libraries; that in nearly all states the libraries, except in large cities, are few and meager; that in many states not half the population, in others not a third, have anything to supply adequately mind hunger. However, club women have initiated libraries and induced the cities to assume them. In Georgia seven libraries have thus been given by the clubs.

Traveling libraries have been secured from the states. Ohio and Iowa are specially happy in their results there. Where state libraries can not yet be obtained the clubs are operating local traveling libraries. Nearly every club in Georgia now operates such libraries. Minnesota, Wisconsin, Michigan and New Jersey clubs have many such in circulation. Nearly every state is working for them. School libraries have also been encouraged and aided in many ways. The Colorado clubs have secured many new school libraries. The Chicago clubs have aided nearly every school library in the city. Other Illinois clubs have contributed largely to libraries, one club contributing \$1200. The Georgia clubs circulate books in remote country districts. The Minnesota federation issues a list of children's books. In nearly every one of the 30 state federations, as in Iowa, where 45 clubs have aided libraries, the good work is going on. [Report of U. S. commissioner of education, 1897-8, p. 669-70]

The department of labor at Washington, D. C. has instituted systematic inquiries regarding the relation of women's clubs to education and social economics. To the first question: "Is the study of sociology, political economy or philanthropy pursued by your

club?" 431 clubs replied in the affirmative. 425 reported that practical work was carried on in one or more of these branches. Mrs Henrotin, of Chicago, a leader in club organization among women says: "Education and the betterment and extension of the public school systems throughout the country receive earnest attention from nearly all clubs that belong to the general and state federation." ["Women's clubs" in *Buffalo express*, 23 July, 1899]

**Civic club of Philadelphia.** Among the many good government clubs in America the Civic club of Philadelphia is specially noteworthy. It was organized in 1894 and is composed of 400 influential women. Its activities are comprised in four departments: 1) Municipal government; 2) education; 3) social science; 4) art. The club has occasional meetings for the promotion of these objects, to all of which they have given a decided impetus. It is not a political organization, but aims to cooperate with existing organizations for the improvement of Philadelphia. The constitution thus briefly describes the object of the club: "To promote better education and active cooperation and higher public spirit and a better social order." The secretary thus defines the educational spirit of the Civic club: "We women believe that serious permanent results can only be maintained through *education*. And acting upon this belief, we intend to devote ourselves to the collecting of such facts as bear upon the development of disinterested citizenship; to the teaching of such thoughts as are likely to raise the moral and intellectual standards of our community; and to the urging upon all educators, whether public or private, the uncompromising introduction of such teaching in every school."

**Society for political education.** This is an organization in New York city for promoting the study of political science and kindred subjects throughout the country. Its work is distinctly educational and is promoted by the voluntary association of kindred spirits, who subscribe money for publishing short, readable pamphlets on subjects of current interest, political, social, and educational. Subjects are suggested from year to year for individual study and quiet reading at home. For example, one year municipal government was

the central theme and a great variety of topics bearing on this general theme was suggested. Meetings of the society at which public questions are discussed are held from time to time. The influence of the society and of its leading members, George Iles and R. R. Bowker, has been far reaching in promoting profitable reading on economic, social, and political subjects.

**American institute of civics.** This organization was founded in 1885 and incorporated two years later under the laws of congress. The president and leading spirit is Henry Randall Waite, Ph. D. This institute, which has many local branches, early organized a staff of officers and lecturers throughout the country, and has given a decided impulse to the study of "civics" and to the current use of that name in American public schools. The institute has published a suggestive monthly called the *American magazine of civics*, besides interesting local societies everywhere in the promotion of good government by the aid of lyceums, lectures, clubs, young people's associations, observance of patriotic anniversaries and the promotion of good legislation, state and local.

**Study clubs.**<sup>1</sup> These are an evolution of the old fashioned reading circle and differ from it only in having higher organization, a more studious character and more continuity in work and method, just as in these respects the university extension system excels the earlier lyceum system (the course of single or unrelated lectures). Indeed, the better connected class instruction which characterizes university extension and the earlier Chautauqua literary and scientific circles has done much towards the evolution of the study club. The traveling library also, containing usually 50 or 100 books of a

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<sup>1</sup>The best reports on this subject have been written by Miss Avery, of the state library, Albany. In the official report on "Study clubs" for 1898, besides the general and local reports of progress, there appears an interesting paper read before the American library association at Lakewood-on-Chautauqua, on the "Special needs of study clubs" by Mrs Hannah Amelia Davidson, who knows her subject well from practical observation in various states. Among other striking remarks is the following: "In my experience, the time which the Chautauqua course is supposed to require, 40 minutes a day for about 200 days in the year, is one half more than the most faithful club women actually give. The more earnest members of clubs give in work and in meetings an amount of time about equal in value to a course of 30 hours in the college; that is, the year's work, in time given, is worth about the same as a course of two hours a week for a term of 15 weeks."

definite class, e. g. Italian art or English literature, American or French history, has served to direct social attention towards a particular line of study.

The University of the State of New York has been specially helpful in the development of study clubs and publishes an annual bulletin illustrating their wonderful progress throughout the whole country. In New York alone in 1896 there were 122 study clubs registered on the University lists, an increase of nearly 100 per cent on the registration of the previous year. In 1899 the number exceeded 300. The advantages of registration in New York are that the study club, like the school district library when transformed into a local public library, begins to enjoy fostering care from the state; and that the club receives educational guidance in the form of printed outlines of study on definite subjects with useful references to well chosen authorities, and may receive traveling libraries of books exactly suited to the needs of the study club, lent to it from Albany for a modest fee; and also a collection of traveling pictures, from Albany, serving to illustrate the life, art and architecture of some chosen period of history. "With the aid of books and pictures, the study club becomes in the widest sense the school of the people. . . Under proper guidance study clubs can be made one of the greatest centers of thought and literary life in every community." [Extension bulletin, no. 21, Nov. 1897]

New England, Michigan, the west and the south are honeycombed with similar educational and social organizations. The best sources of information, often in the very words of the local secretary, are to be found in the Extension bulletins of the University of the State of New York on "Study clubs". Out of many available examples only two or three types can be exhibited here. The "University extension study club", of Ogdensburg (N. Y.) impressed the writer as a good model. For at least three years this American society continued the historical and literary study of our mother country. The club's course gradually widened from historic England to the British isles till it embraced the entire British empire, including the history and politics of England's dependencies. American historical clubs could not have a more profitable or con-



genial course, full of local, human interest, always touching wide horizons on land and sea. In the words of the club's secretary, Harriet Frank:

The literary work for the season of 1895-96 consisted of 18 papers on England, one on the Isle of Man, two on Wales, three on Scotland and four on Ireland. Special papers were written on English architecture, the art galleries of London, and the literary and artistic associations of old Chelsea. These papers generally occupy an hour, and are the results of many months' careful study on the part of the compiler. To add to the interest of the subjects, maps and pictures are shown and charming personal reminiscences and sketches are informally furnished. A diversion from the literary work was a delightful club tea given by one of its members and the season was pleasantly terminated by an excursion up the St Lawrence river.

The shining example of this active educational club at the St Lawrence river terminus of the Rome, Watertown and Ogdensburg railroad led to the formation of the so called Alpha branch of the mother university extension club. A score of young ladies met twice a month from 7 to 9 in the evening from September to June for the study of English history. The first half hour they devoted to current topics, a growing practice in American schools, colleges, and young peoples' societies. Reports were called for on questions assigned to individuals at the previous meeting. Everybody present was asked what she had read or what special preparation she had made on the subject matter of the current meeting.

"From 7.50 to 8.45 is devoted to the paper and any readings, recitations or papers which the writer of the paper for the evening may have assigned. By this method one person is made the leader of the main work of the evening, though each evening's work is carefully laid out in the annual program. From 8.45 to 9 questions are given out by the leader of the next meeting."

Thus by the simple transfer and educational application of an American idea, that of class leader, still familiar in religious circles, American towns and villages are being filled with study clubs which, on account of their moral earnestness and real educational worth, deserve to be characterized as *social seminaries*. Anybody who knows what "a seminar" is will understand what the writer means by

the above characterization, the highest praise he is able to bestow on American study clubs and on the Chautauqua literary and scientific circles, which he early learned to know and respect. Indeed, it was in one of those early social seminaries, called "The odds and ends", in Northampton, Massachusetts, where, after graduating from Amherst college, he first undertook an original historical research, and it was from a little parish C. L. S. C. in East Amherst, Mass. after returning from a three years further course at German universities, that he first acquired an abiding interest in the cause of American popular education.

In extension bulletin 21, Nov. 1897, on "Study clubs" Melvil Dewey significantly said:

Experience and a study of the records of the study club division strongly confirm the opinion previously expressed that this division is destined to reach a much larger constituency and be productive of more practical good than the entire extension lecture course system, which many thought to be the whole extension department because of the prominence given to the lectures in newspaper discussion of the new movement. A successful extension course with a competent lecturer involves a considerable outlay of money, but with the traveling library and other helps afforded by the study club division a very small number of earnest students can at a trifling cost carry on a most successful course of study. The 77 subjects in which we now give academic examinations are all open to students who make their preparation in these clubs, and I am confident that the time is near when it will be found wise and practicable to offer examinations and credentials in a number of other subjects oftenest chosen for the work of these study clubs which are springing up all over the state. The results of the first three years' work in this field have been as encouraging as in any work undertaken by the University since I have had the honor to be its executive officer.

**Relation of clubs to libraries.** Every well developed community has generally a variety of voluntary associations for educational and social objects. These societies or clubs are often associated in a cooperative way with a small public library lending itself for a social rendezvous. If possible, churches, villages or town libraries should be so constructed as to accommodate these little social groups, which usually represent the most intellectual and progressive spirits in the community. They are in many cases the gradu-

ates of schools (public or private) and in few instances of neighboring colleges or seminaries.

A premium should be placed on the continued cultivation of the educational talent of a village republic or of a social commune. The church owes it to its own constituency to keep social and religious life on a high intellectual and musical level. When the church fails, those who are not of its flock must provide meeting places for the club, or the society must meet from time to time in private houses. Better, however, is the village casino or social library in a rented house. Books become friendly in a friendly environment, such as a club or class room, with portraits of well known characters looking on the assembled company. Among the model libraries of this clublike character, where from time to time women's clubs, children's clubs, social clubs, study clubs, reading circles, etc. assemble, are the public libraries of Buffalo and Rochester (N. Y.) and the Scoville institute at Oak Park near Chicago.

**Educational clubs, Y. M. C. A.** Walter M. Wood, educational director Central Y. M. C. A. Chicago, has caught the study club or seminary idea and applied it in limited, practicable ways to the needs of young men. The international committee of the Y. M. C. A. has published his little brochure of 24 pages, *Short term educational clubs and practical talks*. He recommends on the basis of actual experience: 1) small clubs, from three to 10 men; 2) short terms, from three to 10 meetings held regularly once a week; 3) a definite schedule of proposed work; 4) competent personal leadership; 5) a suitable small room, well lighted and ventilated, fitted with table and chairs; 6) use of available literature in this room for the specific objects of club study; 7) occasional employment of experts for informal lectures or practical talks; 8) presentation of brief papers by members; 9) debates; 10) trips of investigation; 11) written record of actual proceedings, to be filed in the Y. M. C. A. library.

These recommendations represent a combination of some of the best features of academic "seminars" and popular "study clubs." "From an association standpoint these clubs would be valuable as

miniature training schools for leaders." The recent educational exhibit at Grand Rapids (Mich.) showed that such good work is now in progress in Chicago, Brooklyn, Philadelphia, Springfield (Mass.), Youngstown and Dayton (Ohio) and Halifax (N. S.)

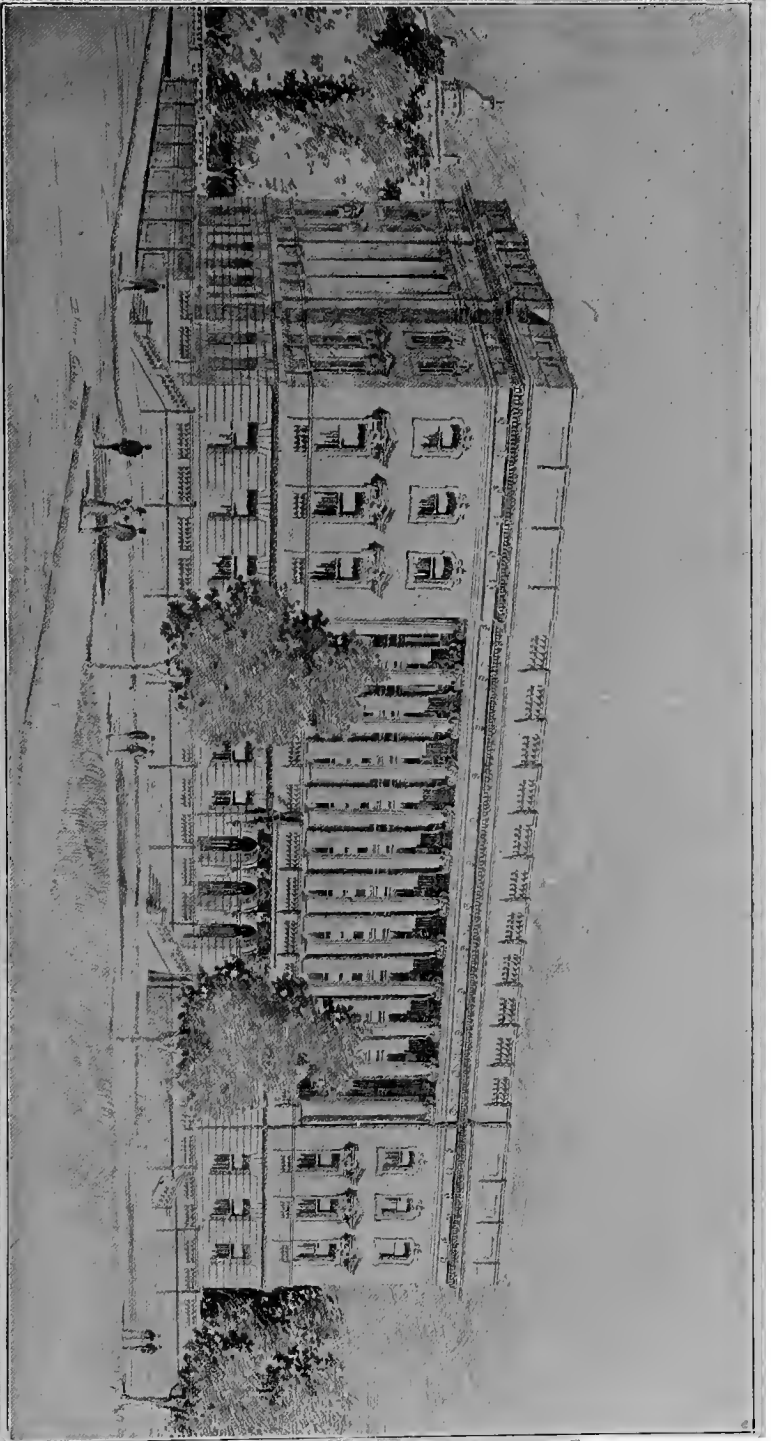
**General Y. M. C. A. work.** In recent years the educational department of the Y. M. C. A. has become more and more encouraging and wide-reaching in its activities. In a single year over 25,000 young men have been following regularly organized evening classes in select, standard courses. The annual report for 1899, the prospectus for 1899-1900, and the report of the fourth international educational exhibit, all by George B. Hodge, secretary of the Y. M. C. A. international committee, 3 West 29th st., New York, illustrate descriptively, graphically and statistically the development of educational work by the association since that department was organized. The following tabular review from 1893 to 1899 explains itself:

#### DEVELOPMENT OF EDUCATIONAL WORK

##### YOUNG MEN'S CHRISTIAN ASSOCIATIONS, NORTH AMERICA

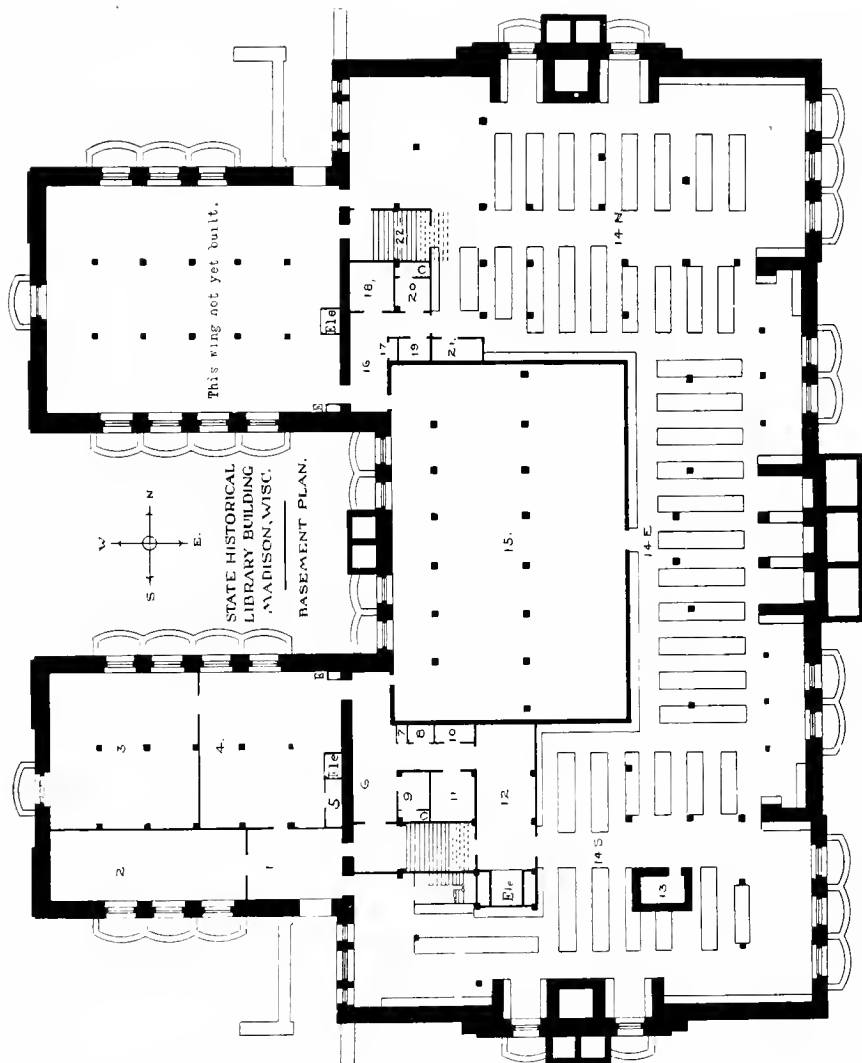
The following table, showing the development of association educational work from the time the department was organized, in 1893, to the present time, is taken from the annual report of the educational department, 1899:

	'93	'94	'95	'96	'97	'98	'99
Associations reporting educational work.....	316	304	349	355	374	350	324
Different students.....	18 000	20 2	22 500	25 000	25 200	25 130	24 080
Educational directors.....	1	5		6	7	9	14
Average number of recitation hours per subject per season.....	25	30	35	39	41	44	45
Per cent of attendance.....	70	72	73	75	78	80	81
Extra tuition fees, above membership dues.....	\$2 000	\$3 000	\$6 000	\$12 000	\$18 000	\$24 000	\$30 000
Total receipts in membership and tuition fees from students (est. from reports).....	90 000	105 000	123 000	131 000	140 000	145 000	146 000
Total expenses reported for teachers, supervision and advertising.....	35 000	40 000	51 000	63 000	72 000	77 000	79 500
Associations participating in international examinations.....				25	84	102	100
Subjects in international examinations.....				21	10	15	18
Sets of questions ordered.....				200	3 400	3 060	3 285
Associations winning certificates.....				5	61	81	85
Number of papers, 75 or above, returned.....				25	711	916	1 144
Number of certificates granted.....				11	566	750	972
Number of colleges recognizing certificates.....				2	15	60	106



State Historical Society of Wisconsin, Madison Built of buff Bedford (Ind.) limestone, in modernized Ionic style. Cost. fully equipped, about \$875,000.

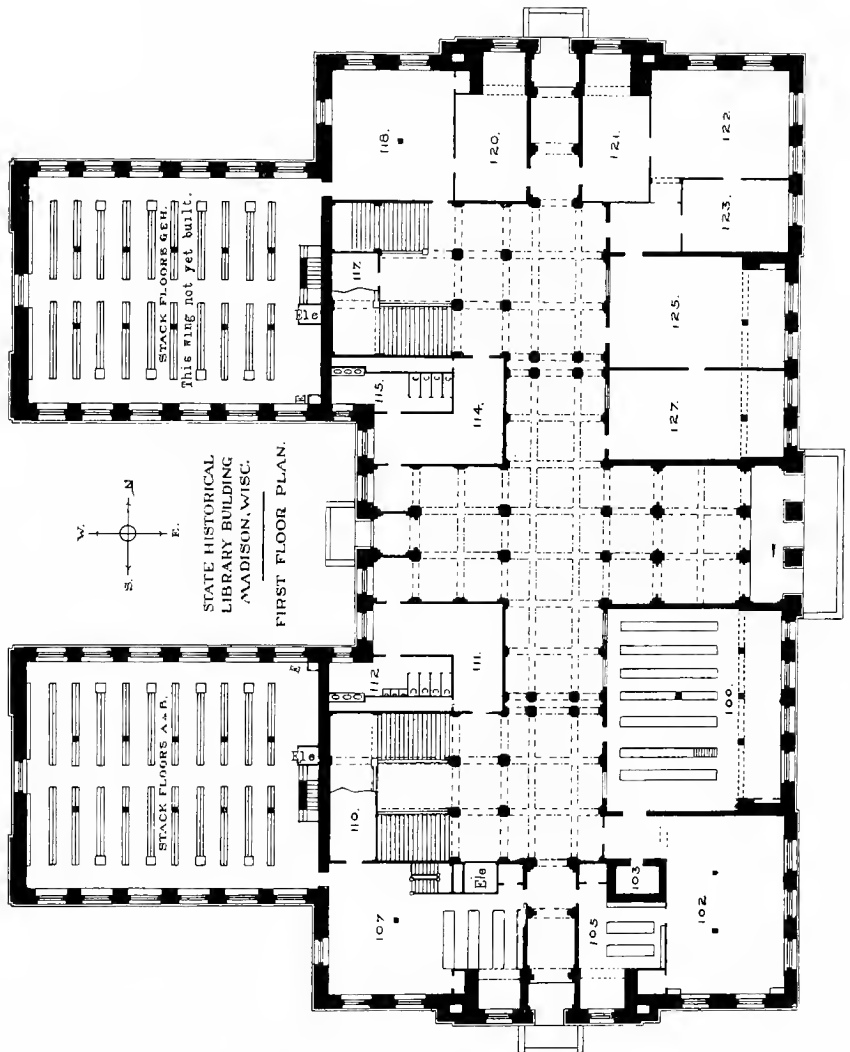




Room	Description	Dimensions	Room	Description	Dimensions
1	Vestibule	15 x 20	13	Vault	6 x 10
2	Bicycle room	15 x 41	14	Newspaper files	50 x 76
3	Stock and storage room	31 x 33	15	Heating apparatus	9 x 20
4	Stock and packing room	30 x 33	16	Hall	3 x 4
5	Elevator machinery	4 x 11	17	Closet	9 x 11
6	Hall	9 x 22	18	Closet	4 x 5
7	Closet	3 x 4	19	Closet	7 x 12
8	Closet	4 x 5	20	Toilet	4 x 12
9	Toilet	7 x 10	21	Closet	9 x 10
10	Closet	4 x 9	22	Closet	
11	Boiler room	10 x 11	Ele	Elevator	
12	Elevator machinery	11 x 32	E	Book lift	



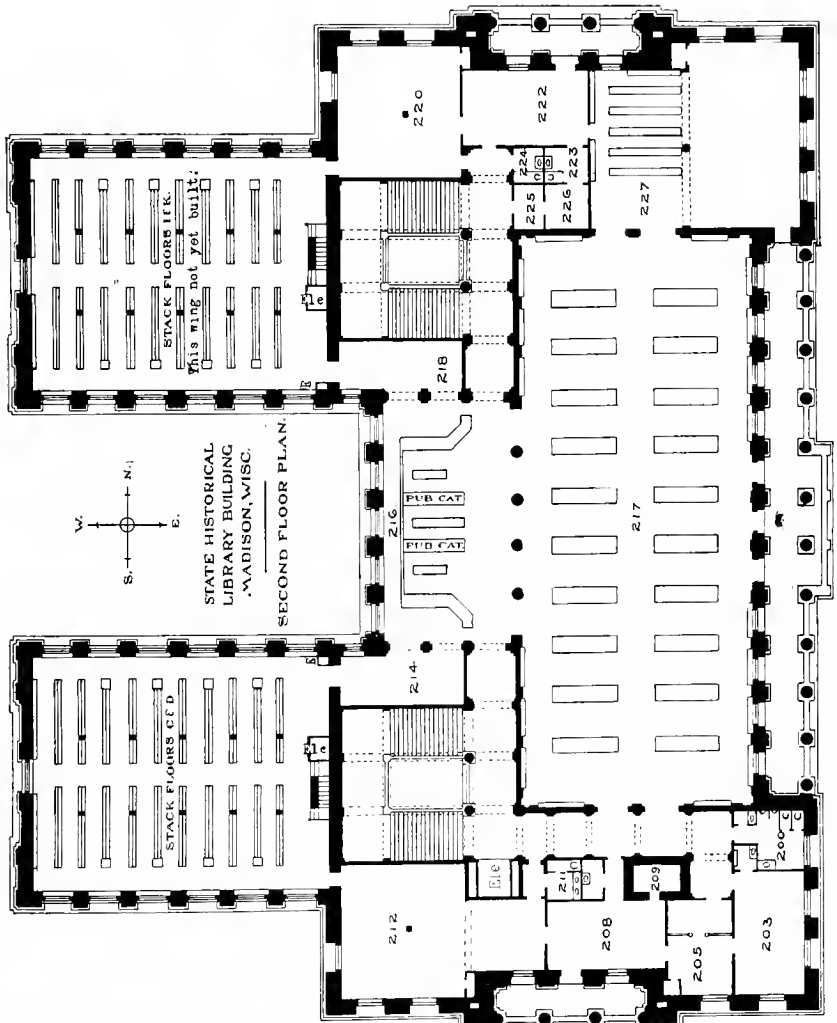




Room	Description	Dimensions
100	Patents and public documents	37 x 45
102	Atlases, maps, and manuscripts	26 x 39
103	Vault	6 x 10
105	Current newspapers	18 x 24
107	Newspaper consultation room	28 x 45
110	Newspaper files	10 x 32
111	Men's cloak room	10 x 40
112	Toilet	9 x 28
114	Women's cloak room	10 x 40
115	Toilet	9 x 28

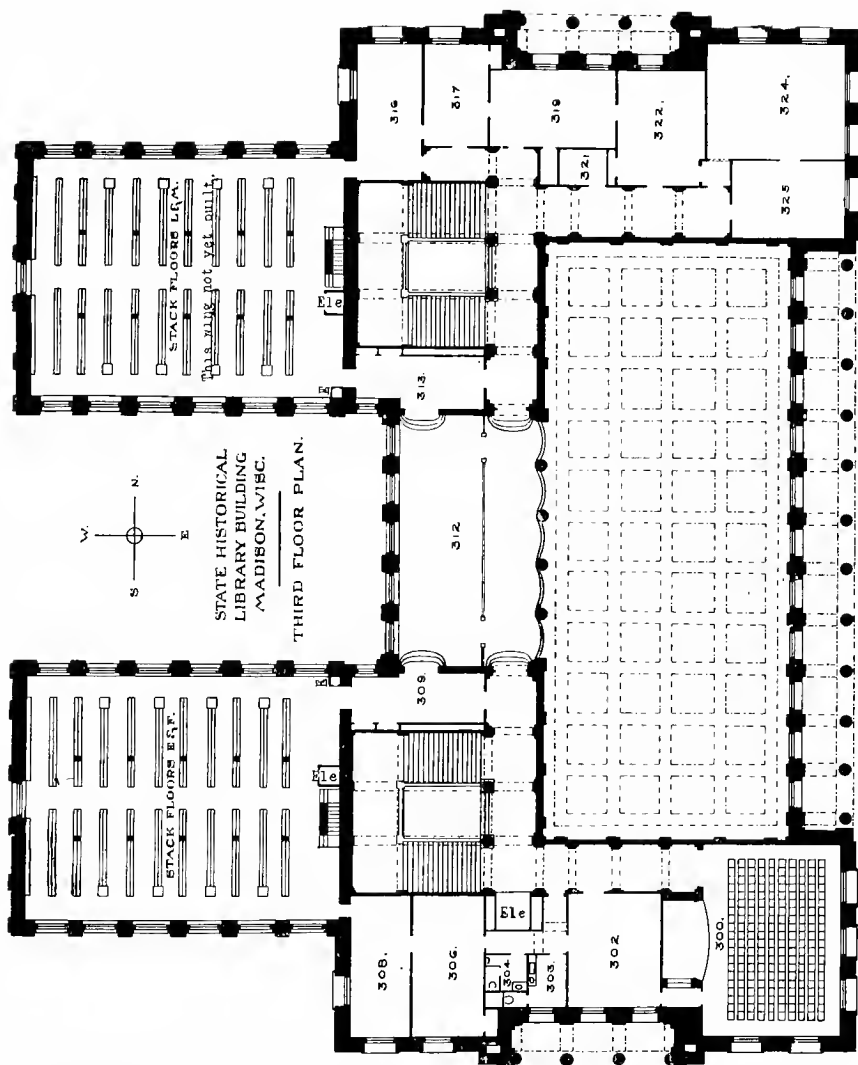
Room	Description	Dimensions
117	Janitor's store room	10 x 22
118	Seminary	28 x 29
120	Seminary	17 x 23
121	Seminary	15 x 23
122	Seminary	23 x 29
123	Seminary	16 x 24
125	Seminary	24 x 38
127	Seminary	21 x 38
Ele	Elevator	
E	Book lift	





Room	Description	Dimensions	Room	Description	Dimensions
200	Toilet	8 x 11	218	Delivery room	10 x 27
203	Secretary's office	15 x 26	220	U. W. catalogue room	27 x 29
205	Clerical office	14 x 20	222	U. W. librarian's office	17 x 28
208	Librarian's office	15 x 26	223	Toilet	6 x 9
209	Vault	6 x 10	224	Toilet	5 x 5
210	Closet	5 x 9	224	Janitor's store room	6 x 9
211	Toilet	7 x 9	225	Store room	9 x 9
212	Official catalogue room	29 x 44	227	Periodical room	39 x 45
214	Delivery room	10 x 27	Ele	Elevator	
216	Delivery room	28 x 50	E	Book lift	
217	General reading room	48 x 118			





Room Description

300	Lecture hall
302	Study
303	Toilet
304	Toilet
306	Clerical office
308	Secretary's study
309	Study
311	Visitor's balcony
312	Art and genealogy
313	Study

Dimensions

30 x 39
18 x 24
7 x 11
7 x 8
13 x 29
14 x 29
10 x 28
10 x 50
18 x 50
10 x 28

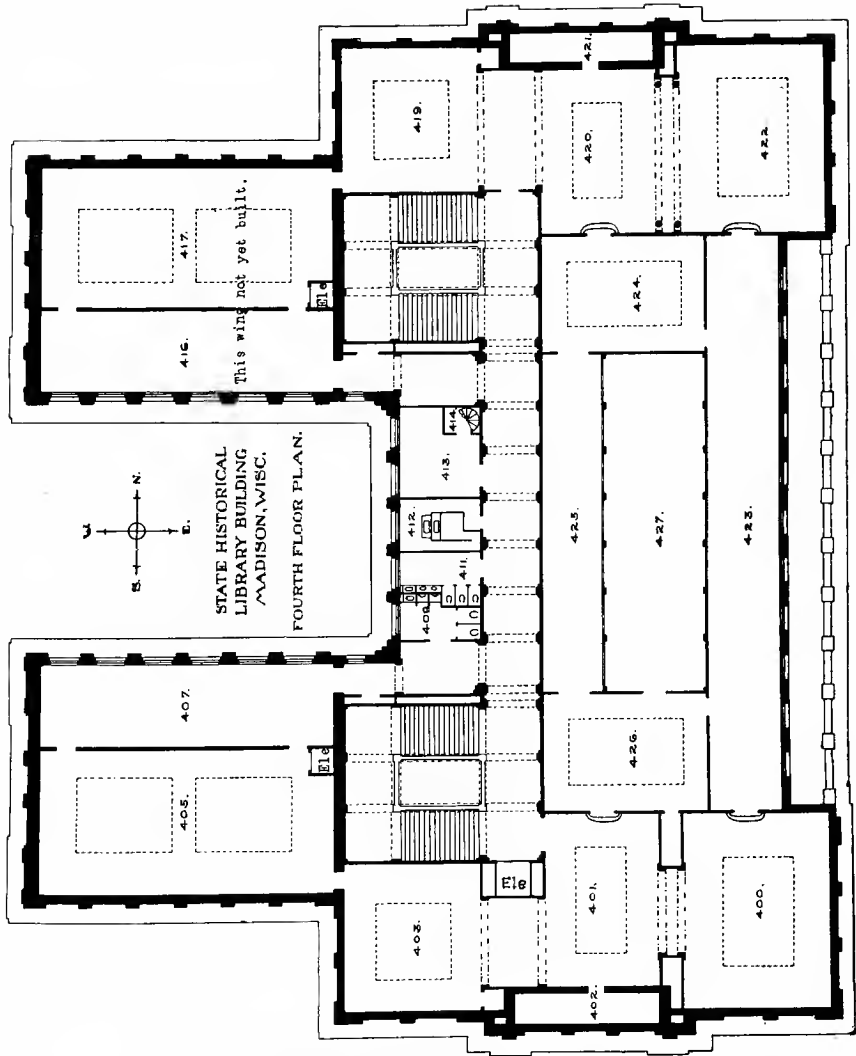
Room Description

316	Seminary
317	Seminary
319	Seminary
321	Janitor's store room
322	Seminary
324	Seminary
325	Seminary
Elev	Elevator
E	Book lift

Dimensions

16 x 29
13 x 23
17 x 24
6 x 8
17 x 23
22 x 29
16 x 24





MUSEUM AND PORTRAIT GALLERY

Room	Description
402	Store room
409	Toilet
411	Toilet
412	Dark room

Dimensions
6 x 32
6 x 17
9 x 18
6 x 8

Room	Description
413	Store room
421	Store room
Ele	Elevator

Dimensions
18 x 20
6 x 32





*Chapter 13*WISCONSIN<sup>1</sup> STATE HISTORICAL SOCIETY

Wisconsin from the time of its first legislature, 1849, has possessed a state historical society, supported largely at state expense. But the society owes its progress and development in no small degree to good leadership. The man who by personal energy and power of initiative gave real life to the society was Dr Lyman C. Draper, the famous collector of Americana and the historian of the battle of King's mountain. As early as 1854 he was chosen secretary and for 33 years he labored at building up the society's library and museum collections and in directing its policy, which was that of institutional association with the state.

Preserving the society's books and relics first in his own house, and afterwards for over 10 years in the basement of a baptist church, Dr Draper and his efficient librarian, Daniel S. Durrie, succeeded in 1866, having already secured legislative aid, in transferring the growing library, portrait gallery and museum to the state capitol, in which they have been housed to the present year, 1899, and from which a transfer to a new and special building, erected at state expense, is expected soon to be made.

The contents of this new state building and what it represents for American history and education are objects of special interest to the writer of this report, for he has nowhere else seen or heard of such a remarkable library combination for the public good. In the first place here are the extensive, original and invaluable collections of the late Dr Draper<sup>2</sup> (1815-1891), 400 folios of historical manuscripts, illustrating the frontier history of the south and west. Here is the growing society library of Americana and other historical book collections, twice already found too large for the limited accommodations of the state capitol. Mr Thwaites

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<sup>1</sup> Reuben Gold Thwaites, the present secretary and superintendent of the state historical society of Wisconsin, has lately (1898) told the story of its origin and growth and given a graphic description of its new home.

<sup>2</sup> For memoir of Dr Draper by his successor Mr R. G. Thwaites see the *Wisconsin historical collections*, 12:1-22. The first 10 volumes of this valuable series, which Dr Draper edited testify also to his pioneer labors.

says the library now numbers 200,000 titles, with an average annual increase of 6500. Here too are the principal daily and weekly newspapers of the state. 250 volumes of them are annually bound. Of newspapers published outside of Wisconsin there are 8000 bound volumes, now well catalogued.

These figures immediately raise the question as to the accommodations afforded by the new building. Its normal capacity will be 550,000 volumes. There are six stories of stack, providing altogether for 480,000 volumes. There is enormous space for cold storage in the basement, but the contemporary history of Wisconsin and of every township in it is to be found in those newspapers, which even judges, lawyers, members of the legislature, local editors and local historians frequently have occasion to consult.

The state of Wisconsin has transferred to the Historical society the keeping of all miscellaneous books, and has retained for itself in the state capitol merely a state law library. The Historical society is simply the trustee of the state and holds state historical and literary property in trust. The society keeps historical and kindred interests entirely out of politics, while the governor, secretary of state and state treasurer look after the interests of the commonwealth. "The fact", says Mr Thwaites, "that these officers have the power to report upon the society's operations, and the further fact that the legislature can at any time investigate its affairs, would of itself tend to make the management scrupulously careful, although the society needs no incentive of this sort to do its duty by the people of the state".

The relation of the Wisconsin historical society to the state university is also remarkable. In the new building the university library finds a distinct place, with a special librarian's office and separate catalogue department. University students under proper regulations have access to the collections of the Wisconsin historical society. The new building is provided with a great number of rooms adapted for historical seminars or special classes of advanced students. Indeed for many years it has been the manifest policy of the state historical society to encourage, in every possible

way, the historical training of young men who are in position to accomplish much for Wisconsin. The university is now the next-door neighbor to the historical society, but even when the institutions were a mile apart the students formed 90% of the readers in the historical rooms at the capitol.

Mr Thwaites says: To be as useful as possible is the aim of the library. The students and professors are, in fact, encouraged to use our library as freely as they would that of the university itself. The university has a well selected and competently managed library of some 40,000 volumes, specially strong in science, classics, modern languages, and belles lettres, and duplication of books already in the state historical library is avoided as far as possible; advanced students in history, economics, and kindred subjects rely chiefly upon the latter as their special laboratory.

The land on which the new library is built was given for that very purpose by the regents of the university. An enlightened public policy thus guides the councils of the university as well as the historical society, and the state itself, of which both institutions are organic members. By tax levies which will amount to \$420,000, the Wisconsin legislature has generously provided for this new library building in which institutional and historical interests find their common ground. What a noble thing it is for a people thus wisely to provide for their own history and the higher education of their sons and daughters! At the dawn of the 20th century it is idle to carp and theorize about state functions in these matters. State universities and state historical societies are now accomplished facts in the west and south.

In concluding this brief sketch of an institution which combines in an extraordinary degree the functions of an historically specialized state library with the educational work of the state university, the public schools, and of daily and weekly newspapers, the writer would call attention to the fact that the University art gallery is to be housed on the fourth floor of the new library building, where are also to be situated the historical portrait gallery of the society and its ethnographic and other museum collections. Mr Thwaites is safe in asserting that "the combination will be worthy of the state and of great practical value as a factor in popular education".

It is impossible in this connection to describe the admirable plan of this model institutional library. Diagrams and a view of the exterior are shown herewith. It is noteworthy that the building is provided with what every public library should have, a lecture hall. This will seat 250 persons and will be used not only for the meetings of the historical society, but also for those of the Academy of sciences, the Wisconsin press association and any other state organization which will naturally rally here. Art exhibitions may also be held here.

The Wisconsin legislature has provided for the incorporation of local historical societies which shall be auxiliary to the parent society. Mr Thwaites says, "These local organizations will each be entitled to one representative at the annual meetings of the state society, and may make reports to the latter to be published in its proceedings. It is possible that an outgrowth of this union may be occasional historical conventions, held at representative points, at which papers may be presented and other appropriate exercises held. As a general result, the prospect is encouraging within our state for a considerable growth of popular interest in historical study, which will find its best fruits in the public schools, with whose teachers the society is desirous of keeping in close touch". Here is a line of public educational policy which every state library and state historical society in the Union should follow. It is at once extension and intension.

Hon. Theodore Roosevelt, governor of New York, said not long ago to the secretary of the Wisconsin historical society: "I can conscientiously say that I don't think that in the entire country there is a single historical society which has done better work for American history than yours, and but one or two can rank with it at all. Every American scholar, and in particular every American historian, is under a debt to your society, and a debt to the state of Wisconsin, for having kept it up." The *Atlantic monthly* in an editorial February, 1898, entitled "A brief survey of recent historical work", took occasion to mention state historical societies and said: "The Massachusetts society, the oldest of all, and long the most active, is finding its premiership challenged by the compara-

tively youthful Wisconsin society, whose library is a workshop for the scholars of the northwest".

### Chapter 14

#### PUBLIC LIBRARIES AND PUBLIC SCHOOLS

**Worcester, Mass.**<sup>1</sup> In 1879 systematic efforts were made to bring about a close connection between the public library and the grammar schools of Worcester. The object was twofold: namely, to afford aid to teachers and scholars in making studies more interesting and profitable, and to raise the standard of the reading of children. For several years previous to 1879 there had been intimate relations between the library and the high school, the normal school, and collegiate institutions. Certain obstacles have been encountered in doing school work, but they have been overcome, and this work has grown into large proportions. Today, during the colder months of the year, 2000 volumes belonging to the library are in use in schoolrooms or homes under the supervision of teachers every day that schools are open. There is, of course, a large use of books by children additional to the school use. The general use is looked after at the library with care. There seems to be but one opinion among the teachers of Worcester regarding the usefulness of the work. Work of this kind is facilitated and rendered large when, as in Worcester, it is encouraged by the school superintendent.

Besides the work done with books sent to schoolhouses, there is a very large use by children for school purposes of books within the library building. Pupils are there taught how to use books in getting information and, in large numbers, make little investigations there every day. At first books were taken by scholars to and from schoolhouses in lined baskets provided by the school department. Now the superintendent sends a wagon to every school building once in two weeks to bring away books that are to be returned and to carry books which are wanted.

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<sup>1</sup> By Samuel Swett Green, librarian Worcester public library, in report of U. S. commissioner of education, 1897-98, p. 673-74. See also *Library journal*, Ap. 1897. An elaborate report on the relations of public libraries to public schools was considered in July, 1899, at the Los Angeles meeting of the N. E. A.

*Pictures.* A large use is made in doing school work of exhibitions of pictures in the library building. The walls of a lecture hall are covered at one time with photographs, etchings, etc. illustrative of the civil war, the time selected being that at which the pupils have just finished studying about the later portions of American history. The scenes in which Shakspeare moved, facsimiles of the earliest editions of his works, and views of London and its famous places in the time of Addison are shown at times when interest is alive in the works of these authors. As I am writing, a notable exhibition is going on. Catlin's representations of customs among North American Indians, Moran's scenes in the Yellowstone park, a set of plates in use in German schools to illustrate pictures in natural scenery, and Trouvelot's representation of heavenly objects as seen through the telescope, have been placed on the walls of a large room, and scholars (accompanied by teachers) from the different school buildings come successive days after school, that is to say about 4.30 p. m. to see them. Such scholars come as wish to; none are obliged to come, but large numbers avail themselves daily of the privilege offered. The scholars gather in groups about the different sets of pictures, and the librarian and teachers talk with them about the scenes represented.

The free public library in Worcester was a pioneer in bringing about a close connection between a public library and schools. It was some time after it began its work before confidence was inspired in authorities in many other places to undertake similar work. After a few years, however, when success in doing this kind of work had become very evident and its usefulness clearly and indisputably demonstrated, attention was attracted everywhere, and all over the country, town and city libraries undertook work similar to that done in Worcester, and tried, each library in its own way, to make themselves useful to teachers and scholars and effect as much as possible by working through the teachers.

**St Louis public library.**<sup>1</sup> Until two years ago last June, this was a public library only in name. The handicap of a subscription

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<sup>1</sup> By Frederick M. Crunden, Librarian St Louis public library, in report of U. S. commissioner of education, 1897-98; p. 974-75.

fee was particularly heavy in the work that a public library should do in the schools. Before the fee was removed, however, we furnished to schools that wished them sets of books—50 copies of a single book, such as Franklin's *Autobiography*, or Scudder's *Fables and folk stories*. That more was not done was owing chiefly to the fee, but also to lack of active cooperation on the part of teachers.

Since the library was made free its use by children has increased enormously. While the total number of card holders has increased (in less than three years) from 5000 to 45,000 the enrolment of persons under 17 years has grown from about 1000 to 20,000. We send to any school that will take them a collection of 100 or 200 books, to be exchanged as often as desired. Most of the principals, however, do not care to take upon themselves the trouble and responsibility, and prefer to rely on the delivery stations. It is therefore our policy to locate delivery stations so that each will be convenient to several large schools. We have now 29 stations, through which 14,235 volumes were issued in February. The issue shows a marked increase from month to month. It now constitutes about one fourth of the total circulation, and of it about 60% consists of children's books.

During the last five months we have registered an average of more than 1500 names a month, which is about the average for the whole period since the library was opened free to the public. As readers have come in about as fast as we could possibly care for them, we have not found it necessary, or, indeed, had time to make special efforts in any one direction. We try, however, to serve the schools by giving every teacher who desires it a "teacher's card," on which six books can be drawn at once for school use, additional to the regular and the "extra" or "nonfiction" card to which every reader is entitled. This has been in operation for seven months, and 312 teachers availed themselves of the privilege.

Our teachers, like teachers all over the country, are realizing more and more the value, the necessity of books other than textbooks; and I hope to see the day when the initiative will come from the teacher, as it does now in a few cases—when the teacher will agree with the editor of the *Springfield republican*, that "the lik-

ing for a good book is of vastly more importance to youth than a knowledge of equation of payments or adverbial elements of the third form." When that truth, with all it implies, has been accepted by teachers, superintendents, and school directors, the value of our schools will be doubled through their cooperation with the public library.

Let me add, as a postscript, that we are supplying four Sunday schools: three congregational and one baptist. To three of them a stock of books—200 to one, and 100 to each of the others—was sent, to be changed from time to time; while the fourth makes a weekly requisition for books wanted, which are sent on Saturday. This school has asked for a stock of books to supply a branch library and reading room, which it purposes keeping open every evening in the week.

**Libraries and social settlements.**<sup>1</sup> The college settlements in New York city have fostered library extension in connection with the public schools. In fact, many small libraries have been introduced into the public schools. A great deal of time and attention is given to the selection of books for boys and girls. This provision of really good and readable authors is in itself educational and is too often neglected in our American Sundayschool libraries. Great pains are now taken in our best public libraries to help the choice of books by children, who very often know little about books and choose fanciful titles at random from printed catalogues. One boy who had been to a free circulating library said: "They wanted me to know the names of 10 books, and I did not know the name of one." Clearly, there is room for helpful suggestion in personal, individual ways, specially among our poorer classes. Such help the social settlements are now lending.

The public schools and Sunday schools are both cooperating with the higher intelligence which comes in part from our colleges for women. There is a manifest tendency on the part of American

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<sup>1</sup>The educational features of "social settlements" are discussed by Prof. C. R. Henderson in his useful little book on that subject. See also John Palmer Gavitt's *Bibliography of college, social, and university settlements*. Cambridge cooperative press, 1897.



public libraries to utilize both secular and religious schools as places of local deposit for temporary book loans.

### *Chapter 15*

## LIBRARY SCHOOLS

“ It is 18 years ”, said Herbert Putnam at Chautauqua, “ since the British association at its conference voted it desirable that its council ‘should consider how library assistants may best be aided in their training in the general principles of their profession’; and Prof. Macgregor doubted the profit of the investigation because librarians couldn’t be trained—they must be born. It is but 15 years since Mr Dewey’s plan for a library school aroused some astonished opposition in the American association. It is but 10 years since the first school was inaugurated, which is now the parent of a lusty family. Let us not judge the opposition to the proposal as discountenanced by the success of the project. It was, I believe, grounded on the just fear that such schools holding out a restricted specialized training in the technic of library work would induce disregard of that thorough general education which should be its fundament”.

American library schools have met this objection in advance by requiring at least two years of college culture before admission to technical training in the librarian’s art. As a matter of fact the majority of these professional students in the best schools are already college graduates. With such excellent collegiate culture to build on, at least some of our young American librarians might establish their real scholarship by an independent research involving the use of original sources.

**Training in research.** The state library at Albany is rich in Americana and valuable historical manuscripts, illustrating the life and public work of American statesmen, governors, economists, educators; many political and social movements; and American institutions of various kinds. Why not allow a few preparing librarians, with special historical or literary gifts, to enter some such larger field of investigation and make a real and permanent contribution to

human knowledge, in addition to the preparation of a special bibliography as evidence of some technical training. A bachelor of library science, if he or she win a position, will have many opportunities to contribute to the technic of the profession, but not many for original, scholarly investigation unless a beginning is made, the habit established, in the library school, which is now practically a school for college graduates. The degree of master or doctor of library science might perhaps be reserved for this superior kind of work and a premium thus be set on advanced study which, when duly recognized, will command increasing respect for the librarian's art and profession. Degrees for research are now won by Americans in England.

**Scholarly librarians.** Every trained librarian should be a specialist or master in some field of liberal knowledge in addition to technical training. He is better fitted to be a leader or a teacher in the community by being a respected authority in some department of a great public library. The names of American librarians who are recognized as specialists and experts are well known in and out of their profession. Among the immortals are the names of Justin Winsor and Dr William F. Poole, both ex-presidents of the American historical association.

The late Justin Winsor made his preparation for the rare combination of historical learning with the technical training of a librarian while yet a young man by investigating and writing the history of Duxbury, his native town. From that local beginning he passed on to farther experience at home and abroad and in the public library of Boston, where he wrote the *Memorial history* of that city, and in the library of Harvard university, where he edited, as only a scholarly librarian could edit, the *Narrative and critical history of America*.

**Suggested reading; bulletins.** In the library schools at Albany (N. Y.) Urbana (Ill.) and elsewhere, students are encouraged to prepare suggestive bulletins<sup>1</sup> commemorating historic and current

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<sup>1</sup> An article by Miss Leipziger, "Picture bulletins and their use in the Aguilar free library", appeared in the *Library journal*, June 1899

events, famous authors, artists and public men. Very beautiful and attractive are some of these designs. They serve to catch the eye of passing visitors and to interest children and citizens in good reading, whether history, biography, art, music, travel or world politics. For example, at Albany one may see bulletins suggesting a thoughtful study of the far eastern question, American colonial policy in the Pacific, and present tendencies to imperialism.

At Urbana (Ill.) portrait bulletins of George Washington, Raphael, Michael Angelo, Van Dyck, Rosa Bonheur and William M. Hunt have been prepared. Loan exhibitions or reproductions of the work of artists are displayed in the public library. In order to educate or instruct the public, good librarians skilfully avail themselves of present and past history, the times and the seasons, the passing away of great men like Bismarck and Gladstone. In the spring of the year bulletins are often prepared and posted in order to suggest the best literature on birds, animals and plant life. Outdoor and vacation reading are made library features for the summer season.

**Library school and public library.** The state library school of Illinois offered its cooperative services to the trustees of the public library at Urbana, which was short of help and funds. The offer was gladly accepted and each senior thus enjoyed five weeks of library experience before graduation. Each rivaled the other in promoting the use of the library by means of helpful bulletins calling attention to new books and fresh topics of public interest.

**Pioneers in modern methods.** William E. Foster, the efficient and cooperative head of the Providence public library, early made a specialty of mediating between the library and the public by means of posted bibliographies on subjects of current interest to citizens, students and school children. He printed valuable reference lists on a great variety of historical, political, economic, social and educational themes. Even the city newspapers were utilized to bring home to the people a consciousness of the wealth of good literature awaiting instant call in their own public library.

Justin Winsor in Boston and S. S. Green in Worcester (Mass.) still earlier set conspicuous examples in bibliographic and other use-

ful lines of publication, suggesting the best reading on a great variety of interesting subjects. The practice has now been taken up in every library school and by every well trained librarian. Like a minister of the gospel, a public librarian is forbidden to secrete good books (*biblia*), the very bibles of literature, art and science, and is called to proclaim the best he knows to the common people. He is a minister of the gospel (good news) of new books, the latest revelations or discoveries of truth or knowledge on themes of human interest.

**The librarian's life of service.** There is no better preparation for the high calling of a librarian, this noble life of ministerial service, public and individual, than the careful preparation of bibliographies on the most useful, popular subjects. The lists already prepared and to some extent published by students in our American library schools are among the best signs of professional progress; but there should also be prepared more select, discriminating bibliographies for specific public, educational and social purposes. Not *many* things, but the *best* should be recommended to readers. Scholars must know the whole range of authorities; but ordinarily seekers after truth want the latest and most readable presentations of it. In this direction George Iles and the publishing section of the American library association are rendering great service. [See chapter on "Bibliographies and popular education".]

**Women natural librarians.** In her interesting illustrated article on the "Albany library school", Mrs Corinne R. Stocker Horton calls special attention to the fact that a new field has been opened to women by the establishment of library schools. Librarianship is now a distinct profession and women seem qualified by instinct and higher education to excel in it. "It has been said that women are the natural teachers of the world; so they are the natural librarians. . . . The great bulk of library workers in this country today are women, and over 80% of the students in the four leading library schools of the country are of the same sex. . . . They are the best educated women in the country, and bring with them into this new profession enthusiasm, energy, and the high aspirations for which

collegebred women the world over are revered. Looked at from one point of view, library work is merely a larger and higher branch of teaching, for libraries are coming to be considered a part of the educational system of a state, and are handled as such”.

**Salaries.** So high is professional training now held in public estimation that certified graduates of a well known library school easily command a salary equal if not superior to that in the teaching profession in high schools and colleges. The salaries of librarians in the west range from \$600 to \$2500, sometimes as high as \$3500, and in a few exceptional cases \$5000. Heads of departments in large libraries receive about \$1200 a year. Local organizers of small public libraries are paid at the rate of \$75 a month. This is about the rate of a senior assistant in a fairly developed public library. From \$900 to \$1200 is no uncommon salary for a first assistant or expert cataloguer. A junior assistant often receives about \$50 a month. Vacations are everywhere allowed, from two weeks to one or two months, rarely three.

**Endowments needed.** “We labor under one disadvantage in Albany”, said Mr Dewey at the Chautauqua conference on library schools, July 5, 1898. “Our disadvantage is that we are not in a great teaching university. That is the hopeful thing about Miss Sharp’s work [at Urbana, Illinois] a library school in a great university on the same plane as other schools, and I hope we shall have more of them. The advantage that we have in Albany is that we have the first state library [public libraries] department created and maintained by the state. . . We have an appropriation to expend there in behalf of the libraries and an organization that is very helpful for students, but we lack the university atmosphere that is so important. . . Mr Carnegie has set an example in giving libraries, and somebody some day is going to give an adequate endowment for a library school. . . We must put librarianship on as high a plane as any other profession, for I doubt if any man here today will allow for a moment that librarianship stands second in usefulness and inspiration to any profession in all the world.”

**NEW YORK STATE LIBRARY SCHOOL**

A new idea dawned slowly on the public mind when Melvil Dewey transferred in 1889 to the New York state library at Albany the library school which he had started at Columbia university two years before. The idea is that a professional school is absolutely needed for the training of public librarians, as normal schools and teachers colleges are needed for the proper training of public school teachers. Town libraries are in themselves the highest of high schools and continue to educate the graduates of school and college. Not only the children, but the adult population of an educated community continue to patronize a good public library. It supplies them with continued courses, uncommon schools, education for life. How important, then, that its personal representation and living exponent should be an educated, accomplished and well trained guide. Shall we employ skilled physicians and surgeons for the body and neglect the training of specialists who minister to the mind and soul? As the children of Israel came unto Moses in the wilderness to inquire of God, so modern children come to their pastors, teachers and friendly librarians to learn what to read in God's own books of nature, science, art, history, literature, and biography. Divine revelation is still going on in human ways through processes of education, scientific research, and the discovery of truth in nature or history. Bunsen wrote of "God in history". Man's duty is to discover all forms of divine revelation.

Mr Dewey early conceived the idea that a librarian's calling is as sacred as a teacher's or a preacher's. He himself preferred the ministry of books to any other pastoral or missionary charge. He chose a home mission as Amherst college librarian instead of a foreign mission in Turkey. Of the conspicuous success he has made of his chosen work, which long ago branched out into the broader missionary field of American popular education<sup>1</sup>, there can be no question whatever.

A graduate of Amherst college in the class of 1874 and till 1876 its active librarian, Mr Dewey founded and till 1883 carried on the

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<sup>1</sup> For farther illustration of this idea, see J. N. Larned's suggestive article on "The mission and the missionaries of the book," printed by the University of the State of New York and by the Free library commission of Wisconsin.

useful and far reaching work of the Library Bureau in Boston. It has now flourishing branches in New York, Chicago, Philadelphia, Washington, as well as in London and Paris, and has contributed largely to build up the library economy of the whole country.

In 1883, Mr Dewey became chief librarian of Columbia university, where for six years he enjoyed a superb opportunity to put into practice his favorite theories and valuable personal experience as a college librarian. The reorganization of the Columbia library and his still enduring, evenly developing library system are the best historic witnesses of this phase of Mr Dewey's career. Another living reminder of it is the now famous library school, founded by him at Columbia university, and transferred to Albany when he became director of the New York state library and secretary of the University of the State of New York.

The library school at Albany quickly attained the dignity of a specialized professional course leading up to a degree of B.L.S. (bachelor of library science), given only to those who pass through the entire course with honors, a distinction not shared by all college degrees in America. The requirements for admission to the New York library school are a completed high school course, or its equivalent, and, added to this, at least two years of creditable collegiate work in liberal studies. As a matter of fact, a large number of students enrolled in the New York state library school are graduates of such institutions as Harvard, Yale, Cornell, Smith, Vassar, Wellesley, so that the two years technical course pursued at Albany is virtually for many a graduate as well as a professional course leading to a specialized degree, conferred by the regents after various searching examinations and the acceptance of a dissertation which is a real contribution to library knowledge. Students who fail to reach a high standard of excellence in their junior year are not allowed even to enter the senior class, an educational policy that would bankrupt some collegiate institutions.

**Faculty.** The director of the New York state library school is the director of the state library, Melvil Dewey. He lectures on library economy and the qualifications of a librarian. A recently printed syllabus shows that Mr Dewey discusses the librarian first

as a man, then as a scholar, bibliographer, and library economist. The last named must have a knowledge of library systems, library experience and of a multitude of practical details.

The vice-director is Mrs Salome Cutler Fairchild, who conducts throughout the course a seminary or training class one hour a week for the proper selection of books. She also lectures on the art of cataloguing, loan department work and other practical matters connected with library administration. She has devoted very special attention to children's departments and to the distribution of good literature for the blind.

Miss Florence Woodworth, the director's assistant, has also a thorough understanding of the administrative features of the library school and withal a keen appreciation of the educational interests involved in the creation and improvement of public libraries throughout the country and of the importance of trained librarianship. To her efficient cooperation is largely due the collection of materials for the substance and illustration of the present monograph, which would have been much more complete if the ample materials provided by her could have been properly utilized.

Walter Stanley Biscoe, like Mr Dewey, a graduate of Amherst college, is an expert in bibliography, classification, the history of libraries and of printing. His lectures on these subjects afford some of the most scholarly and useful instruction in the library course at Albany.

William Reed Eastman, a graduate of Yale, makes a specialty of library buildings, library extension, or the founding and proper government of libraries. He is the inspector of libraries in the state of New York, and is thoroughly acquainted with the interesting transition in library development from private corporations to public institutions. Whatever library legislation, library architecture and graphic statistics have for the instruction of intending librarians, that Mr Eastman is able to teach and exhibit. Mr Eastman is well acquainted with the various library plans of construction and has arranged to supplement this report with graphic illustrations showing some of the best adaptations of American public and college libraries to educational work.





University of Illinois Library, Champaign





University of Illinois library: delivery and reading rooms



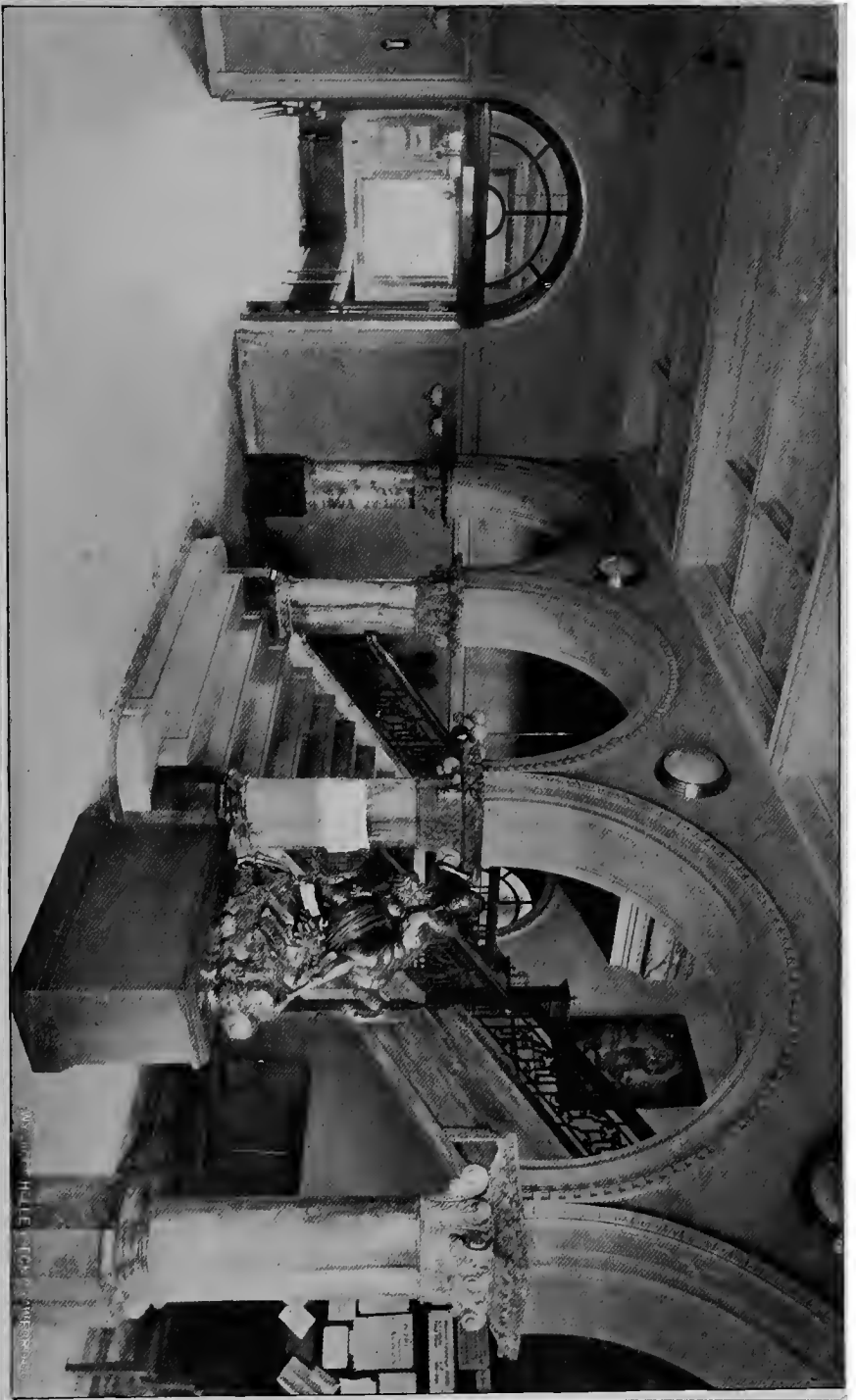


University of Illinois: library school study room



Pratt institute library school





Pratt Institute library: entrance hall







Pratt Institute library: delivery room





New York state library school: lecture room



New York state library school: summer class



There are at least half a dozen other specialists in the New York state library school. The subjects of education, library printing and editing, so important to every librarian, are represented by Miss May Seymour, a graduate of Smith college, who ought to have a special chair in administration for her well known efficiency in the art of doing things. There are said to be, in general, two sorts of people in this world: 1) a limited class who succeed in *doing* things; 2) the unsaved majority, who *explain why they failed*. It is characteristic of the entire library staff and educational department at Albany that things worth doing are duly accomplished. Like Robert Browning they "arrive".

**Lectures.** The New York state library school, in addition to its regular faculty, secures every year the services of experts from outside and from other branches of the public service at Albany. For example, in 1898, Charles A. Cutter, from the Forbes library, Northampton, Massachusetts, spent a week at the school, giving two lectures daily on his special system of "Expansive classification". The librarian of the Carnegie at Pittsburg, Edwin Hatfield Anderson, also lectured to the library school, where he originally studied. Herbert Putnam, in 1898, the librarian of the Boston public, now of the library of Congress, discussed a great variety of questions asked him by the students. On the Albany premises Stephen B. Griswold, law librarian, and the late George Rogers Howell, archivist of the New York state library, described their respective domains of the public service. Nine other lecturers, experts, or professional librarians addressed this flourishing Albany seminary of public educators in the year 1898. Successful graduates of the school are sometimes invited back to contribute their experience lesson or special information to the common good. This cooperative method is altogether sound and wholesome. It has been practised with success in the Johns Hopkins<sup>1</sup> department of history and political science for over 20 years.\*

**Cooperation for public education.** Among the necessary qualifications of a good librarian, as specified by Mr Dewey, is a cul-

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<sup>1</sup> See article on "Cooperation in university work," by H. B. Adams, *Johns Hopkins university studies*, I: 39-59.

tivation of the missionary spirit, altruism, and devotion to the highest good of others. This spirit is remarkably developed in the faculty of the New York state library school. They have cooperated with the American library association and other library schools in every possible way. The library and popular education exhibits for the Chicago and Paris expositions were prepared in Albany under the direction of Mr Dewey and his able assistants, Miss Florence Woodworth, Miss Myrtila Avery and other representatives of the New York state library school. Miss Katharine L. Sharp, now director of the Illinois library school, had immediate charge of preparing the A. L. A. comparative exhibit for the Columbian exposition; while Mrs Fairchild, vice-director of the New York library school, had charge of the A. L. A. model library, directing personally the work on the original *A. L. A. catalog*, to which she is now preparing a supplement. The school and its staff have cooperated with the Y. M. C. A. and with many local churches in Albany and Troy in their social-economic and educational work. This spirit will grow and extend throughout New York and the United States. The remarkable development of helpful missionary, altruistic work in other library schools shows the tendency of the age.

**Environment.** The accompanying views will serve to illustrate the capitol at Albany, with its present library interiors, its home education department, traveling libraries and pictures, historical reading room (and children's corner), the law library and historical archives, the library class and lecture rooms, with charming glimpses from those upper windows over the city of Albany, down the Hudson and up the river to those delectable Berkshire hills and the Green mountains far away.

“This school is conducted”, says Mrs Corinne R. Stocker Horton, “in a series of splendid rooms on the fifth floor of the great state capitol. The main class room is a long, light, and most lovely chamber with 10 great windows, that look out south and west past the city, across the Hudson, to the Catskill mountains on one side and the blue Berkshire hills on the other—an uplifting view, indeed, to aspiring minds. In this room, with its mezzanine galleries, each

student has a desk, and also the vice-director, Mrs Salome Cutler Fairchild, and the director's assistant, Miss Florence Woodworth. Each desk has a drop electric light with a green glass shade, soft and grateful to the eye, for late work, and an occasional palm or plant here and there gives a touch of festivity and grace to the apartment."

**Course of study.** This continues for two years, about 38 weeks each year, from the first Wednesday in October to the fourth Friday in June. The distinctively junior studies are 1) elementary cataloguing; 2) elementary bibliography; 3) accession department work; 4) elementary dictionary cataloguing; 5) elementary classification; 6) shelf department work; 7) loan department work, with lectures; 8) bookbinding; 9) library printing and editing; all taught by means of lectures combined with practice.

Some subjects and features are treated as combined junior and senior work, to be carried on for two years, *e. g.* 1) the reading seminar, in which brief reports on assigned topics are made by students, who are thus encouraged to share the critical results of their private reading of new books; 2) lectures on the scope and founding of libraries; 3) government and service of libraries; 4) lectures on reading and aids; 5) literary methods; 6) lectures on business methods and principles of bookkeeping for libraries; 7) library museum exhibits; 8) personal collections of illustrative material.

The distinctively senior year work is along advanced lines embracing 1) bibliography; 2) reference work; 3) cataloguing; 4) dictionary cataloguing; 5) classification; 6) library buildings; 7) history of libraries; 8) original bibliography of a chosen subject or author, or an annotated reading list; 9) a thesis on some approved subject of library science.

**Degrees.** The degree of bachelor of library science, B. L. S. is conferred on graduates who have met all the requirements for an honor diploma. This means the equivalent of at least two years of general college work and two years' technical work at the library school.

The degree of master of library science, M. L. S. is conferred only for superior merit on persons who have been successfully engaged for not less than five years in professional library work and who

present a satisfactory thesis, bibliography or other evidence of progress, and pass such further examinations as may be prescribed.

The degree of doctor of library science, D. L. S. may be granted only on unanimous vote of the regents of the University of the State of New York "for conspicuous professional merit and for distinguished services to librarianship".

**Rare educational opportunities.** The student of the Library school at Albany enjoy rare opportunities for instruction and observation, concrete practice combined with modern theory. They find themselves in a vast library environment embracing over 250,000 volumes and many thousands of well classified pamphlets. Probably the finest state library building in America is that superb architectural structure in which they daily live and study. The "capitol" is a noble building which we may just as properly call the People's Palace of New York, for which the people authorized the expenditure of \$27,000,000. They now assert their pride of ownership by constant visitations and the liveliest expressions of satisfaction that the Empire state could afford to build the finest state house in America.

Not the least important lesson learned at Albany by the young librarians is how to treat with entire courtesy and respect every representative of the people. Good library buildings, literally people's palaces, must be erected in every city and town in America. Librarians ought indeed to learn how to guide, direct, warn and encourage the public and philanthropists, who are very liable to make mistakes without expert advice.

What magnificent opportunities for graduate study these young librarians at Albany now possess or can have for the asking! What object lessons in history, politics, economics, administration, and sociology! "Beside the state library proper," says handbook no. 7 of the University of the State of New York, "with its quarter million manuscripts, and great pamphlet collections, the students [of the Library school] have daily opportunity to study the administration of the capitol library, circulated among state employees, and of the nearly 500 traveling libraries which are constantly going out for the use of villages, schools, extension centers, study clubs,



and of the numerous home libraries which supply the best reading to the poor children of the city of Albany." Every one who is studying at Albany can learn there what ought to be done and can be done in any town or village.

**Special advantages at Albany.** Frederick William Ashley, M. A. (Adelbert college), is now (1899) pursuing a senior course in the library school at Albany after two years previous graduate work at Yale and Harvard universities. He is also rendering expert service, under direction of Dr R. H. Whitten, in connection with those valuable summaries of comparative state legislation, described in the next chapter, "Popular educational bibliographies", which are to a large extent an outgrowth of library schools and progressive libraries. Mr Ashley, like Mr Dewey, was once a student librarian at his alma mater; but after holding for five years the principalship of the preparatory or classical department of Adelbert college, Mr Ashley deliberately chose librarianship for his final graduate course and ultimate profession. If many other graduates would do likewise, it would perhaps accomplish more practical good than licensed teaching or preaching in already overcrowded professions.

Useful evidences of the character of the work done at the New York state library school are Mr Ashley's bibliography on "Library extension" appended to this monograph, and his select bibliographies appended to the monograph, "Summer schools and University extension" prepared by the present writer for the American department of education and social economy at the Paris exposition of 1900.

The writer consulted this mature and experienced graduate student as to the special educational advantages of the New York state library school and he submitted the following brief, which speaks for itself.

The special advantages to be found at Albany appear to me to be these:

1 A high standard of entrance requirements, coupled with most careful selection from a larger number of applicants than can be ad-

mitted, has practically raised the course at Albany to the level of the best *graduate* work. Of 32 students entering in October 1899, all but one were college graduates. Non-graduates may enter, but only after rigid examinations and a searching investigation as to special fitness for library work. The school is able to choose its material; the result is a student body not to be excelled in intelligence, enthusiasm and industry.

2 This high standard is rigorously maintained throughout the two years, by means of severe examinations and faithful daily, almost hourly, checking of students' required work. Nothing is taken for granted, nothing overlooked. I doubt if there exists a more perfect system of detailed records of the work of professional students. The diploma is given only when *earned*; in consequence, it carries with it solid weight and significance.

3 Admission to the senior class is by election. No grades and marks alone, however high, can secure this advancement. Those only are received for the second year who are deemed, after a full year's acquaintance, to promise work of a high order in the profession.

4 The faculty of specialists, all in daily touch with the students, includes some of the foremost leaders of the modern library movement. It is supplemented by regular and special lectures by some of the most prominent eastern librarians.

5 Connection with the largest and strongest of the state libraries gives unusual facilities for preparation for service in the larger libraries and in state centers of library activity. The student has daily opportunity to study law library methods in the largest law collection in America; traveling and extension libraries and traveling pictures and slides, in the largest center of this important work; the most approved business methods in the administrative offices of the regents of the University. The unusual opportunity to study and to assist in the various processes which go to produce printed matter is to be noted; for this library's annual output of printed bulletins, monographs, circulars and reports is great.

6 The school's material equipment is most satisfactory and complete. It includes a large bibliographic apparatus, extensive collections of library reports, bulletins, architectural plans and views, and other illustrative material, together with the unique museum of library appliances gathered by the American library association for its exhibit at the Columbian exhibition and here stored and kept up to date.

7 Albany is an important center of cooperative work. For example, the *A. L. A. catalog* was prepared here, as also the forthcoming supplement thereto. The A. L. A. exhibit for the Paris exposition is now being collected and arranged here.

8 The course of study embraces much comparative work. A case in point is the advanced course in cataloguing, in which 10 codes of rules are examined and compared. (See *Library journal* Jan. 1899, 24:30-31). Classification is studied in the same way, and in addition, the author of the *Expansive classification* biennially gives a course of 10 lectures on that system. Miss Fuller comes each year from Cambridge to give daily lectures for six weeks on dictionary cataloguing. In a word, the student is led to take the broad and comprehensive view, as well as to have the minute details of his own selected methods well in hand.

9 Albany's location makes it easily possible for every class to spend nearly two weeks each year in the great libraries of New England, or those of New York, Philadelphia and Washington.

10 Last, but worthy of note, it is a keen pleasure and quite possibly a profit to the student to find the lines of his work laid in such delightful places as the large, lofty upper rooms of the magnificent state capitol, with their outlook over 40 miles of city, river, hills and mountains, amid scenes rich in historic associations reaching back nearly three centuries into the past.

**Miss H. P. James on special training.** A good article on "Special training for library work", by Miss H. P. James, is published in the proceedings of the second international library conference, held in London, July 13-16, 1897. Miss James happily describes the origin and development of the New York state library school from its beginning at Columbia college till now at Albany, where the library school is not only a part of the University of the State of New York, but is officially recognized by the A. L. A., and has a vital connection with it. Miss James describes the aims, requirements, and two years course of study of the library school at Albany. She calls attention to the fact that its students are taught to cultivate the Le Play method of education by travel.

**Visitation of other libraries.** "That the students may be brought in touch with other libraries more fully, the course requires a visit during the Easter vacation to the leading libraries of New York and Boston in alternate years. This study of comparative methods is very valuable, and impresses on them the fact that there are many admirable ways of doing the same thing, and that individuality of method is to be looked for and respected. Peculiar points in the administration of these libraries are specified in advance, and reports

by the students are required on their return, followed by free discussions”.

**Summer course.** The New York state library school offers a summer course of six weeks in May and June for the benefit of persons who already hold a library position and who are doing good work. There are in American libraries “men and women with high ideals, who are doing excellent work and have already proved their fitness for their places, but who feel the limitations of their lack of earlier training. They can get a leave of absence for a brief, systematic six weeks’ course which will help them to supply deficiencies and to gain a conception of library work as a whole”.

Plans for the summer course in library economy were outlined in *Library notes*, 2:292-96. The first experiment was tried in 1896 from July 7 to Aug. 10. Experience showed that it was more advantageous to begin and end earlier in the season, so that the whole library staff might be available for the cooperative conduct of the school. Accordingly in 1898 and 1899, the summer course began towards the end of May and closed early in July. Members of the regular faculty give certain lectures and select graduates are called in for supplementary instruction. A feature of the work is the practical and suggestive teaching afforded by Mr W. R. Eastman, state library inspector. He is at the school for the entire session of six weeks so that “his unique experience in studying the problems of the hundreds of libraries throughout the state may be constantly utilized in the summer course”.

#### PRATT INSTITUTE LIBRARY SCHOOL

Miss James’s London article includes accounts of the library training class opened at the Pratt institute, Brooklyn, by Miss Mary Wright Plummer, a graduate of the original New York library school, class of 1888, and now librarian of the institute. The library advantages of Brooklyn and New York city make Pratt institute library a noteworthy center for special training in library work. Such a wide municipal environment “tends to broaden the student’s idea of his chosen profession, and to quicken his enthusiasm from a sociological point of view”.

**DREXEL INSTITUTE LIBRARY SCHOOL**

This was established in 1892 under the direction of Miss Alice B. Kroeger, a graduate of the New York state library school, class of 1891 and now librarian of the Drexel. Instruction is given in the form of talks or lectures, with practical work. Considerable attention is devoted to English and general literature as well as to bibliography.

**UNIVERSITY OF ILLINOIS STATE LIBRARY SCHOOL**

Albany now possesses the first library school in the world, but the University of Illinois is the first academic institution of learning to provide a place for library economy among its regular courses. The president of the university is ex officio president of the library school and its director, Miss Katharine L. Sharp, holds a full professorship and is head librarian. She has a staff of 12 well trained, well educated assistants, (the majority of whom are competent to render valuable service in the school) and some to lecture in special branches of library economy. Miss Sharp herself is a graduate of Northwestern university, Evanston, Illinois, and of the library school at Albany (N. Y.) where she won the regents prize for the best essay on "Public libraries and university extension". For two years she was librarian of the Scoville institute<sup>1</sup> at Oak Park, near Chicago, and then became director of the library school at the Armour institute of technology in Chicago. This library school was first opened in September 1893, was transferred just four years later to the University of Illinois at Urbana and became the state library school under Miss Sharp's direction, with definite requirements for admission and graduation.

The course of instruction covers four years beyond the high school, which very generally in the United States prepares a pupil for college. Two years of regular college work are required before the student is allowed to begin the two years of technical library work. The purpose of the Illinois state library school is declared to be "to graduate educated as well as trained librarians. It there-

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<sup>1</sup> Scoville institute will be considered in a special monograph on "Educational institutes".

fore devotes two years of the course to general university studies [in an elected 'college', usually 'literature and arts', but sometimes 'science'] and considers that the lowest requirement for entering upon the technical work. Students are encouraged to complete a four years college course before applying for admission". By far the greater number of library students at Urbana come from other institutions, both American and foreign, and many are already graduates of college. Some have not only the bachelor's but also the master's degree.

In the circular of information regarding the state library school of the University of Illinois, 1898, is published a long list of the positions filled by former students of library economy from Armour institute before the school was transferred to Urbana. The list gives some idea of the growing demand in the east, west and far west for trained librarians, who are now everywhere becoming educators of the people. The demands made on the Illinois (Armour) school came from states and cities all the way from New York to California, but were strongest from Illinois and Wisconsin. In the latter state Miss Sharp conducted a summer library school for two years representing the Armour institute and was succeeded by the present incumbent, Miss Marvin.

The course of special instruction in the state library school of Illinois now embraces such subjects as elementary and advanced library economy, reference work, selection of books, bibliography, bookmaking, printing and binding, history of libraries, besides preparation of a library thesis, etc. The degree of bachelor of library science (B. L. S.) is finally awarded to successful aspirants.

In fostering a state library school the University of Illinois declares its purpose "to send out trained librarians, not only equipped with technical details, but filled with an appreciation of their high calling, to furnish 'the best reading for the largest number at the least cost'".

This is the present motto of the American library association and was first proposed by Mr Melvil Dewey, father of at least four of the American library schools. The motto is democratic and social, economic in spirit but perhaps in need of supplementing.

The president of the Illinois state university, Andrew S. Draper, was formerly superintendent of public instruction in the state of New York and one of the regents of its University. He deliberately adopted the library school of the Armour institute as a department of the University of Illinois, erected the finest public library building in the state for the library itself, and by adopting the academic degrees established for the New York state library school, recognized librarianship as a learned profession in the university curriculum. Any doubts about the standing of library economy in the west will be dispelled by an examination of the institutional home of the Illinois state library school.

**Educational cooperation.** A very interesting example of educational cooperation is the preparation by the library school for the Illinois state teachers association of a library manual of reference books and periodicals to be used by public school teachers. The library section of the Illinois teachers association is revising this manual with a view to its publication.

**Cooperation for traveling libraries.** Weary of waiting for a state system of traveling libraries, the library school at Urbana contributed money to start the circulation of a representative collection of 50-60 choice books in Champaign county. This generous example inspired the Champaign social science club to contribute funds for a second traveling library, made up of books recommended by the school and placed in its charge for circulation in Champaign county like library no. 1. The school will continue to support the educational campaign for a library commission and traveling libraries. It has furthermore secured the cooperation of the Illinois agricultural experiment station. The director of it will recommend traveling libraries at every farmers institute in the state and solicit books and contributions from every source. Soon the library cause will triumph in every state.

**Cooperation with children's aid society.** Among good examples of cooperation on the part of the state library school, including its Armour institute beginnings, is its help to the Chicago children's aid society in establishing home libraries for children in the poorer

districts of the city. The school furnished the friendly visitors, who are essential to the practical success of home libraries. The Chicago library club has continued this useful work, centering the system at the Chicago normal school, whose students now act as visitors. The libraries themselves are still under the supervision of a graduate of the school. The secretary of the Central art association in Chicago also cooperated with this home library movement by explaining pictures to groups of children and showing them how casts and newspaper illustrations are made.

**Cooperation with social settlements.** The library school lent willing and useful hands in the arrangement and supervision of little libraries for the Northwestern settlement, the Chicago university settlement, the Helen Heath settlement, the Chicago commons, and a club of working girls in the belief that this kind of helpful experience makes better librarians as well as better men and women.

**A bureau of information.** The Illinois state library association has made the library school a bureau of information on the best methods of library organization and administration, and on all matters pertaining to library economy. Thus the school becomes a clearinghouse of useful knowledge on library matters for the whole state. The vast wealth of experience represented by the American library association and its proceedings is thus made available for the further development of the library interests, not only of Illinois, but of other regions where trained and educated librarians will soon be established. The country at large and even professional educators have hardly begun to appreciate the significance of these library schools as a means of extending public libraries, promoting popular education and true patriotism, and thus building up morally and intellectually every town and state in the land.

**Historical opportunities.** The state library school of Illinois has now historical opportunities excelled only by those of the library school at Albany. By the act of June 9, 1897, the state of Illinois authorized the transfer of historic documents of counties to the state historical or state university library, though, very wisely, accurate copies are to be retained in county offices. In 1882 the Maryland



legislature passed a bill authorizing the removal of the colonial and revolutionary archives<sup>1</sup> of Maryland from Annapolis to Baltimore, and they are now in a fireproof vault with the Maryland historical society, where they are fast becoming accessible in printed form to students. The legislature promptly began and has since continued appropriations for the publication of these valuable papers. They have been carefully edited by Prof. William Hand Browne, of Johns Hopkins university, the historian of Maryland.

#### OTHER SCHOOLS

**Wisconsin summer school of library science.** This was originally a library school from Armour institute planted at Madison under the auspices of the University of Wisconsin. Miss Sharp was director for the first two years; Miss Marvin is her successor. It was from the beginning supported by Senator Stout, the chief promoter of traveling libraries in Wisconsin. The work is pursued under university authority, and the fee for the six weeks course is \$15. At first it was recommended to teachers who had been encouraged by the university to come to Madison for summer courses of study. The second summer there were 24 enrolled students of library economy. They came from public and local libraries in Wisconsin and from distant Montana, their expenses sometimes being paid by their libraries, an evidence of the public benefit expected to result from the technical course.

The experiment had an excellent public influence in Wisconsin, which is now second only to New York in its diligent propaganda of traveling libraries and their development into public institutions. Wherever there is a helpful prospect of such an evolution, a representative of the free library commission now goes to encourage and promote it. The legislature makes an annual appropriation for the work of the commission, the membership and activity of which are recorded in its biennial reports. The first report, 1895-96, contains an article on the "Wisconsin summer school of library science", by Maude A. Earley.

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<sup>1</sup> For a full account of this matter, in which Edward A. Freeman and James Bryce lent a hand, see *Johns Hopkins university studies*, 1:9.

**Amherst college library summer school.** This was instituted in 1891 by Prof. William I. Fletcher,<sup>1</sup> librarian of the college, long and favorably known for his good administrative methods, his excellent revision and useful continuation of Poole's *Index*. For five weeks in midsummer he personally conducts in the college library building a very helpful course in library economy for beginners and for librarians who need additional training for their profession. It is a pleasant way of spending a summer vacation in one of the most charming towns of New England to devote the morning hours to such definite instructions and exercises as Prof. Fletcher himself provides, with the entire approval of the college authorities, who for many years have favored summer schools in Amherst. The presence on college premises of other classes, e. g. in French, German, English literature, and natural science, makes library students feel that they are members of a larger academic and social community. Opportunities are afforded for attending evening lectures on art, literature and travel, subjects of general interest, so that special training is relieved and supplemented by things cultural and humane. Students are thus fitted to render better technical service at the N. Y. public library, the Enoch Pratt, and other public libraries.

**Washington school of library science.** Hon. A. R. Spofford said to the library department of the American educational association at the Washington meeting in July, 1898: "It may not be generally known that here in Washington there is a school of library science, with 21 students, organized in 1897 at the Columbian university. Instruction is given in every department of library economy and administration".

### *Chapter 16*

## EDUCATIONAL BIBLIOGRAPHIES

**American historical association bibliographies.** This national society, chartered by congress in the year 1889 and reporting annually to congress through the Smithsonian institution, has been giving considerable attention to bibliography. The best work of this kind

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<sup>1</sup>In the *Library journal* for Aug. 1898 are reported Mr Fletcher's views on the influence of library schools in raising the grade of library work.

hitherto published by the association is a classified list of the printed papers of the various state and local historical societies of this country. [See Annual reports, 1890 and 1892, revised 1895]

Some attention has been given to the historical bibliography of individual states, but this work should be done in cooperation with the American library association. At the New Haven meeting of the association in December 1898, an expert committee on bibliography was appointed, on recommendation by the executive council. The committee at present consists of A. Howard Clark, Smithsonian institution, R. G. Thwaites, secretary and superintendent of the state library of Wisconsin, and J. N. Larned, editor of the proposed bibliography of American history. Two of these men are prominent members of the American library association and doubtless that body will efficiently cooperate in many bibliographical ways with the American historical association and the Smithsonian institution, and with the library of congress.

**Annotated bibliographies.** The special catalogues and bulletins of the Boston<sup>1</sup> public library and the bibliographies edited by Justin Winsor, after his call to Harvard university, early set a scholarly example of usefully annotated lists of authorities on important subjects, historic, biographic, literary and artistic. Other great libraries in this country have long favored this idea of annotating and publishing bibliographies for their own patrons. It is one of the best known devices for educating the public to a proper use of books.

"Much is said, and truly", says Mr Iles,<sup>2</sup> "about the claims of original research; much, with equal truth, may be said for giving knowledge already acquired, the widest diffusion". The librarian, the preacher, the teacher and the journalist understand the art of doing this. Very helpful to the public are the brief suggestions regarding books, new and old, which lecturers and bibliographers bring out from the storehouses of knowledge in connection with

<sup>1</sup> Whitney's *Catalogue of the bibliographies of special subjects in the Boston public library*, and the Harvard university library *Bibliographical contributions* merely suggest the wealth of classified material now to be found in Boston and Cambridge. (R. R. Bowker's article on "Bibliographical endeavors in America", *Library journal*, August, 1897.

<sup>2</sup> "The appraisal of literature", a paper by George Iles at the International library conference, London, 1897.

printed outlines of lectures, library bulletins and reading lists designed merely for public instruction.

In the synopses or syllabuses of university extension lectures, given by college and university men all over England and the United States, are many fine examples of well annotated bibliographies on specific themes. The best libraries should collect and arrange them topically; e. g. under such heads as the Renaissance, the Reformation and the French revolution. The University of the State of New York printed, among other syllabuses containing bibliographies, those of A. D. F. Hamlin on "Origin and development of style in architecture"; W. H. Mace on "American colonial institutions"; J. R. Commons on "Sociology" and "Social problems". In the annual reports of the New York state library may be found admirably annotated reading lists, carefully prepared by candidates for graduation in the state library school. For example in the report for 1898, are useful educational bibliographies on Russia, the Netherlands, Renaissance art of the 15th and 16th centuries, History of the latter half of the 15th century, Fairy tales for children, Nature study in the primary schools, and Biography of musicians. Under each main subject the books are classified and arranged by sub-topics, so that the reading list is scientifically organized like a table of contents. Each book is briefly characterized either by the bibliographer or by an extract from some review or well known authority.

"But such reviews, good as they are", says Mr Iles, "do not fill the need of the librarian's public; commonly they are too long, too discursive; how shall they be readily found when wanted? What is needed is a brief note of description, criticism and comparison, written by an acknowledged authority, signed and dated, and placed where the reader can not help seeing it, both within the lid of the reviewed book itself and on a card next the title card in the catalogue; it being assumed that, according to the practice more and more prevailing in America, a card catalogue is freely accessible to all."

At the present time there is doubtless much duplication of good bibliographic work by American libraries, many of which issue monthly or quarterly bulletins and excellent reading lists for their local patrons, but these things all meet certain local, educational

needs, like parish sermons on old texts and college lectures on standard subjects. There will always be use for applied religion, applied science, applied history and select bibliographies. In the course of time more scholarly, better annotated lists of good authorities on all great subjects will doubtless be prepared. The library schools are on the right track. Present evils of duplication will soon be found out and corrected as sound principles of cooperation are discovered in cataloguing books and as the appraisal of literature for educational use is more widely cultivated.

We must always be on our guard, however, against believing that the last judgment of books has already come because some obscure reviewer has flippantly declared or some group of self-appointed critics has agreed that such and such books are the chief authorities on a given subject. Minor witnesses are often needed. As Schiller said, "History is the world's judgment." We may be sure the world will not always respect the dogmatic decrees of Thomas Carlyle or any other man who passes snap judgments on books which he has superficially examined or exploited and then savagely condemned. There is nothing more exasperating to a reader of Carlyle's historical writings, e. g. *Frederick the Great*, than to see the way Carlyle borrowed facts from more learned men than himself; then kicked his authorities out of court and usurped the bench. This is a more infamous practice than that of ignoring authorities altogether. Literary thieves and unjust judges are sure to be found out and condemned. The supreme court of History is always reversing verdicts.

**Popular educational bibliography.** A far reaching bibliographic movement was begun in New York by the Society for political education when it published an annotated pamphlet of 36 pages containing Prof. W. G. Sumner's class list of works on political economy. This list proved generally useful for educational and civic purposes and passed out of print. To meet the demand for a new edition two prominent members of the above society, Mr George Iles and Mr R. R. Bowker, aided by a score of specialists in this country and England, prepared the *Reader's guide in economic, social and political literature*, a handy little volume of 160 pages, published

in 1891. "The *Guide*," says Mr Iles in his article on the "Appraisal of literature", "met with a warm reception; copies of it are to be seen in college libraries thumbed almost to tatters; to this day it is doing good service in hundreds of editorial offices, classrooms and public libraries: an appendix to it may appear next year".

The next step in the direction of popular bibliography was a *List of books for girls and women and their clubs*. This list, comprising 2100 titles, was edited for the American library association by Mrs Augusta H. Leypoldt (editor of the *Literary news*) and George Iles, who secured for each department the cooperation of some man or woman of acknowledged literary authority. Though prepared to meet the needs of girls' and women's clubs, the list is equally useful to boys and men and has been found of practical use by university students.

"The notes on good literature which chiefly fill it appeal to all readers. Take an example of its usefulness: Wisconsin is an agricultural state, with a population for the most part centered in small towns and villages. The chairman of the state library commission, Mr F. A. Hutchins, writes that the list has doubled and quadrupled the purchasing power of the few dollars usually available in forming or extending small libraries. In Milwaukee, much the largest city in the state, the question might be: Which is the best exposition of Browning's *The ring and the book*? But what the village of Fox Lake wants is to know which are Dickens' best six books, and which are the best editions for six dollars?"

Mr Iles found that two departments, art and music, of the above list of books were specially appreciated by the public. Accordingly he engaged representatives of these two departments, Russell Sturgis and H. E. Krehbiel, to prepare a more complete bibliography of fine art,<sup>1</sup> embracing 1000 titles. This work, also edited by Mr Iles, was published by the American library association.

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<sup>1</sup> *Annotated bibliography of fine art* by Russell Sturgis and H. E. Krehbiel, 1897. Mr Krehbiel is the author of those excellent bibliographic "Folk-music studies" in the *Sunday New York tribune* illustrated supplements in the summer of 1899. For example, in the issue of Aug. 13 on the music of the orient, with select bibliographies on Hindu music, Arab music, music of the modern Greeks, Turkish and Persian music. The book references are to various American libraries and will foster the collection of musical literature. The *Sunday* issue of Aug. 20, 1899, is on "The music of the Bible".

**Bibliography of American history.** The next and probably the most useful and popular bibliographic work in America will also be under the auspices of the American library association, with J. N. Larned as the general editor. For many years he was the superintendent of the Buffalo library, where in 1887 he first practically introduced university extension methods in America. Later he compiled and edited in five stately volumes that excellent and deservedly popular work entitled *History for ready reference*, in itself one of the best bibliographic works of our time. Unlike other cyclopedias, which are usually cooperative compilations of knowledge from unacknowledged sources, Mr Larned's work is composed of choice extracts from the original works, histories of recognized standing. Every important period in a nation's life is fairly represented by Mr Larned, who always states his authorities with volume and page.

After his careful editorial training and useful labor in bringing the world's historical literature and specialized knowledge from the obscurity of the library cloister to the light of popular publication, Mr Larned has entered on the responsible and difficult task of appraising the practical and educational value of the entire literature of American history. His work, like that of another American librarian, the late Justin Winsor, will be done in large measure by cooperation. The judgments of many critical scholars on specific historical writings will be duly classified, so that in future the student-citizen may know exactly the range of authoritative works on any given subject. Life is too short for librarians and other busy people to read everything even on the history and literature of their own country. The problem is to find exactly what you want to read or know and get it quickly, without waste of time, money, or patience, from a well organized library.

**Appraisal of literature.** Speaking in London in 1897 on this proposed annotated bibliography of American history, Mr Iles said:

The titles and notes of this guide will be published in both book and card form. Following this task we hope to issue a bibliography of applied science; for its departments we are already volunteered the aid of several contributors of mark. What I should like to see would be a series of bibliographies covering with tolerable completeness the whole round of literature, and comprising a selection of

about 10,000 works. With these as a basis we might enlist our contributors for the appraisal of every noteworthy book as it leaves the press, distributing the notes on cards. In Boston is an agency of the publishing section of the American library association which selects from current literature and issues title cards for a circle of subscribing libraries—this with a view to introducing uniformity, and of paying one printer instead of 50. By adding notes of appraisal in the future, the value of this service could be vastly heightened. What our publishing section is clearly moving toward is the foundation of a central superintendency (the title of Library Bureau is preempted) which shall oversee this whole business of appraisal, of entering into relations with the plans (now international in scope) for indexing scientific and other literature, which shall make it easy to establish new libraries on sound lines, and to extend existing libraries with the utmost economy and efficiency.”

**Index to subject bibliographies.** Bibliography bulletin 14 of the New York state library, published in August 1898 [see also state library report for 1898, p. 365-426] is an Index to subject bibliographies, down to the close of the year 1897. It is a thesis submitted for graduation in the New York state library school by Miss Alice Newman, class of 1897, and is a careful analysis and classification of 48 different series of American and English library bulletins. A manuscript supplement at Albany brings the work up to date and a new edition is contemplated.

The above preliminary list of the bulletins, monthly and quarterly, of the many progressive libraries represented in this clearinghouse report, gives the reader some idea of the number and variety of bibliographic experiment stations already existing in the United States. The index itself to the numerous subject bibliographies is surprisingly useful. These, for example, embrace Alaska, best books from 1894 onwards, best books of the 19th century, children's literature, Cuba, domestic economy, education, finance, genealogy, Great Britain, Hawaii, Japan, labor, libraries, maps, Massachusetts, money, municipal government, music, nature study, outdoor books, New England, reference books, sociology, Venice, United States, voyages and travels. To be able simply to discover the bibliographies and consequently the range of literature on "Woman" or any one of the above and similar themes is a great triumph of the librarian's art. Miss Newman has deserved well of her profession



and of her countrymen. It will repay any student or librarian before beginning a bibliographic contribution to examine this Index to subject bibliographies and see what has been done already.

**Summaries of legislation.** One of the best examples of useful and far reaching state library work is the annual digest of American legislation by states, begun at Albany 10 years ago by Melvil Dewey, then newly director of the state library, as the most effective means of making the library a more direct and practical aid in legislation. The actual work of compiling the first of these bulletins was done by W. B. Shaw. The 10th annual comparative summary and index was published by the New York state library in January 1900. Beginning with no. 3 these bulletins are included as appendixes in the state library reports. The summary is declared to be "an attempt to digest and organize the enormous annual output of legislation so as to enable legislators with a minimum of labor to make use of the most recent experience of other states."

The sociology librarian, Robert H. Whitten, Ph. D. (Columbia university), who now prepares these digests, is of great practical service in the state capitol at Albany, where his knowledge of comparative legislation in the United States has become a positive educational force for the benefit of representatives of the people. There is hardly a subject of present interest to state law-makers which can not be illustrated by the experience and previous legislation of other states. For example, the summary includes the following great subjects: new constitutions and amendments, public morals, education, political regulations, labor, corporations, finance, property and contract rights, estates, justice, state and local government, military regulations, charities, penal institutions, insurance, transportation, public health and safety, trade, industries, mining, agriculture, game and fish.

The method of work by Dr Whitten is to summarize on cards the session laws of each state and to classify the cards under great subjects like those just named. Each summary is carefully referred back to the original state law, its date and proper number or place in the session laws. All these originals are easily accessible in the state library. The bulletin for 1899 covers the legislation of 42

states and affords a concise comparative review on such important sub-topics as marriage, liquor dispensaries, libraries, art, central control of elections, suffrage in the south, biennial sessions, lobbying, illegal passage of acts, special legislation, labor (various phases) taxation, land registration, municipalities, roads, charities and correction, corporations, trusts and combinations, street railways, convict labor, horticulture, forestry, and many more which Dr Whitten specifically discusses in his excellent preliminary review of legislation for the year 1898.

Dr Whitten was immediately preceded in this admirable work by Dr E. Dana Durand,<sup>1</sup> formerly of Cornell university, who was called to a professorship in Stanford university, California. There is no way in which state and other public libraries can better promote popular education than by training expert bibliographers on historic, economic, social and educational subjects for editorial and academic positions. Provision should be made for publication of results and for the farther preparation of the young librarian for public service as a lecturer in some class, club, church society or other educational institution. No library should rest content with merely cataloguing and distributing books. Personal, educational and social influences should go with the book or bibliography and make them both alive. It is noteworthy that the training of librarians for public speaking is now encouraged at Albany. "The qualifications of a librarian" are treated by Mr Dewey in a course of lectures.

A German reviewer of the first three numbers of this series said in 1894: "The utility of such an index is, I think, manifest and an

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<sup>1</sup> Dr Durand's excellent series of articles on "Political and municipal legislation" in the publications of the American academy of political and social science from 1896 onwards show the practical value of these lines of inquiry.

A complete list of the men most actively concerned in these summaries of state legislation is here appended. It is noteworthy that Dr Whitten now represents sociology or social economics in connection with comparative legislation:

William B. Shaw, M. A. (Oberlin), Johns Hopkins university, sub-librarian legislation 1 Mar. 1891-Aug. 1893

Joseph L. Harrison (Cornell univ. 1882-85, University of Heidelberg 1890), Oct. 1893-Sep. 1894, now at the Athenaeum library, Providence.

E. Dana Durand, Ph. D. (Cornell), Sep. 1895-Dec. 1897

George F. Bowerman, B. A. (Rochester), B. L. S. (N. Y.) in charge Dec. 1897-Apr. 1898, now librarian for the *New York tribune*.

Robert H. Whitten, Ph. D. (Columbia) sub-librarian sociology Oct. 1898-date

empire with 25 individual states might employ a legislative index quite as profitably as does America. The proper library to which this task might be assigned is that of the German Reichstag. We might well wish that library had a director whose ambition it was to make his institution the leading library of political science in Germany, not only in contents but also in publications." This German reviewer in the *Centralblatt für Bibliothekswesen* edited by Dr O. Hartwig, head librarian of Halle, spoke in a very complimentary way of the New York state library as standing at the head of American state libraries in activity and progress since 1889, when Melvil Dewey became director.

**Uniform legislation.** One of the most striking national tendencies is that toward uniform lawmaking. This tendency is undoubtedly promoted by such annual reviews of legislation as Dr Whitten's. He says, for example, in the review for 1898: "A temporary commission to confer with commissioners on uniform legislation of other states has been created in Ohio, and the temporary commission existing in Virginia has been continued for two years longer. The movement was started by the appointment of a commission in New York in 1890; at present commissions exist in a large proportion of the states. In 1896 the national conference of commissioners recommended for adoption by the various states a general act relating to negotiable instruments. This act was adopted by New York, Connecticut, Florida and Colorado in 1897 and during present year by Virginia, Maryland and Massachusetts. If this law is adopted by the rest of the states a reform of the greatest value will have been accomplished. Commercial relations are not bounded by state lines, but are national and even worldwide. By a codification of this branch of commercial law uniform throughout the United States, business will be greatly facilitated."

**Journals of comparative legislation.** Such work as that now in progress in the departments at Washington and in the state library at Albany ought to lead to the establishment of a good American journal of comparative legislation. France has her *Annuaire de législation française*, with digests and original texts of important laws; also her *Annuaire de législation étrangère* (both published in

Paris, libraire Cotillon). Germany has her *Jahrbuch der internationalen Vereinigung für vergleichende Rechtswissenschaft* (Berlin, Hoffman) and kindred periodicals. England sets this country a good example in the *Journal of the society of comparative legislation* (London, John Murray). That journal contains instructive articles on such subjects as the "Mode of legislation in the British colonies" and "Judicial reform in Egypt". European journals are made attractive by special articles on important subjects. For the preparation of theses there are in Albany and Washington rich materials awaiting the American student of law and social economics. Among the guiding threads for research are the annual printed comparative summaries and indexes of legislation by states, and the consolidated card index of legislation by states since 1890 made by the New York state library. Under contemplation is a cooperative project of comparative summaries of U. S. government and state reports, specially an index of existing summaries on certain special subjects; *i. g.* "food adulteration", "compulsory education", and other social economic matters.

**Social economics.** Some teachers define political economy as the science of wealth. Social economics may be briefly described as the science of common wealth in the sense of the public weal or welfare. It is difficult to distinguish social economics from social science or practical, contemporary sociology; for all three are actively concerned with the betterment of society by legislative and civic effort.

In his state library report for 1898, p. 31, Melvil Dewey says: "If we consider our annual bulletin of comparative legislation we shall find that more than four fifths of the laws passed by the various states are in the field of sociology. It may be fairly said that considering the trend of thought and interest and the productions of the press, the last century was theologic [and philosophic], the present scientific, and the 20th which we are just entering, is clearly sociologic. New chairs in the universities and colleges, constant discussion in the pulpit, press and clubs, and constant thought from our best thinkers, show how deeply the interests of man as related to man have taken hold upon the present generation. In recognition of the importance of the subject, and even more of the necessity of providing the best possible working library in the field where more than 80% of our laws were passed, we have for 10 years been building up the division of sociology so that it may justly rank with our magnificent law library." It now numbers over 60,000 volumes

and is said to be the best in the country for the study of American law; it is also rich in European jurisprudence.

**Seminary of social economy.** The time is coming when such a splendid state library as that of New York will become the environment not only of a library school, but a veritable seminary of practical sociology or social economy. The state library and historical society of Wisconsin have long been the home of a state university school of history. The state archives of New York, 250,000 historical manuscripts and 40,000 works of history, with a special reading room for the history division and access to one of the best law libraries in the country, ought to be a fairly good basis for a state university school of American history and social economics, including library economy and popular education.

The scope of the American exhibit in social economy at the Paris exposition in 1900 will give a good idea of the subjects which, for practical purposes, may be classed within this broad domain, identical with American social science or contemporaneous American sociology. The term first named, social economy, is preferable for academic and other reasons.

As a branch of popular education social economy ought to be studied in association with history, politics (science of government) and economics (science of wealth). Sociology and social science are too broad and expansive terms, specially when they attempt to usurp the imperial domain of history, mother of all the young brood of social sciences. Historical sociology, however, like "past politics", affords a modern working conception of history.<sup>1</sup>

If the 20th century is to foster specially sociology (past and present) probably the needed academic centers and social environments will be found, among other places, at Albany, Cambridge and Boston, New Haven, Princeton, New York city, Philadelphia, Baltimore, Washington, Chicago, Ann Arbor, Madison, Minneapolis, Berkeley and San Francisco. All state universities are particularly

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<sup>1</sup> See, however, J. Cotter Morison's article on "History" in the *Encyclopedia Britannica*. He says, "History is of two kinds,— the old or artistic type, and the new or sociological type," but he deprecates any confusion of terms and says, "there is little doubt that history, the name and the thing, as the highest form of prose literature, will continue to instruct and console mankind to the remotest generations."

well adapted to become flourishing and patriotic schools of historical, political and social economic science (which includes education).

**State education library.** In his report for 1898, the director of the New York state library says: "It is often said by state officers and members of the legislature that the vital and vast interests of education are the most important with which the state is concerned. The total annual cost of the schools of all grades is almost beyond belief till one examines the statistics, but no expenditure yields a larger return and none is less often criticized. Even the demagogue has long ago learned that this country is committed irrevocably to thorough education as the cheapest and chief defense of the nation. The more schools the fewer jails; the more money wisely spent on education the less is necessary for charities and corrections. So universal is this belief that the compulsory education of all children is now an accepted principle which grows stronger each year. 1898 repeated the lesson which has been often taught before when a nation which trains its youth in well organized schools and supplies them with the best reading in its free libraries comes in conflict with one where this vital duty has been neglected. The results at Manila and Santiago were exactly what have been often predicted by the students of education. It was the land of books against the land of bull fights. It proved again that knowledge is power in the field as well as in the study, and that both the information and the inspiration given by American schools and libraries are factors of the first importance in war or peace, in struggles for either material or intellectual supremacy. If, as few will question, education is of such supreme importance that it justifies the increasing millions spent on it each year by our state, then no argument is needed to show that the state educational library should rank with the best, and that every citizen should find in it any help he needs for the most thorough study of any educational problem.

In this spirit we are looking forward to rapid growth in this division which is already recognized as one of our leading specialties. A competitive examination was asked from which to appoint an educational librarian to give his entire time to this work, and who will as one of his many functions prepare annually an educational bulletin showing not only the books and pamphlets of the year, but also the important articles in transactions of societies and in other serials, so that each student of any educational topic may readily find the latest thought of the best thinkers."

**Summaries of educational literature.** For several years the United States bureau of education, the New York state library, and Clark university at Worcester (Mass.) have paid particular attention to the

historical and current literature of education; but there should be more academic cooperation and better methods in departmental library work. There might be a division of labor in this vast field. The universities rich in foreign literature and periodicals could perhaps best represent the French and German educational literature of the old world. The New York state library, continuing its present useful methods of summarizing state legislation, could profitably specialize on state laws, state reports, local documents and all English and American periodicals touching education. The United States bureau of education should of course continue its present national and statistical work, as authorized by law and precedent for more than 30 years, in fact since 1867. Washington is already the government clearinghouse for all educational matters from the kindergarten to the national university, which should be as broad as the nation itself, and not as narrow as state, city or sect.

**Bibliographic bulletins.**<sup>1</sup> Among the specially valuable bibliographic bulletins that have come to the attention of the present writer are those of Harvard university library and of the Boston, Providence, Salem, Springfield, New York, Philadelphia, Osterhout, and Portland (Oregon) public libraries. Those of Boston, Harvard, Providence, and New York are particularly noteworthy from an historical point of view. A *Chronological index to historical fiction* (third edition) was begun by the Boston public in 1892, including America, England, France, etc.

The *St Louis public library magazine* has been of great educational and social usefulness. The series extending over six years contains many valuable bibliographies; e. g. the July number, 1897, is devoted to the interests of prose fiction and novel readers, with an excellent comparative review of the whole subject by various authors. Old and valuable lists of the "best novels" are reprinted and supplemented. In the number for August, 1897, are the programs of the sections of the Wednesday club, with good references on all the special topics discussed in social economics, natural

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<sup>1</sup> An article on "Library bulletins, their possibilities", by W. E. Foster, appeared in the *Library journal*, vol. 24, no. 8, August, 1899, with other valuable papers on kindred subjects. Mr Foster is one of the pioneers with his well known reference lists. The idea of the library bulletin as a "living, breathing catalog" is favored by him.

science, English art and education. The public library magazine and library bulletins are very good indexes of the subjects that interest a given community. It is no disparagement to any public library to say that a large percentage of the books drawn are novels. Fiction is simply an interesting form into which modern thought is cast. "For a large majority of people who use a public library", said Prof. Arthur T. Hadley at the opening of a memorial library in Brandford, Connecticut, "the first essential of reading is that it shall interest them."

### *Chapter 17*

## NATIONAL AND INTERNATIONAL INFLUENCE OF LIBRARIANS

**National educational association: library department.** This organization is one of enormous educating power for the schools and libraries of the whole country as well as for its own hardworking members. Think of the local influence of a few hundred traveling libraries sent out through various towns, cities and states, and then think of hundreds of energetic American teachers and librarians crossing the continent for a national conference on the Pacific slope on the interrelations of libraries and schools as they did in July 1899 when the association held its meeting at Los Angeles, California. In July 1898 the association assembled in Washington, D. C. on the Atlantic seaboard.

Both this association and the American library association are staunch supporters of the cause of the congressional library and of the idea of a national university. It was chiefly the influence of the American library association which kept the splendid position of the librarianship of congress from reverting into politics and virtually caused its giving to the most deserving.

**Herbert Putnam.** The present head of the Library of Congress is one of the most accomplished librarians in the United States. He was called to Washington from an attractive executive position in the Boston public library, itself a worthy rival of the Library of congress. When the late librarian of congress, John Russell Young, died Jan. 17, 1899, strong pressure was brought to bear on Pres. McKinley to make a political appointment to the vacant



position, but the following significant letter was written to him on behalf of the American library association by its president, W. C. Lane, librarian of Harvard university:

Librarians recognize that the Library of congress is in fact the national library of America, and that, as such, it should stand at the head of American libraries, as the best organized and the best equipped of all. They also see that under the right conditions it can be made a leading factor in the educational and intellectual life of the country, and will exercise an important influence on the progress of the library movement. The director of a library so large and with such varied activities must have more than mere intelligence, general education or literary culture. He must have to an unusual degree the capacity for administration on a large scale, involving the wise adjustment of many departments; he must have tact and firmness and breadth of view; and the position also calls for a familiarity with library affairs and successful experience in the actual management of a large library.

This resulted in the appointment March 13, 1899, of Herbert Putnam as librarian of congress. This appointment was the triumph of American education and merit over mere political influence. Henceforth American scholars and visitors to the congressional library will have the consciousness that it is personified by one of the most intelligent and efficient librarians in the United States, who is looking constantly to the highest educational interests of the nation. June 13, 1899, Mr Putnam addressed by invitation the friends and graduates of Johns Hopkins university and made a distinct plea for the cooperation of universities with the library of the nation.

Before Mr Putnam became librarian of congress he said at Chautauqua in July 1898:

That libraries should lead in projects of international alliance and cooperation is in the very nature of things. The community that we each serve may be local; but the work that we do for this community inevitably takes us abroad. We are to help the citizen of today to an existence truly contemporary; an existence which takes advantage of the experience that has gone before and of the example that lies beyond our gate. This service discourteases geographical and political barriers. It is necessarily international. . . . The projects for international conference, appreciation, alliance and cooperation that have distinguished the past two years we may therefore welcome as a necessary development. . . . In these international undertakings as the leadership with us belongs

among our learned institutions to the Smithsonian, the leadership among our libraries belongs to the library of congress. How gladly would we accept, if the national library will assume, this leadership!

Now that Mr Putnam by the combined influences of congress, Pres. McKinley and the American library association has been brought to Washington from Boston, to be promoted from the noblest public library in the United States to the Library of congress representing the nation, his countrymen may fairly expect that he will remember his words and see to it that this stateliest monument yet erected to library service does not become a mere mausoleum of knowledge, but "the culminating effort of the cooperating library interests of this country," as he himself at Chautauqua pictured the ideal national library. It should indeed become the leader in cooperative library effort. It should make truly national and international the work now carried on by local, municipal and state libraries. "If the national library will but make use of the prestige to which it is entitled, and of the contributory energies that are freely at its service from all over the country, it will find little need of special resources to accomplish great ends."

**International conferences.** The world welcomes every new form of international conference and association. The peace conference held at The Hague in the early summer of 1899 was the immediate forerunner of the international congresses in connection with the Paris exposition. Perhaps in the near future there will also be in Paris an international conference of librarians. Such a conference was held in England in 1897, at which were present representatives from 21 different countries. The papers read and published form the best embodiment of American library experience in mediating between the educational needs of the people and the accumulated knowledge of the world.

## Chapter 18

# SELECT BIBLIOGRAPHY OF LIBRARIES AND POPULAR EDUCATION

SUBMITTED FOR GRADUATION BY FREDERICK WILLIAM ASHLEY M. A.

New York State Library School Class of 1900

### PREFACE

This list, following closely both as to subject matter and order of arrangement the lines of the monograph which it accompanies, is designed to aid the general reader in the study of library extension in the United States. The standpoint taken is the educational aspect of the work of American libraries; no attempt has been made to cover other phases of their activities. The literature of the subject is still largely in the pamphlet and periodical stage. Such books and articles have been selected as seemed to present most satisfactorily actual conditions and results, historically and descriptively. Theoretical studies have not been chosen. References to newspapers have not been included.

### ABBREVIATIONS

Abbreviations following main entries refer to the libraries in which the books were consulted. Call numbers are given for all books in the New York state library, even though the edition differs from that described in the list. The class number only is given for unbound pamphlets. Books marked *e* have been personally examined, while *e* indicates that the edition examined is not the same as that entered in the list. Volume and page numbers are separated by a colon; e. g. 6: 243 means vol. 6, p. 243. In references to the *Library journal*, the letter C preceding the page number refers to the conference numbers, which have separate paging.

The following are the principal abbreviations used. Other abbreviations are self-explanatory.

Carnegie Carnegie library of Pittsburg Pa.  
Drexel Drexel institute library, Philadelphia

### PRINCIPAL BIBLIOGRAPHIC AIDS CONSULTED

American catalogue. 1880-95  
Annual American catalogue. 1895-98  
Annual literary index. 1893-97  
English catalogue. 1864-98  
New York state library. Subject card catalogue  
Poole, W: F: & Fletcher, W: I: Index to periodical literature. 1882  
\_\_\_\_\_ supplements. 1888-97  
Publishers' weekly. 1899

## GENERAL

## Historical and descriptive

- American library association.** Papers prepared for its annual meeting held at the Columbian exposition, 1893; ed. by Melvil Dewey. p. 691-1014. O. Wash. 1896. (U. S.—Education, Bureau of. Publications. no. 224) 020 Am3 e  
About 30 signed papers by library experts, covering the whole field of library economy; based on comparative study and summing up the results of the best thought and experience in each branch of the subject. Reprint of chapter 9 of part 2 of report of U. S. commissioner of education for 1892-93.
- Apponyi, Mrs Flora (Haines).** The libraries of California. 304p. illus. O. San Fran. 1878. A. L. Bancroft & Co. 027.0794 Ap6 e  
Descriptions of the principal public and private libraries in the state.
- Colorado—Public instruction, Sup't of.** Libraries, their establishment and management; library laws of Colorado; issued by G. E. Patton. 5Sp. O. Denver 1897. 020.2 C71 e  
Includes brief descriptive notes on the principal libraries of the state.
- Dana, John Cotton, ed.** Library primer. 180p. D. Chic. 1899. Library Bureau. 020.2 D19 e  
Designed primarily for the use of small libraries, but covering in brief, satisfactory chapters many of the subjects of this monograph: work with schools, the American library association, clubs, museums, library legislation.
- Dunn, Jacob Piatt, jr.** The libraries of Indiana. 35p. O. Indianapolis 1893. (Indiana World's fair monographs) 027.0772 D92 e  
Historical study of earlier conditions and of the modern library movements in the state, with statistical table of the principal libraries.
- Edwards, Edward.** Free town libraries in America. (*see his* Free town libraries. 1869. p. 269-356) 027.4 Ed9 e  
Good brief review of earlier history, by an English authority.
- Fletcher, William Isaac.** Public libraries in America. Ed. 2. 169p. pl. S. Bost. 1895. Roberts. (Columbian knowledge ser. v. 2) 020 F63 e  
An excellent little manual covering broadly the library movement, legislation, the American library association, with sketches of representative and special libraries.
- Gräsel Arnim.** Grundzüge der bibliothekslehre neurbearbeitung von Petzholdts Katechismus der bibliothekenlehre. 424p.illus.S. Lpz. 1890. J. J. Weber. 020 G76 e  
— Manuel de bibliothéconomie; édition française revue par l'auteur et considérablement augmentée; tr. de Jules Laude. 628p. illus.O. Par. 1897. H. Welter. 020 G761 e  
A general manual of library economy; valuable to the student of American libraries on account of its manifold references to American library literature.
- Greenwood, Thomas.** Public libraries in the United States and Canada. (*see his* Public libraries. 1891. p. 524-47) 027.4 G851 e  
An English survey; brief, appreciative, and in the main accurate and trustworthy.
- Jewett, Charles Coffin.** Notices of public libraries in the United States. 207p. O. Wash. 1851. (Smithsonian reports) 027.073 J55 e  
Historical, descriptive and statistical; by the librarian of the Smithsonian Institution.

- Larned, Josephus Nelson.** The mission and the missionaries of the book. (see N. Y. (state)—University. University convocation: library session. 1896. p. 91-104) 020.6 N421 e  
Most admirable interpretation of the modern library spirit. Also printed in the Wisconsin free library commission, *First biennial report*, 1895-96, p. 19-34.
- Miller, Joseph Dana.** Libraries and librarians. (see Bookman, Jan. 1898, 6:407-15) 051 qB641 e  
Popular account of some of the leading public libraries in various sections of the United States; portraits of 17 leading librarians.
- Nörrenberg, Constantin.** Die volksbibliothek, ihre aufgabe und ihre reform. Ed. 2. 32p. O. Kiel 1896. Gnevkow. 020 N79 e  
The author was in charge of the German library exhibit at the Columbian exposition in 1893 and also made a study of some of the principal libraries in the larger cities, the results of which he has formulated in this lecture.
- Poole, William Frederick.** The public library of our time. (see Library journal, Sep.-Oct. 1887, 12:311-20) 020.5 qL61 e  
Able review of the library movement and of library legislation.
- Putnam, Herbert.** The great libraries of the United States. (see Forum, June 1895, 19:484-94) 051 F77 e  
Excellent study of general conditions and the chief phases of library activity.
- Rhees, William Jones, comp.** Manual of public libraries, institutions and societies in the United States and British provinces of North America. 687p. O. Phil. 1859. Lippincott. 027.07 R34 e  
Historical and descriptive notices of individual libraries and of the common school library systems of each of the states, with statistical tables.
- Rouillard, Eugène.** Les bibliothèques gratuites aux États-Unis. (see his Les bibliothèques populaires. 1890. p. 26-36) 021 R75 e
- Teggart, Frederick John.** On the literature of library history. (see Library journal, Oct. 1897, 22:C35-38) 020.5 qL61 e
- U. S.—Education, Bureau of.** Public libraries in the United States, their history, condition and management; special report, part 1. 1187p. illus. O. Wash. 1876. 027.073 Un3 e  
Signed papers by leading librarians, presenting the history, condition and extent, not of individual libraries (excepting certain more important college, theological and historical collections) but of groups and classes; with able discussions of various questions of library economy. Authoritative and invaluable. Includes statistics of 3649 libraries.  
A work which even today (1893) remains the corner stone of library literature the world over.—*Library journal*, Ap. 1893, 18:108
- Wisconsin—Free library commission.** Biennial report, 1895-date. v. 1-date, illus. O. Madison 1896-date. 027.4775 W75 e  
Useful specially in the study of traveling libraries; including also papers of general interest on questions of library administration.

#### Statistical

- Flint, Weston, comp.** Statistics of public libraries in the United States and Canada. 213p. O. Wash. 1893. (U. S.—Education, Bureau of. Circular of information, 1893, no. 7) 027.07 F64 e  
Statistics of 1891.
- Reyer, Eduard.** Öffentliche bibliotheken der Vereinigten Staaten, 1891. (see Centralblatt für bibliothekswesen, June 1894, 11:269-72) 020.5 C33 e  
A review of Weston Flint's *Statistics*.

**Summers, Alexander & Presnell, Henderson, comp.** Statistics of libraries and library legislation in the United States. p. 339-599. O. Wash. 1897. (U. S.—Education, Bureau of. Publications. no. 232)

027 e

Statistics of 4026 libraries of over 1000 volumes in 1896; with text of principal state laws and résumé of legislation. Also printed as part of report of U. S. commissioner of education for 1895-96, pt 1, p. 339-599.

**U.S.—Education, Bureau of.** Statistics of libraries of the United States.

(see *its* Report for 1870—date. 1871—date) 370.973 Un3 e

1870 p. 541-42	1878 p. 599-600	1884-85 p. 691-782
1871 p. 663-77	1879 p. 618-19	1885-86 p. 716-19
1872 p. 820-87	1880 p. 738-41	1886-87 p. 901-72
1873 p. 729-63	1879 p. 618-19	1887-88 p. 1031-39
1874 p. 753-93	1880 p. 738-41	1892-93 p. 575-83, 691-1014
1875 p. 797-883	1881 p. 668-71	1893-94 p. 1503-4
1876 p. 777-79	1882-83 p. 694-99	1895-96 p. 339-599
1877 p. 583-85	1883-84 p. 724-37	

### Periodicals

**Library journal;** monthly journal of the American library association. Sep. 1876—date. v. 1—date, v. 1-5, sq. Q; v. 6—date, sq. O. N. Y.

1877—date. Publishers' weekly. 020.5 qL61 e

**Library notes;** improved methods and labor-savers. June 1886—Sep. 1898. 4v. in 3. O. Bost. 1887-98. Library Bureau. 020.5 L611 e

Issued irregularly. No more published.

**Public libraries;** a monthly review of library matters and methods, 1896—date. v. 1—date, Q. Chic. 1896—date. Library Bureau.

020.5 qP96 e

### CARNEGIE LIBRARIES

(Chapter 2)

#### Biographies of Andrew Carnegie

**Bolton, Mrs Sarah (Knowles).** Andrew Carnegie and his libraries. (*see her* Famous givers and their gifts. 1896. p. 58-88) 923.6 B63 e

Readable sketch of Mr Carnegie's life, with portrait; brief notices of his larger gifts, with more extended account of the Pittsburg library.

**Carnegie, Andrew.** How I served my apprenticeship as a business man. (*see his* College lectures. 1896. p. 69-81) 174.4 C21 e

**Champlin, John Denison.** Andrew Carnegie; a biographical sketch of a great industrial engineer. (*see* Cassier's magazine, May 1897, 12:51-59)

620.5 qP1 e

Very readable illustrated article.

#### Allegheny (Pa.) Library

**Carnegie free library, Allegheny (Pa.)** Annual report for 1891—date. v. 1—date, O. Allegheny 1891—date. 027.4748 e

**Carnegie free library, Allegheny, Pa.** (*see* Library journal, Aug. 1893. 18:288-90) 020.5 qL61 e

Brief history; views and ground-floor plan.

**Pittsburg (Pa.) Library**

**Anderson, Edwin Hatfield.** The Lawrenceville branch of the Carnegie library of Pittsburg. (*see* Library journal, Sep. 1897, 22:440-41)

020.5 qL61 e

Shows large provision for children's work; floor plans.

**Carnegie library of Pittsburg (Pa.)** Annual report, 1897-date. v. 1-date. O. Pittsburg 1897-date. 027.4748 e

The third report (1899) is noteworthy for its extended account of the work for children, and for numerous illustrations of the three branch libraries now built.

— Dedication souvenir. 95p.illus.por.O. Pittsburg 1895.

027.4748 C21 e

Descriptions by the architects, decorator, librarian, curator of the museum, and the music director; catalogues of the statuary and paintings; portrait of Mr Carnegie; many views of the building.

**Carnegie library of Pittsburg.** (*see* Library journal, Nov. 1895, 20:382-85) 020.5 qL61 e

Account of the dedication, including part of Mr Carnegie's address, and a description of the building. Portraits, views of the library and map, showing the library system of greater Pittsburg.

**Garnsey, E. E.** Carnegie library of Pittsburg. (*see* Peterson's magazine, Sep. 1895, new ser. 5:910-21)

Includes plans and illustrations.

**Pittsburg (Pa.)** Presentation of the Carnegie library to the people of Pittsburg, with a description of the dedicatory exercises, Nov. 5, 1895. 45p.por.pl.O. Pittsburg n.d. The city corporation. e

Full text of Mr Carnegie's address.

**Rouillard, Eugene.** Les dotations particulières. (*see* his Les bibliothèques populaires. 1890. p. 58-61) 021 R75 e

**Sarver, Charles.** The Carnegie library in Pittsburg. (*see* Harper's weekly, Nov. 1895, 39:1060, 1062) 071 e

One column description of the building, illustrated.

**Shaw, William B.** The Carnegie libraries: notes on a popular educational movement in "the greater Pittsburg." (*see* Review of reviews (New York) Oct. 1895, 12: 429-35) 052 R321 e

Excellent presentation of the educational features of the libraries at Allegheny, Braddock and Pittsburg. Portraits, exterior views of the three buildings and library map of the district.

**PEOPLE'S UNIVERSITY**

(Chapter 3)

**General**

**Dana, John Cotton.** The public and its public library. (*see* Appleton's popular science monthly, June 1897. 51: 242-53) 505 N2 e

Study of the library's proper policy toward its public.

**Dewey, Melvil.** Libraries as related to the educational work of the state. (*see* N. Y. (state)—University. Proceedings of the 26th convocation. 1888. p. 111-27) 379.747 AK e

The library a necessary part of any system of popular education. An epoch-making address which led directly to the first official recognition of this principle and to its establishment in the state of New York.

**Hirsch, Emil G.** Address at the dedication of the Chicago public library. (*see* Chicago—Public library. 26th annual report. 1898. p. 41-58)

027.4773 C43 e

- Jones, Ada Alice.** The library as an educator. (*see* Library notes, July 1892, 3: 367-79) 0.205 L611 e  
Valuable discussion of underlying principles and of the best methods to be employed.
- Larned, Josephus Nelson.** Address of the president of the A. L. A. (*see* Library journal, Dec. 1894, 19:C1-4) 020.5 qL61 e  
Excellent presentation of the function of the library as an aggressive educational force.
- Pratt institute monthly, library number, June 1896.** p. 287-326, illus. por. Q. Brooklyn 1896. e  
v.4,no.10 of *Pratt institute monthly*.  
An excellent presentation of good library extension work, including branch libraries, home libraries, children's work, cooperation with schools and philanthropic clubs. History of Pratt institute free library, by Miss Plummer; full description of the building by Miss Mary L. Avery, with numerous views and floor plans; Mrs Margaret Deland's dedicatory address on the social meaning of the public library.
- Reyer, Eduard.** Öffentliche bibliotheken in den amerikanischen städten, 1890-91. (*see* his Entwicklung und organisation der volksbibliotheken, 1893. p. 58-66) 027.4 R33 e  
Valuable statistical study of 21 leading cities.

#### Boston public library

- Carpenter, Edmund J.** The story of the Boston public library. (*see* New England magazine, Aug. 1895, 18:737-56) 051 B34 e  
Good popular historical sketch; many illustrations and portraits.
- Edwards, Edward.** History of the free city library of Boston. (*see* his Free town libraries, 1869. p. 280-301) 027.4 Ed9 e  
Good review of early years.
- Gray, Louis F.** The new public library of the city of Boston. (*see* Library journal, Nov. 1894, 19:365-68) 020.5 qL61 e  
Good description of the working apartments; by the executive officer.
- Reyer, Eduard.** Die volksbibliothek von Boston das prototyp der amerikanischen volksbibliotheken. (*see* his Entwicklung und organisation der volksbibliotheken, 1893. p. 41-57) 027.4 R33 e  
Dr Reyser spent two months in Boston in his study of American libraries. He expresses enthusiastic admiration for the work of this library, which he deems among the most successful in the world, remarkable for its combination of the popular and scholarly types.
- Small, Herbert E.** *comp.* Handbook of the new public library in Boston. 7Sp. illus. O. Bost. 1895. Curtis & Co. 027.4744 e  
Full description of the building and its decorations, with many illustrations. Contains valuable article by Lindsay Swift on the "Significance of the library."
- Sullivan, Thomas Russell.** The new building of the Boston public library. (*see* Scribner's magazine, Jan. 1896, 19:83-97) 051 Scr3 e  
The building described, with many views.
- Swift, Lindsay.** The new public library in Boston; its ideals and working conditions. (*see* Century magazine, June 1895, 50:264-71) 051 Scr31 e  
Discussion of the problem of serving the public.
- Walker, C. Howard.** The Boston public library. (*see* New England magazine, May 1895, 18:259-72) 051 B34 e  
The building described, with numerous illustrations.



**Philadelphia free library**

- Philadelphia—Free library.** Annual report, 1896–date. v. 1–date, O.  
 Phil. 1896–date. 027.4748 e  
 The first annual report (1896) contains history of the successive steps, including  
 legislation, which resulted in the creation of the city's free library system.
- R, A. C.** The free library of Philadelphia. (*see* Citizen, Dec. 1895,  
 1: 227–29) 378.13 qC49 e  
 Historical and descriptive.

**Buffalo public library**

- Buffalo (N. Y.)—Public library.** Annual report, 1897–date. v. 1–date,  
 O. Buffalo 1898–date. 027.4747 e  
 Distinctive educational features presented in detail.
- Larned, Josephus Nelson, anon.** Buffalo library and its building. 53p.  
 pl. sq.F. Buffalo 1887. 027.3747 qB86 e  
 Includes historical sketch, floor plans and many views.

**Reynolds library, Rochester N. Y.**

- Reynolds library, Rochester (N. Y.)** Annual report, 1886–date. v. 1–  
 date, O. Rochester 1886–date. 027.4747 e

**New York public library**

- Billings, John Shaw.** The New York public library. (*see* Outlook, Jan.  
 1898, 58:55–61) 205 C4622 e  
 Brief sketch of present condition; proposed lines of work; description, plans and  
 view of the new building.
- New York public library.** Introductory statement. (*see its* Bulletin,  
 Jan. 1897, 1: 3–21) 027.4747 qN421 e  
 Historical account of each of the three constituent foundations; present conditions  
 and future prospects.
- Roseboro, Viola.** New York free public libraries. (*see* Cosmopolitan,  
 May 1887, 3:169–73) 051 qC82 e  
 Principal libraries of the city, briefly sketched.

**New York free circulating library**

- New York free circulating library.** Annual report, 1879–date. v. 1–  
 date, O. N. Y. 1880–date. 027.4747 e  
 The report for 1898 includes views of 10 of the branch library buildings.
- Wilcox, Marrion.** An ungrudged store. (*see* Literature, Feb. 1899,  
 4:131–33) 051 qL714 e  
 Historical and descriptive account of the work of the New York free circulating  
 library.

**LIBRARY PIONEERS IN THE STATE OF NEW YORK****(Chapter 4)**

- Draper, Andrew Sloan.** School district libraries. (*see* N. Y. (state)—  
 Public instruction, Sup't of. 35th annual report. 1889. p.49–59,  
 112) 379.747 A13 e  
 Reviews the history of the system in New York and ably discusses the question  
 of its farther continuance. Table showing number of volumes and amount appro-  
 priated each year from 1853 to 1888. Succeeding reports of the superintendent of  
 public instruction continue these statistics.

- Flagg, Azariah Cutting.** Portrait of Mr Flagg, with facsimile autograph. (*see* United States magazine and democratic review, Aug. 1855, v. 36, frontispiece) 051 Un3 e
- Homes, Henry Augustus.** Legislation for public libraries. (*see* Library journal July-Aug. 1879, 4: 262-67) 020.5 qL61 e  
Rise of the school district library system in New York; its spread to 21 other states; historical significance of the movement; state of school library legislation in general.
- Roberts, James A.** A century in the comptroller's office, state of New York. 90p.por.1pl.D. Alb. 1897. 353.97472 A e  
Includes brief sketch of Hon. A. C. Flagg, p. 36-41, 44-45, with portrait facing p. 24. Portrait reprinted in this bulletin.
- Teggart, Frederick John.** The first advocate of free public libraries. (*see* Nation, Sep. 1898, 67: 220-21) 071 qN21 e  
Brief sketch of Dr Jesse Torrey jr, and his plans, (with incomplete list of his works. Same article, condensed, in *Library journal*, Nov. 1898, 23: 617-18.
- Torrey, Jesse, jr, anon.** Intellectual flambeau; demonstrating that national happiness, virtue and temperance exist in ratio with the dissemination of philosophy, science and intelligence, by Discipulus libertatis atque humanitatis. 143p.T. Wash. 1816. Daniel Rapine. 370.1 T63 e
- Intellectual torch; developing an original plan for the universal dissemination of knowledge and virtue by means of free public libraries. Ed. 2. 36p. D. Ballston Spa N. Y. 1817. Author.  
The *Flambeau* contains the earliest published suggestions for the establishment of tax-supported libraries. The same suggestions are given in the *Torch*, which is supposed to be a second edition of the *Flambeau*.
- The moral instructor; with an appendix containing a constitution and form of subscription for free public libraries. 22Sp. por. D. Balston Spa N.Y. 1819. Author. 170 T63 e  
Urges establishment of free libraries by voluntary subscriptions; gives account of such an attempt by the author and others at New Lebanon N. Y. in 1803-4. Portrait of Dr Torrey.

#### LIBRARY EXTENSION IN THE STATE OF NEW YORK

(Chapter 5)

- Dewey, Lewis Marinus, Dewey, W. T. & Dewey, O. C.** Melvil Dewey; a biographical sketch. (*see* their Life of George Dewey and Dewey family history. 1898. p. 698-703) 929.2 qD51 e  
Fullest, latest and best sketch of Mr Dewey's life and work. Portrait facing p. 697.
- Dewey, Melvil.** The extension of the University of the State of New York. (*see* N. Y. (state)—University. Regents report. 1890. 103: 73-115) 379.747 AC e  
Outlines and discusses plans for extending the functions of the University through libraries, publications, museums and lectureships. Also printed separately.
- Libraries as related to the educational work of the state. (*see* N. Y. (state)—University. Proceedings of the 26th convocation. 1888. p. 111-27) 379.747 AK e  
An epoch-making address which led directly to the first official recognition of the library as part of the state system of higher education. Also published separately.

- Dewey, Melvil.** New York state library. (*see* Harper's weekly, Feb. 1896, 40:178-81) 071 e  
Account of the equipment, nature of the work done and methods employed. Illustrated.
- New York's part in university extension. (*see* N. Y. (state)—Home education department. Extension bulletin. 1892. no. 2, p. 69-74) 378.13 BU e  
Clear statement of the nature and limits of the work undertaken by the University. Reprinted from the *Critic*, Aug. 1891, 19: 90-91. Also printed separately.
- Relation of the state to the public library. (*see* London International library conference, 1897. Transactions and proceedings. 1898. p. 19-22) 020.6 qL842 e
- Eastman, William Reed.** Library work of the University of the State of New York. (*see* Library journal, Aug. 1895, 20:267-70) 020.5 qL61 e  
The best single account; by the state inspector of libraries.
- Kirchwey, George W.** Henry Augustus Homes. (*see* Library journal, Mar.-Ap. 1888, 13:71-74) 020.5 qL61 e  
Brief sketch of Dr Homes's life with estimate of his work as state librarian.
- N. Y. (state)—Library.** Annual report, 1819—date. v. 1—date, O. Alb. 1819—date. 027.5747 N42 e
- N. Y. (state)—Public libraries division.** Annual report, 1892—date. v. 1—date, O. Alb. 1893—date. (N. Y. (state)—Home education department. Extension bulletin) 027.4747 e  
This division of the home education department corresponds to the library commission of other states. The reports include details and statistics of the libraries of the state, with valuable brief review of general library progress elsewhere.
- N. Y. (state)—University.** University convocation: library session, 1896. p. 91-141, Q. Alb. 1896. 020.6 N421 e  
Includes J. N. Larned's "Mission and missionaries of the book," papers on the correlation of library and school, by the librarian and school superintendent of Gloversville N. Y.; on developing interest in the library, by W. E. Foster of Providence; and an interesting and valuable discussion on state guidance of reading.
- Nörrenberg, Constantin.** Die neuen bibliotheksgesetze des staates New York. (*see* Centralblatt für bibliothekswesen, June 1894, 11:272-78) 020.5 C33 e  
An examination of the existing law; based on the director's report for 1893.
- Sherwood, Sidney.** University of the State of New York; origin, history and present organization. p. 201-300, O. Alb. 1893. (N. Y. (state)—University. Regents bulletin. no. 11) 379.747 AE11 e  
Thesis presented for the degree of Ph. D. at Johns Hopkins university, 1892. Useful in this connection as giving an accurate and trustworthy account of the institution having general supervision of the library interests of the state and charged with the distribution of state aid to libraries.

## PUBLIC LIBRARY MOVEMENT IN NEW ENGLAND

(Chapters 6 and 7)

- Baxter, Sylvester.** The public library movement in its parent commonwealth. (*see* Review of reviews (New York) Sep. 1899, 20:324-29) 052 R321 e  
Included in this bulletin as chapter 6.

- Connecticut—Public library committee.** Biennial report, 1893–date.  
v. 1–date, O. Hartford 1895–date. 027.4746 e  
Statistics, histories and reports of individual libraries, practical suggestions, lists  
of suitable books; numerous illustrations and floor plans.
- Edwards, Edward.** Minor town and district libraries of Massachusetts.  
(*see his* Free town libraries. 1869. p. 302–8) 027.4 Ed9 e
- Mass.—Free public library commission.** Annual report, 1891–date. v. 1–  
date, pl. O. Bost. 1891–date. 027.4744 e  
The ninth report (1889) is a notable contribution to the history of libraries, being  
a bound volume of 465 pages, giving the history of every public library in the state,  
illustrations of over 150 buildings, the text of all the library laws of the state  
from 1798 to 1892, and a list of givers of buildings.
- New Hampshire—Library commissioners, Board of.** Biennial report,  
Dec. 1892–date. v. 1–date, pl. O. Concord 1892–date. 027.4742 e  
Statistics, historical sketches and pictures of libraries; review of library progress.
- Nourse, Henry Stedman.** The Massachusetts library commission. (*see*  
Citizen, Mar. 1895, 1:12–14) 378.13 qC49 e  
Account of the first four years of the commission's work; by a member of the  
commission.
- The public libraries of Massachusetts. (*see* New England maga-  
zine, Oct. 1891, 11:139–59) 051 B34 e  
Excellent general survey of the whole field; 19 illustrations of buildings.
- Vermont—Library commissioners, Board of.** Biennial report, 1895–date.  
v. 1–date, illus. O. Burlington 1896–date. 027.4743 e  
Includes historical sketches of all free public libraries, with numerous views of  
buildings.

#### HISTORICAL RETROSPECT AND RECENT PROGRESS

(Chapter 3)

##### General

- Dewey, Melvil.** Development of the modern library idea, the association,  
journal, Bureau and school. (*see* Library notes, June 1886, 1:47–49) 020.5 L611 e  
— Library progress. (*see* Library, Nov. 1889, 1:367–76) 020.5 L61 e  
Address delivered before the L. A. U. K. briefly reviewing the work of the American  
library association, *Library journal*, *Library notes* and the Library school.
- Fletcher, William Isaac.** Public libraries in America. Ed. 2. 169 p.  
pl. por. D. Bost. 1895. Roberts. (Columbian knowledge ser. v. 2) 020 F63 e  
Treats briefly the history of the library movement, library legislation and some of  
the more important problems of administration.
- The public library movement. (*see* Cosmopolitan, Nov. 1894, 18:99–  
106) 051 qC82 e  
Interesting and accurate account, tracing the spread of the movement from New  
England throughout the northern states. Numerous views and portraits.
- Harrison, Joseph Le Roy.** The public library movement in the United  
States. p. 709–22, O. n. p. 1894. 027.073 H24 e  
Broad historical survey, based on careful research; with special attention to legis-  
lation, the American library association and the library work of the bureau of edu-  
cation. Admirably interprets the modern library spirit.  
Reprinted from the *New England magazine*, Aug. 1894, 16:709–22; also printed in  
the *Library*, Mar.-Ap. 1896, 8:110–24, 141–49.

- Larned, Josephus Nelson.** Libraries in the United States. (*see his* History for ready reference. 1894. 3:2017-23) R903 qL32 e  
 Authoritative and valuable résumé of the history of American libraries from the earliest times, with references to original sources of information.
- Spofford, Ainsworth Rand.** Aids to library progress by the government of the United States. (*see* American library association. Papers prepared for its annual meeting held at the Columbian exposition, 1893. 1896. p. 704-8) 020 Am3 e
- Steiner, Bernard C.** Rev. Thomas Bray and his American libraries. (*see* American historical review, Oct. 1896, 2:59-75) 973 qAm35 e  
 Reviewed in *Library journal*, Nov. 1896, 21:501.
- Tyler, Moses Coit.** The historic evolution of the free public library in America and its true function in the community. (*see* *Library journal*, Mar. 1884, 9:40-47) 020.5 qL61 e  
 Valuable accurate review of progress from the earliest times, through six types: private, scholastic, association, district school, privately endowed and free tax-supported libraries.
- Weeks, Stephen Beauregard.** Libraries and literature in North Carolina in the 18th century. p. 171-267, O. Wash. 1896. Government printing office. 027.0756 W41 e  
 Reprinted from the American historical association, *Annual report for 1895*. Reviewed by S. H. Rancke in *Library journal*, June 1897, 22: 316-17.
- Library legislation**
- Fletcher, William Isaac.** Library laws. (*see his* Public libraries in America. 1895. p. 20-30) 020 F63 e  
 Successive stages of legislation.
- Harrison, Joseph Le Roy.** Report on library legislation and state aid. (*see* *Library journal*, Aug. 1898, 23:C23-34) 020.5 qL61 e  
 Covers the period from Jan. 1, 1897 to July 1, 1898. Abstracts of statutes; lists of states having library laws, of those granting state aid, of those maintaining traveling libraries and school libraries; list of library commissions.
- Homes, Henry Augustus.** Legislation for public libraries. (*see* *Library journal*, July-Aug. 1879, 4:262-67) 020.5 qL61 e  
 Valuable review of early laws.
- Nelson, Charles Alexander, anon.** Library legislation. (*see* Appleton's annual cyclopedia. 1887. 27:418-20) R031 qAm32 e  
 Laws then in force, summarized by states, with some of the library statistics of each state.
- N. Y. (state)—Library.** Annual comparative summary and index of legislation, 1890-date. v. 1-date, Q. Alb. 1891-date. (Bulletin: legislation) 345 qN42 e  
 Under the sub-head "Libraries" are given abstracts of all general library laws passed in the several states during the preceding year, with citation by state, number and date of approval. Full index.
- Poole, William Frederick.** State legislation in the matter of libraries. (*see* *Library journal*, Sep. 1877, 2:7-12) 020.5 qL61 e  
 Discussion of good and bad points in specific laws.

- Presnell, Henderson, comp.** Library legislation in the United States. (*see* U. S.—Education, Bureau of. Report for 1895-96. 1897. v. 28, pt. 1, p. 523-99) 370.973 Un3 e  
Text of laws in force in each of the various states; with valuable résumés of legislation.
- Solberg, Thorwald.** Report on library legislation. (*see* Library journal, Dec. 1890, 15:C50-58) 020.5 qL61 e  
Abstracts of all library laws passed in the United States January 1889—June 1890, arranged by states; with a general review.
- Soule, Charles C.** Yearly report on library legislation. (*see* Library journal, Sep.—Oct. 1885, 10:276-78) 020.5 qL61 e  
Laws of 1884-85.
- Utley, Henry M.** Report on library legislation. (*see* Library journal, May—June 1889, 14:190-94) 020.5 qL61 e  
Laws passed 1886-88, summarized by states.

#### American library association

- American library association.** Handbook, Jan. 1899. 55p. T. n.p. 1899. 020.6 e  
Includes brief review of history of the association, text of the constitution, account of the various sections and the allied agencies and lists of officers and members.
- American library association and the international conference of 1897.** (*see* Library, Dec. 1896, 8:517-21) 020.5 L61 e  
English account of the work and history of the American library association.
- Bowker, Richard R.** Library journal and library organization; a 20 years' retrospect. (*see* Library journal, Jan. 1896, 21:5-9) 020.5 qL61 e  
Includes valuable matter on the history of the American library association.
- Gräsel, Arnim.** L'association des bibliothécaires américains. (*see* his Manuel de bibliothéconomie, 1897. p. 435-37, 580-81) 020 G761 e  
Brief review of history, with references to authorities.
- Lane, William Coolidge.** Report of the A. L. A. publishing section. (*see* Library journal, July 1899, 24:C95-99) 020.5 qL61 e  
Latest and fullest account of the work.
- Library journal; monthly journal of the American library association, Sep. 1876-date.** v. 1-date, v. 1-5. sq.Q; v. 6-date. sq.O. N. Y. 1877-date. Publishers' weekly. 020.5 qL61 e  
Indispensable in studying the history and work of the association.  
So far it has rendered incomparable services; not only has it published remarkable studies upon all branches of library economy, but has also helped us to understand the organization and the spirit of American libraries.—*Gräsel*, p. 33  
An index to volumes 1-22 (1876-97) is published in a separate volume.
- Meleney, George B.** Relation of the Library Bureau to libraries. (*see* Public libraries, May 1896, 1:18-19) 020.5 qP96 e  
Reprinted in J. C. Dana's *Library primer*, 1899, p. 35-38.
- Montgomery, Thomas L.** Report of the cooperation committee of the A. L. A. for 1899. (*see* Library journal, July 1899, 24:C92-94) 020.5 qL61 e  
General summary of the most important cooperative work of the year among libraries throughout the United States.

## STATE LIBRARY COMMISSIONS

- Connecticut—Public library committee.** Biennial report, 1893–date.  
v. 1–date, O. Hartford 1895–date. 027.4746 e
- Mass.—Free public library commission.** Annual report, 1891–date.  
v. 1–date, pl. O. Bost. 1891–date. 027.4744 e
- New Hampshire—Library commissioners, Board of.** Biennial report,  
Dec. 1892–date. v. 1–date, pl. O. Concord 1892–date.  
027.4742 e
- N. Y. (state)—Public libraries division.** Annual report, 1892–date. v. 1–  
date, O. Alb. 1893–date. (N. Y. (state)—Home education de-  
partment. Extension bulletin) 027.4747 e
- Ohio—Library commissioners, Board of.** Annual report, 1896–date.  
v. 51–date, O. Norwalk 1897–date. 027.4771 e  
This board, created in 1896, superseded the ex-officio board of commissioners of the  
state library. The reports of the present board continue the old series of reports.
- State library commissions.** (*see* Library journal, Oct. 1896–date, v. 21, no.  
10–date) 020.5 qL61 e  
Under this caption the journal every month publishes the full list of state com-  
missions organized, with names of officers, reviews of their publications and latest  
news items regarding their work.
- Stearns, Lutie E.** State library commissions. (*see* Wisconsin—Free li-  
brary commission. First biennial report, 1895–96. 1896. p. 126–30)  
027.4775 W75 e  
Account of the establishment, organization and work of the commissions in Massa-  
chusetts, New Hampshire, Connecticut, Vermont, Ohio and Wisconsin.
- Vermont—Library commissioners, Board of.** Biennial report, 1895–  
date. v. 1–date, pl. O. Burlington 1896–date. 027.4743 e
- Wisconsin—Free library commission.** Biennial report, 1895–date. v. 1–  
date, illus. O. Madison 1896–date. 027.4775 W75 e

## OPEN SHELVES

- Brett, William Howard.** Freedom in public libraries. (*see* London, Inter-  
national library conference, 1897. Transactions and proceedings.  
1898. p. 79–83) 020.6 qL842 e  
Free access admirably presented and defended.
- *and others.* Discussion of open shelves in the light of actual expe-  
rience. (*see* Library journal, July 1899, 24:C136–42) 020.5 qL61 e  
Presents the latest results of experience; one of the most valuable discussions  
of the subject.
- Moore, H. Keatley.** Open access in public lending libraries. (*see* Library,  
Dec. 1899, ser. 2, 1:49–62) 020.5 L61 e  
Results of free access in 15 English libraries.

## BRANCH LIBRARIES

- Bostwick, Arthur E.** Branch libraries. (*see* Library journal, Jan. 1898,  
23:14–18) 020.5 qL61 e  
Full discussion of branch administration; comparison of branch service in Balti-  
more, Boston, Brooklyn, Chicago, New York and Philadelphia.
- Cole, George Watson.** Branches and deliveries. (*see* American library  
association. Papers prepared for its annual meeting held at the Co-  
lumbian exposition, 1893. 1896. p. 709–18) 020 Am3 e  
Comparative study of branch administration based on reports from 47 libraries.

## CHILDREN'S DEPARTMENTS

- Adams, Emma Louise.** Methods of children's library work as determined by the needs of the children. (*see* Library journal, Oct. 1897, 22:C28-31) 020.5 qL61 e
- Dickinson, Marion & Medlicott, Mary.** References to articles upon children, schools and libraries. 32p. nar. T. Bost. 1899. Houghton. e  
Classified list of articles in the *Library journal* and *Public libraries* to Oct. 1899; a few books and pamphlets are included. Descriptive notes.
- Dousman, Mary Ella.** Children's departments. (*see* Library journal, Sep. 1896, 21:406-8) 020.5 qL61 e  
Sums up results at Buffalo, Minneapolis and Denver; list of other libraries having children's departments.
- Fairchild, Edwin Milton.** Methods of children's work as determined by the needs of the children. (*see* Library journal, Oct. 197, 22:C19-27) 020.5 qL61 e  
Valuable scientific study of aims and methods, from the psychologic standpoint. For interesting discussion of the paper by Mr Larned, Mr Brett, Mr Crunden and others see same volume, p. C156-58.
- Olcott, Frances Jenkins.** Report of the chief of the children's department. (*see* Carnegie library, Pittsburg (Pa.) Third annual reports. 1899. p. 21-31) 027.4748 e  
Covers school work, three children's rooms, management of 15 home libraries; includes interesting photographs of three groups of children reached, showing home conditions.
- Providence (R. I.)—Public library.** School and library in the new building. (*see* its Monthly bulletin, May 1897, 3:99-101) 016 qP941 e  
Account of plans for children's work; reading room and classroom for children; selection of books; proposed methods.
- Reading rooms for children.** (*see* Public libraries, Ap. 1897, 2:125-31) 020.5 qP96 e  
Official reports from the following libraries having separate rooms for children: Boston, Brookline, Pratt institute, Buffalo, Cambridge, Circleville O., Cleveland, Denver, Detroit, Kalamazoo, Pittsburg. Gives dates of opening, number of volumes, methods and results.

## TRAVELING AND HOME LIBRARIES

(Chapter 10)

- Barry, Sir Redmond.** On lending books. (*see* Library journal, Nov.—Dec. 1877, 2:216-18) 020.5 qL61 e  
Description of system operated from the Melbourne (Victoria) public library; read at the London conference.
- Crunden, Frederick Morgan, anon.** Traveling libraries. (*see* St Louis public library magazine, Feb. 1898, 5:90-96) 017.1 qSa23 e  
Briefly sketches early systems; gives more detailed account of the New York and Wisconsin work; two typical lists of books circulated in Wisconsin.
- Early traveling libraries.** (*see* New York public library. Bulletin, Nov. 1898, 2:404-6) 027.4747 qN421 e  
Account of system operated in East Lothian, Scotland, 1817-34; with catalogues of two of the libraries.
- Eastman, William Reed.** A new aid to popular education, free traveling libraries. (*see* Forum, Jan. 1895, 18:616-21) 051 F77 e  
The New York system described in detail by the state inspector of public libraries, with interesting discussion of statistics of circulation.



- Hutchins, Frank A.** Report on travelling libraries. (*see* Library journal, Aug. 1898, 23:C56-58) 020.5 qL61 e  
Includes a table showing the extent of the work in the several states at that time maintaining systems.
- Travelling libraries in farming communities. (*see* Library journal, Ap. 1896, 21:171-73) 020.5 qL61 e
- N. Y. (state)—Home education department.** Libraries and university extension. p. 147-74, Q. Alb. 1892. (Extension bulletin. no. 4) 021.1 Sh2 e  
Contains thesis by Katharine L. Sharp on the relation of local public libraries and university extension, including a review of the earlier history of the traveling library movement.
- N. Y. (state)—Public libraries division.** Annual report, 1892-date. v. 1-date, Q. Alb. 1893-date. (N. Y. (state)—Home education department. Extension bulletin) 027.4747 e  
New York state at present maintains the most extensive system of traveling libraries in existence. Details of the work are to be found in these reports.
- Rancke, Samuel H.** Railroad traveling libraries. (*see* Library journal, Jan. 1897, 22:10-13) 020.5 qL61 e  
Historical account.
- Shaw, William B.** The traveling library, a boon for American country readers. (*see* Review of reviews (New York) Feb. 1898, 17:165-70) 052 R321 e  
Excellent popular account of the work in New York and Wisconsin, with brief notices of railway libraries and of the system conducted by the *English Review of reviews*, illustrated. Same condensed in *Living age*, Feb. 1898, 216:479-81.
- Thompson, John.** Traveling libraries. (*see* Library journal, Dec. 1896, 21:C29-31) 020.5 qL61 e  
Review of work done in the various states.
- Wisconsin—Free library commission.** Biennial report, 1895-date. v. 1-date, illus. O. Madison 1896-date. 027.4775 W75 e
- Free traveling libraries in Wisconsin, the story of their growth, purposes and development, with accounts of a few kindred movements. 39p. pl. O. Madison 1897. Author. 027.0775 e  
Includes sketches of children's home libraries, railroad libraries, women's club work; with many interesting pictures illustrating the conditions of the work in a new country.

#### Children's home libraries

- Birtwell, Charles W.** Home libraries. (*see* Library journal, Dec. 1894, 19:C9-13) 020.5 qL61 e  
Development of the idea outlined by its author.
- Fairchild, Mrs Salome (Cutler).** Home libraries. (*see* Library journal, Feb. 1896, 21:60-62) 020.5 qL61 e  
Clear statement of methods and details, with valuable suggestions as to systematic preparation for the work. Also printed separately.
- Foote, Elizabeth L.** The children's home library movement. (*see* Outlook, Sep. 1897, 57:172-73) 205 C4622 e  
General account.

- Olcott, Frances Jenkins.** Report of the chief of the children's department. (*see* Carnegie library, Pittsburg (Pa.) Third annual reports. 1899. p. 21-31) 027.4748 e  
This library directs and manages 17 home libraries which have been given by private individuals. The report describes the work and gives three interesting photographs of "home library groups" of children, showing racial and social grouping and home conditions.

#### TRAVELING PICTURES AND LIBRARY EXHIBITIONS OF ART

(Chapter 16)

- Bain, James, jr.** Museums, art galleries and lectures in connection with public libraries. (*see* American library association. Papers prepared for its annual meeting held at the Columbian exposition, 1893. 1896. p. 850-61) 020 Am3 e
- Boston—Public library.** Extract from the report of the fine arts department. (*see its* Report for 1898. 1899. p. 60-64) 027.4744 B451 e  
Includes list of subjects of 38 art exhibitions held during the year. Historical and descriptive account, covering the United States and the United Kingdom, with useful hints for management. Brief list of references.
- Carter, Hannah Johnson.** Traveling libraries of illustrations. (*see* Library journal, June 1897, 22:283-94) 020.5 qL61 e  
Brief summary of the more important efforts to circulate pictures.
- Conklin, William Judkins.** The educational value of the public museum. (*see* Dayton (O.)—Public library and museum. Report for 1894-95. 1896. p. 15-23) 027.4771 e
- Dewey, Melvil.** Art appreciation. (*see* N. Y. (state)—University. 35th university convocation. 1897. p. 257-61) 379.747 AK e  
The New York state system of circulating pictures and slides; purposes, practical details.
- Forbes library, Northampton (Mass.)** Annual report, 1896-date. v. 2-date. O. Northampton 1897-date. 027.4744 e  
This library has made a specialty of art exhibitions since 1896, most interesting accounts of which are given in the reports.
- Frieze, Henry Simmons.** Art museums and their connection with public libraries. (*see* U. S.—Education, Bureau of. Public libraries in the United States. 1876. p. 434-44) 027.073 Un3 e  
Excellent presentation of the advantages to be gained by connecting galleries and libraries, with account of what had been done in that direction in the United States at that time.
- Green, Samuel Swett.** The use of pictures in libraries. 12p. O. Bost. 1898. 021.4 G82 e  
Instructive account of the work at Worcester Mass. Reprinted from the eighth report of the Massachusetts free public library commission.
- Jackson, Annie Brown.** Music and collections of art photographs in public libraries. (*see* Library notes, Mar. 1889, 3:463-69) 020.5 L611 e  
Valuable suggestions, with account of work done by a few libraries. Graduating thesis, New York state library school, 1888.
- Kneil, Thomas R. and others.** Educational functions of pictures as coordinate with books. (*see* N. Y. (state)—University. 36th university convocation. 1898. p. 434-42) 379.747 AK e  
Discussion by school superintendents and principals; interesting testimony as to the value of results in New York.

- N. Y. (state)—Public libraries division.** Annual report, 1897–date. v. 6–date, Q. Alb. 1898–date. (N. Y. (state)—Home education department. Extension bulletin) 027.4747 e  
The state began to lend framed pictures, collections of photographs, lanterns and slides, in 1897. Details of the work, including lists of objects loaned, will be found in the reports of the division beginning with that year.
- Smiley, William H.** The relation of the library to art education in the schools. (*see* National educational association. Proceedings. 1897. p. 1038–43) 370.6 N21 e
- Springfield (Mass.), City library association.** Annual report, 1893–date. v. 32–date, O. Springfield 1893–date. 027.4744 Sp8 e  
The library began the erection of an art museum in 1893. A description of the building by the architect is given in the report for 1894, p. 17–20. Interesting accounts of the art collection, with views, are included in the reports for 1898 and 1899.
- Tanner, Mary E.** A traveling library of pictures. (*see* Public libraries, June 1897, 2:263–66) 020.5 qP96 e  
Practical suggestions as to selection of pictures and best methods of preparation and circulation.

## EDUCATIONAL CLUBS

(Chapter 12)

- Bourland, Mrs Clara P.** Woman's clubs and their relation to the public library movement. (*see* Public libraries, June 1897, 2:316–19) 020.5 qP96 e
- Cable, George W.** Home culture, an authorized interview; by Clifton Johnson. (*see* Outlook, June 1895, 51:352–54) 205 fC46 e  
Re-statement of purposes and plans after seven years of practical experience.
- Home culture clubs. (*see* Century magazine, Aug. 1888, 36:497–507) 051 Scr31 e  
Full and able discussion of underlying principles, with an outline of proposed methods.
- Croly, Mrs Jane (Cunningham).** The history of the woman's club movement in America, with introd. by Mrs E. M. Henrotin. 1200 p. illus. por. Q. N. Y. 1898. H: G. Allen & Co.
- Henrotin, Mrs Ellen M.** General federation of women's clubs. (*see* Review of reviews (New York) Mar. 1896, 13:291–93) 052 R321 e  
Rapid sketch of the development of the national organization; by its president. Portraits.
- State federations of women's clubs. (*see* Review of reviews (New York) Oct. 1897, 16:437–40) 052 R321 e  
Aims, history, plans, prospects.
- Michigan—State library.** Study clubs. 183p. O. Lansing 1896. State. (Library bulletin. no. 1) 374.8 SL e  
Reports from 113 clubs in Michigan, with outlines of courses of study. No more published.
- N. Y. (state)—Study club division.** Annual report, 1895–date. v. 1–date, Q. Alb. 1895–date. (N. Y. (state)—Home education department. Extension bulletin) 378.13 BU e  
Includes brief reports from registered clubs, outlines of study, hints for clubs, statistics and much valuable illustrative material.

- Peck, Adolph Leopold.** Workingmen's clubs and the public library. (*see* Library journal, Nov. 1898, 23:612-14) 020.5 qL61 e  
 Interesting details of club work at the Gloversville N. Y. library; methods, list of topics studied.
- Society to encourage studies at home, founded in 1873 by Anna Eliot Ticknor.** 21Sp. por. D. Camb. Mass. 1897. Author. 374.8 So1 e  
 The history of the society well-sketched by Mrs Louis Agassiz; its methods and spirit admirably illustrated by many letters of Miss Ticknor and of the students.
- Welch, Margaret Hamilton.** Club women and club work. (*see* Harper's bazar, Ap. 1897-date, v. 30, no. 14-date) e  
 This ably conducted department of the *Bazar* gives the best weekly reports of the work of women's literary clubs throughout the United States.
- Wetherill, Edith.** Civic club of Philadelphia. (*see* Municipal affairs, Sep. 1898, 2:467-82) 352 M92 e  
 Full account of the club's work.
- Whiting, Lilian.** Women's organizations in Boston. (*see* Chautauquan, May 1898, 27:197-99) 051 qC39 e  
 Chiefly descriptive of the work of the Woman's educational and industrial union.

#### STATE HISTORICAL SOCIETY OF WISCONSIN

(Chapter 13)

- Historical societies in the United States.** (*see* U. S.—Education, Bureau of. Public libraries in the United States. 1876. p. 312-77) 027.073 Un3 e  
 Includes a paper on the history and condition of American historical societies in general, by H: A. Homes; together with brief sketches of 78 individual societies by S: R. Warren and S. N. Clark.
- Thwaites, Reuben Gold.** Library of the State historical society of Wisconsin. (*see* Library journal, July 1891, 16:203-7) 020.5 qL61 e  
 History of the society, scope and extent of its collections, methods of work.
- Library of the State historical society of Wisconsin. (*see* Library journal, Ap. 1896, 21:175-76) 020.5 qL61 e  
 Brief description of the collections and of the proposed new building.
- State historical society of Wisconsin. (*see* Magazine of western history, Mar. 1888, 7:549-60) 973 M271 e  
 Brief account of the history of the society, and of its collections.
- State historical society of Wisconsin: the story of its growth, opinions of men of letters, description of the new building. 21p. por. pl. O. Madison 1898. State. 977.5 T421 e  
 Includes portrait of Dr Draper, two views of the building and four floor plans.
- Work of the Wisconsin historical society. (*see* Annals of Iowa, Jan. 1894, ser. 3. 1:258-65)
- Wisconsin's priceless historic treasures.** (*see* Magazine of American history, Sep. 1892, 28:228-30) 973 M27 e

#### LIBRARIES AND SCHOOLS

(Chapter 14)

- Adams, Charles Francis, jr.** The public library and the common schools. 51p. O. Bost. 1879. Estes. 021.3 Ad1 e  
 Pioneer work in this field, presenting a strong argument for cooperation; exerted a wide and lasting influence.

- Adams, Emma Louise.** Library work with schools. (*see* Library journal, Ap. 1898, 23:137-41) 020.5 qL61 e  
Useful suggestions; plans and methods.
- Boston—Supervisors, Board of.** Report on cooperation of the public library with the public schools. 19p. O. Bost. 1896. School committee. (School document. 1895. no. 14) 021.3 e  
Outlines an agreed division of functions between schools and library, discusses question of books and their distribution to the schools; lists of selected books.
- Brett, William Howard.** The relations of the public library to the public schools. p.173-87, O. N. Y. 1892. National educational association. 021.3 B75 e  
Reviews history, work of the A. L. A. for schools, progress in leading cities, with special attention to Cleveland. Includes discussion by prominent educators. Reprinted, without the discussion, in *Journal of proceedings of the National educational association*, 1892, p. 692-702.
- Cooperation between schools and libraries.** (*see* Public libraries, May 1898, 3:154-57) 020.5 qP96 e  
Brief general reports from 13 states.
- Dickinson, Marion & Medlicott, Mary.** References to articles upon children, schools and libraries. 32p. nar. T. Bost. 1899. Houghton. e  
Classified list of articles in the *Library journal* and *Public libraries*, to Oct. 1899; a few books and pamphlets are included. Descriptive notes.
- Eastman, Linda A.** The library and the children. (*see* Library journal, Ap. 1898, 23:142-44) 020.5 qL61 e  
Cleveland public library work; including the "Library league", which had its origin here.
- Foerste, August F.** The public school and the public library. (*see* Library journal, July 1897, 22:341-44) 020.5 qL61 e  
Valuable and suggestive account of work at Dayton O.
- Foster, William Eaton.** The relation of the libraries to the school system. (*see* Rhode Island institute of instruction. Papers and proceedings. 1880. p. 15-36) 021.3 e  
Excellent statement of principles, with practical suggestions.
- Green, Samuel Swett.** Libraries and schools. (*see* Library journal, Dec. 1891, 16:C22-26) 020.5 qL61 e  
Methods and results of very satisfactory work at Worcester Mass.  
— *ed.* Libraries and schools. 126p. S. N. Y. 1883. Leypoldt.  
Addresses and papers by S: S. Green, C: F. Adams jr, R. C. Metcalf and W: E. Foster. Includes accounts of successful experiments by teachers and librarians in various places.  
— Public libraries and schools; results of recent efforts to make the former useful to the latter, 1884. 22p. O. Bost. 1885. State. 021.3 e  
From the 48th annual report of the Massachusetts board of education. Valuable study of results attained in Springfield, Worcester, Boston, St Louis and Providence.
- James, Hannah P.** Libraries in relation to schools. (*see* American library association. Papers prepared for its annual meeting held at the Columbian exposition, 1893. 1896. p. 693-97) 020 Am3 e  
Practical suggestions, embodying the results of the best experience of many librarians.

**National educational association.** Report of committee on the relations of public libraries to public schools, appointed by authority of the national council at the meeting of the association held in Washington D. C. July 1898. 80p. O. Chic. 1899. National educational association. e

Signed chapters treating clearly and practically almost every aspect of library and school cooperation; analyses of the school work of representative libraries and of the library work of special types of schools; suggestions for the establishment and management of small libraries; approved graded lists of books for supplementary reading and school use; with an excellent paper on the librarian's spirit and methods in working with schools, by J. C. Dana, chairman of the committee and editor of the report. One of the most valuable contributions on the subject.

**National educational association—Library department.** Papers and discussions. (*see* National educational association. Proceedings. 1897-date) 370.6 N21 e

**Orr, William, jr.** The public school, library and museum. (*see* New England magazine, Oct. 1896, 21:245-50) \* 051 B34 e  
Good account of the work at Springfield Mass.

**Peck, Adolph Leopold & Estee, J. A.** Correlation of library and school. (*see* N. Y. (state)—University convocation: library session. 1896. p. 104-16) 020.6 N421 e

Suggestive treatment of methods and aims, by the public librarian and school superintendent of Gloversville N. Y. a small manufacturing city enjoying close cooperation.

**Plummer, Mary Wright.** The work for children in free libraries. (*see* Library journal, Nov. 1897, 22:679-86) 020.5 qL61 e

Briefly reviews history of children's departments; digests and discusses reports from 15 libraries on many questions of administration; valuable suggestions as to management.

**Providence (R. I.)—Public library.** School and library in the new building. (*see* its Monthly bulletin, May 1897, 3:99-117) 016 qP941 e

Shows generous provision for cooperation through children's reading room and classroom, teachers' club room and special educational library of 2000 volumes, of which a classed catalogue is included.

**Work between libraries and schools; a symposium.** (*see* Library journal, Ap. 1897, 22:181-87) 020.5 qL61 e

Work with schools in the following representative cities: Worcester, St Louis, Cleveland, Detroit, Milwaukee and Springfield Mass.; by librarians.

**Young, Clement C.** The public library and the public school. (*see* Library journal, Ap. 1896, 21:140-44) 020.5 qL61 e

Full report of cooperation between the San Francisco public library and one of the city high schools.

## LIBRARY SCHOOLS AND TRAINING CLASSES

(Chapter 15)

### General

**American library association—Library schools, Committee on.** Report, 1894-97. (*see* Library journal, Dec. 1894, 19:C116-20; Dec. 1895, 20:C61-63; Dec. 1896, 21:C93-96; Oct. 1897, 22:CS7-90) 020.5 qL61 e

This committee has been annually appointed since 1885 and its reports are to be found in the conference numbers of the *Library journal* from that date, with the exception of three years. Those listed here are specially valuable for comparative study.

- Doren, Electra C.** Special training for library work. (*see* Public libraries, Jan. 1899, 4:3-8) 020.5 qP96 e  
Admirable discussion of the proper aims of training and of the advantages to be found in the regular schools.
- Gräsel, Arnim.** Die bibliothekarische fachschule. (*see* Centralblatt für bibliothekswesen, Jan. 1896, 13:38-39) 020.5 C33 e  
Brief review of the New York state library school handbook, with favorable judgment as to the value of the work done by the schools.
- James, Hannah P.** Special training for library work. (*see* London, International library conference, 1897. Transactions and proceedings. 1898. p.34-39) 020.6 qL842 e  
Excellent general view of the history, curriculum and methods of each of the leading library schools.
- Library schools and training classes.** (*see* Library journal, Aug. 1898, 23:C59-70) 020.5 qL61 e  
Distinguishing characteristics of each school presented by a member of its faculty. Includes New York state, Pratt, Drexel, Illinois, Los Angeles training class and five summer schools. Valuable for comparative study.
- Library schools and training classes of the United States.** (*see* Library journal, Sep. 1894, 19:296-308) 020.5 qL61 e  
Brief professional record of each student enrolled from the beginning to date in the New York state, Pratt, Drexel and Armour institute library schools and the Los Angeles and Denver public library training classes.
- Macfarlane, John.** American library school. (*see* his Library administration. 1898. p.26-29) 020.2 M16 e
- Petherbridge, M.** American library school. (*see* Library, Mar. 1895, 7:65-74) 020.5 L61 e  
Interesting estimate by an English visitor, after personal investigation at Albany.
- Plummer, Mary Wright.** The value of a school for library training. (*see* Library journal, Feb. 1891, 16:40-44) 020.5 qL61 e  
Able discussion of advantages and defects; based on reports from trustees, librarians and graduates.
- New York state library school**
- Dewey, Melvil.** New York state library school. (*see* Library journal, Aug. 1898, 23:C59-60) 020.5 qL61 e  
Special features of the school briefly stated.
- Horton, Mrs Corinne R. Stocker.** Albany library school. (*see* Harper's bazar, June 1899, 32:526-27) e  
Rapid general view of the school's work and of its material equipment; from a non-professional standpoint. Views of the lecture rooms and portrait of Mrs Fairchild. Includes brief appreciative estimate of the New York state library school.
- N. Y. (state)—Library school.** Handbook, 1891-92. 68p. O. Alb. 1891. (N. Y. (state)—Library. Bulletin; library school. no. 1) e  
——— 1897. 81p. illus. T. Alb. 1897. (N. Y. (state)—University. Handbook 7) 020.7 e  
These handbooks give history of the school, its relation to the American library association, methods and courses of study, in detail. *Handbook 7* includes photographic views of the study and lecture rooms.

- N. Y. (state)—Library school.** Register for the first 10 years, Jan. 1887-Dec. 1896. p. 73-117, O. Alb. 1897. (N. Y. (state)—Library. Bulletin: library school. no. 2) 020.7 e  
Includes lists of all matriculated students arranged by classes, with positions filled by each; general summaries, and lists of bibliographies and theses submitted for graduation.
- 12th annual report, 1898. p. 123-45, pl. O. Alb. 1899. (N. Y. (state)—Library. Bulletin: library school. no. 3) 020.7 N42 e  
Special features are the full statements regarding students bibliographies and theses, the course in the selection of books and the summer school. Earlier reports were included in the annual reports of the New York state library, 1899-97.
- Ogle, J. J.** The training of public library assistants. (*see* Greenwood's library yearbook. 1897. p. 52-59) 020.5 G85 e

#### Pratt institute school of library training

- Plummer, Mary Wright.** Address to the incoming class at Pratt institute. (*see* Public libraries, Dec. 1896, 1:305-6) 020.5 qP96 e
- Pratt institute library school. (*see* Library journal, Aug. 1898, 23:C60-62) 020.5 qL61 e  
Distinguishing characteristics stated by the director.
- Pratt institute—School of library training.** Circular of information, 1896-date. O. Brooklyn 1896-date. 020.7 e

#### Drexel institute library school

- Drexel institute of art, science and industry, Philadelphia—Library school.** Circular, 1892-date. O. Phil. 1892-date. 020.7 e
- Kroeger, Alice B.** Drexel institute library school. (*see* Library journal, Aug. 1898, 23:C62-63) 020.5 qL61 e  
Distinguishing characteristics presented by the director.

#### University of Illinois state library school

- Illinois university—State library school.** Circular of information, 1898-date. D. Urbana Ill. 1898-date. 020.7 e
- Sharp, Katharine Lucinda.** The department of library science of Armour institute, Chicago. (*see* Library journal, May 1894, 19:162-66) 020.5 qL61 e  
Review of the first year's work.
- University of Illinois state library school. (*see* Library journal, Aug. 1898, 23:C63-66) 020.5 qL61 e  
Distinguishing characteristics of the school, stated by its director.
- University of Illinois state library school.** (*see* Illini, Jan. 1899, 28:230-35) 378.773 qU1Q e  
History, equipment, courses, methods of instruction, view of the new university library building.

#### Other

- Doren, Electra C.** Library service and training. (*see* Dayton (O.)—Public library and museum. Annual report, 1896-97. 1898. p. 8-12) 027.4771 e  
Report of the first year of the Dayton (O.) library training class; includes course of study.



- Earley, Maude A.** Wisconsin summer school of library science. (*see* Wisconsin—Free library commission. First biennial report, 1895-96. 1896. p. 86-91) 027.4775 W75 e  
Account of the second session.
- Kelso, Tessa L.** The Los Angeles training class. (*see* American library association. Papers prepared for its annual meeting held at the Columbian exposition, 1893. 1896. p. 764-71) 020 Am3 e

## EDUCATIONAL BIBLIOGRAPHIES

(Chapter 16)

The following list is designed merely to illustrate some of the more important bibliographic work of libraries and of the American library association, of special value from the educational standpoint.

- American library association.** Catalog of "A. L. A." library; 5000 volumes for a popular library shown at the World's Columbian exposition. 592p. O. Wash. 1893. (U. S.—Education, Bureau of Publications. no. 200) 016 Am3 e

A carefully selected list, representing a well-balanced working collection for a small American public library and suitable as a basis for a larger collection; chosen by a committee of six librarians from the suggestions of 75 librarians and specialists. Divided into 1) classed catalogue according to the *Decimal classification*, 2) classed catalogue according to the *Expansive classification*, 3) Dictionary catalogue; each title excepting in fiction and biography appearing in each of these three catalogues. The cataloguing is according to the A. L. A. rules; editions, prices, publishers and their addresses are given. Directions for the purchase and arrangement of the books are included. An invaluable aid in selecting, classifying and cataloguing a small library.

- Annual literary index for 1892—date, including periodicals, American and English essays, book-chapters, etc.** v. 1—date, Q. N. Y. 1893—date. Publishers' weekly. R050 qC78 e

Supplement to the "A. L. A." *index to general literature*. Edited by W: I: Fletcher and R: R. Bowker, with the cooperation of members of the American library association and of the *Library journal* staff. Indexes about 125 leading English and American periodicals, and analyzes about 65 composite books each year; includes necrology of authors and list of English and American bibliographies of timely interest or of such fullness as to be generally useful. Serves as an annual supplement to *Poole's index*. Full author-index for the analyzed books.

- Boston—Public library.** Bibliographies of special subjects. Sv. Q. Bost. 1883-97. Boston public library.

*Contents:* no. 1 Franklin bibliography. 1883.  
no. 2 List of Spanish grammars. 1884.  
no. 3 Index of articles on American local history. 1889. e  
no. 4 Maps in the publications of the geological society.  
no. 5 Bibliographies of special subjects. 1890. e  
no. 6 Official publications of the Continental congress. 1890.  
no. 7 Catalogue of family histories. 1891. e  
no. 8 Higher education of women. 1897. e

- Bowdoin college—Library.** Bibliographic contributions, 1891—date. no. 1—date, O. Brunswick Me. 1891—date. e

Chiefly annual lists of the best 10 American books of the preceding year, selected with admirable judgment; with references to several critical reviews of each. Publishers and prices. Beginning with 1897 the lists are annotated. Valuable guide in buying for a small library.

For brief notices see *Library journal*, Aug. 1891, 16:253; Aug. 1895, 20:284; May 1896, 21:253; Ap. 1897, 22:219; Ap. 1898, 23:149; Oct. 1898, 23: 592; Ap. 1899, 24:176.

**Drexel institute of art, science and industry, Philadelphia.** Reference lists. no. 1-3, 38p. Q. Phil. 1894-96. Drexel institute.

Drexel e

Classified, annotated reading lists on costume, dress and needlework, music, decoration and design. Paged continuously.

**Fletcher, William Isaac, ed.** "A. L. A." index to general literature; biographical, historical and literary essays and sketches, reports and publications of boards and societies dealing with education, health, labor, charities and corrections. 329p. Q. Bost. 1893. A. L. A. publishing section. R040 qF63 e

About 1500 important separate works analyzed; only books in English, to be found in most libraries, are included. Supplemented by the *Annual literary index*. Reviewed by Paul Leicester Ford in *Library journal*, Feb. 1893, 18:50.

**Harvard university—Library.** Bibliographical contributions; ed. by Justin Winsor, librarian. 4v. Q. Camb. Mass. 1887-98. Harvard university. C016 qH26 e  
53 miscellaneous bibliographies.

**Leypoldt, Mrs Augusta H. & Iles, George, comp.** List of books for girls and women and their clubs, with notes and a list of periodicals and hints for girls' and women's clubs. 161p. Q. Bost. 1895. A. L. A. publishing section. 016 qL59 e

About 2100 titles in the chief branches of literature, classed under 26 main headings; each of these groups selected and annotated by a specialist. Equally useful for men and boys. Publishers and prices are given; very full index.

**N. Y. (state)—Library.** Annual comparative summary and index of legislation in 1890-date. v. 1-date, Q. Alb. 1891-date. (Bulletin: legislation) 345 qN42 e

Detailed and minutely classified summary of all general laws, constitutional amendments and final judicial decisions on the constitutionality of laws, in each of the United States, classed according to subject; with a subject index. The more important and distinctive acts are also reviewed and the general trend of legislation is indicated by references to the laws of previous years. National legislation is not included. Reviewed in *Journal of political economy*, Sep. 1898, 6:563.

——— **Bulletin: bibliography, May 1895-date.** v. 1-date, O. Alb. 1895-date. C016 N 42 e

Prepared by students of the New York state library school as a condition of graduation. 20 numbers now issued. For brief notices see *Library journal*, Aug. 1895, 20:292; Aug. 1897, 22:415; Mar.-Ap. Sep.-Oct. 1898, 23:125, 168, 549-50, 593; May-June 1899, 24:233, 278.

**Poole, William Frederick & Fletcher, W: I:** Index to periodical literature; 3d ed. brought down to Jan. 1882. 1442p. Q. Bost. 1882. Osgood. R050 qP78 v.1 e

Now published by Houghton.

——— **1st supplement, from Jan. 1, 1882 to Jan. 1, 1887.** 483p. Q. Bost. 1888. Houghton. R050 qP78 v.2 e

——— **2d supplement, from Jan. 1, 1887 to Jan. 1, 1892.** 476p. Q. Bost. 1893. Houghton. R050 qP78 v.3 e

——— **3d supplement, from Jan. 1, 1892 to Dec. 31, 1896.** 637p. Q. Bost. 1897. Houghton. R050 qP78 v.4 e

Supplements to be issued every five years.

**Providence (R. I.)—Public library.** Monthly reference lists, Jan. 1881-Dec. 1884. 4v. Q. Providence 1881-84. 016 qP94 e  
v. 3-4 published in New York by F. Leyboldt.  
107 miscellaneous annotated lists; compiled by W. E. Foster, librarian.

**Sargent, John Frederick, comp.** Reading for the young; a classified and annotated catalog with an alphabetical author-index, ed. by M. E. and A. L. Sargent. 121p. Q. Bost. 1890. Library Bureau.  
028.5 qSa7 e

——— Supplement to, compiled by M. E. and A. L. Sargent.  
p. 122-225, Q. Bost. 1896. Library Bureau. 028.5 qSa72 e

A comprehensive list of books and periodical articles, grouped in about 80 subdivisions under the main heads: Manners and morals, Religious, Social and political, Language, Natural sciences, Useful arts, Fine and recreative arts, Literature, Historical fiction, History, Travels, Biography. The supplement contains a subject index covering the complete work. The age of the readers to whom the books are adapted is indicated in each case.

Descriptive notes. Authors and titles only (no price, place, date or publisher). Of value in selecting books and guiding children's reading.

**Sturgis, Russell & Krehbiel, H: E: comp.** Annotated bibliography of fine art; painting, sculpture, architecture, arts of decoration and illustration by Russell Sturgis, music by H: E: Krehbiel; ed. by George H. H. 89p. Q. Bost. 1897. Library Bureau. (American library association. Annotated lists) 016.7 qSt9 e

By thoroughly competent authorities; about 1000 titles; notes are critical and descriptive, serviceable to both general and professional readers; very full index.

## NATIONAL AND INTERNATIONAL INFLUENCE OF LIBRARIANS

(Chapter I)

### National educational association—Library department

**National educational association.** Report of committee on the relations of public libraries to public schools. 80p. O. Chic. 1899. National educational association. e

For note see p. 258.

**National educational association—Library department.** Papers and discussions. (see National educational association. Proceedings. 1897. p. 1005-43; 1898. p. 1005-28) 370.6 N21 e

**Van Valkenburgh, Agnes.** The library section of the N. E. A. (see Public libraries, Oct. 1897, 2:383-85) 020.5 qP96 e

Account of the first meeting, by the acting secretary of the section.

### International conferences

**American library association.** Papers prepared for its annual meeting held at the Columbian exposition, 1893; ed. by Melvil Dewey. p. 691-1014, O. Wash. 1896. (U. S.—Education, Bureau of. Publications. no. 224) 020 Am3 e

For note see p. 240.

**Biagi, Guido.** Il secondo congresso internazionale dei bibliotecari. (see Rivista delle biblioteche e degli archivi, 1897, 8: 81-94) 020.5 qR52 e  
Official report to the Italian minister of public instruction; abstracts of proceedings. Also printed separately.

- Conference of librarians at Philadelphia.** (*see* *Library journal*, Nov. 1876, 1:43-145) 020.5 qL61 e  
Text of papers; abstracts of proceedings; register of attendance. The preliminary organization of the American library association was effected at this conference.
- English conference: papers.** (*see* *Library journal*, Nov.-Dec. 1877, 2:99-219) 020.5 qL61 e
- English conference: proceedings.** (*see* *Library journal*, Jan.-Feb. 1878, 2:245-90) 020.5 qL61 e
- London, Conference of librarians, 1877.** Transactions and proceedings of the conference, Oct. 1877. 276p. F. Lond. 1878. 020.6 qL84 e
- London, International library conference, 1897.** Transactions and proceedings of the second international library conference. July 13-16, 1897. 288p. F. London. 1898. 020.6 qL842 e  
Includes full text of all papers.
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Abstracts of papers and proceedings.

# I N D E X

The superior figures tell the exact place on the page in ninths; e. g. 187<sup>3</sup> means page 187, beginning in the third ninth of the page, i. e. about one third of the way down.

- Abbreviations, 239<sup>6</sup>.**  
Access to shelves, 79<sup>5</sup>, 152<sup>2</sup>; bibliography, 251<sup>1</sup>.  
Acknowledgments, 54<sup>2</sup>.  
Adams, Brooks, quoted, 58<sup>8</sup>-59<sup>1</sup>.  
Allegheny City, Carnegie library, 66<sup>1</sup>; illus. preceding p. 65; bibliography, 242<sup>2</sup>.  
American higher education, cooperative history, 51<sup>2</sup>.  
American historical association, bibliographies, 222<sup>2</sup>-23<sup>1</sup>.  
American history, bibliography, 227<sup>1</sup>.  
American institute of civics, 187<sup>3</sup>.  
American libraries, reports on, 50<sup>2</sup>, 51<sup>6</sup>.  
American library association, 143<sup>3</sup>-44<sup>7</sup>; publishing section, 144<sup>3</sup>-46<sup>7</sup>; Atlanta meeting, 146<sup>6</sup>-47<sup>5</sup>; bibliography, 250<sup>1</sup>.  
Amherst college library summer school, 222<sup>1</sup>.  
Amherst public library, 117<sup>5</sup>-18<sup>6</sup>; illus. preceding p. 113.  
Art in public schools, 179<sup>1</sup>-82<sup>2</sup>.  
Art exhibitions, 175<sup>1</sup>-78<sup>2</sup>; bibliography, 254<sup>2</sup>-55<sup>4</sup>.  
Ashley, F. W., acknowledgments to, 54<sup>2</sup>; library work, 213<sup>2</sup>; on special advantages of library school at Albany, 213<sup>2</sup>-15<sup>4</sup>; Select bibliography of libraries and popular education, 239-64.  
**Baltimore, Enoch Pratt free library, illus. preceding p. 145.**  
Bancroft, George, gift to Lancaster (Mass.) public library, 116<sup>2</sup>.  
Barnstable (Mass.), libraries, 115<sup>2</sup>.  
Baxter, Sylvester, Public library movement in Massachusetts, 110<sup>1</sup>-17<sup>4</sup>.  
Belchertown (Mass.), Clapp memorial library, 121<sup>5</sup>.  
Bibliographies, 222-36; preparation of, 204<sup>4</sup>.  
Bibliography of libraries and popular education, 239-64.  
Billings, J. S., on collection of documents, 88<sup>2</sup>.  
Blind, books for, circulated by New York state library, 109<sup>7</sup>.  
Book loans, long distance, 151<sup>7</sup>-52<sup>2</sup>.  
Boston, early libraries, 110<sup>2</sup>.  
Boston public library, 75<sup>2</sup>-79<sup>3</sup>; art exhibitions, 78<sup>2</sup>, 177<sup>2</sup>-78<sup>2</sup>; bibliography, 244<sup>4</sup>; documents and statistics, 77<sup>2</sup>-78<sup>2</sup>; established, 111<sup>2</sup>; expense, 77<sup>2</sup>; extent, 76<sup>2</sup>; illus. and plans preceding p. 81; Sunday opening, 78<sup>2</sup>-79<sup>2</sup>; use and circulation, 77<sup>1</sup>.  
Bowerman, G. F., on Reynolds library, 84<sup>2</sup>-86<sup>2</sup>.  
Braddock (Pa.), Carnegie library, 66<sup>1</sup>; illus. preceding p. 57.  
Branch libraries, 79<sup>3</sup>-80<sup>2</sup>; bibliography, 251<sup>2</sup>.  
Brattleboro (Vt.) free library, 128<sup>2</sup>-30<sup>2</sup>.  
Brooklyn public library, children in a branch of, illus. preceding p. 177.

- Buckland (Mass.), free library in, 115<sup>o</sup>-16<sup>o</sup>.
- Buffalo public library, 80<sup>o</sup>-83<sup>o</sup>; illus. and plans preceding p. 97; children's room, illus. preceding p. 177; bibliography, 245<sup>o</sup>.
- Buildings, library, pictures and plans, 74<sup>o</sup>-75<sup>o</sup>.
- Bulletins, 123<sup>o</sup>; prepared by library school students, 202<sup>o</sup>-3<sup>o</sup>; bibliographies, 235<sup>o</sup>-36<sup>o</sup>.
- Carnegie**, Andrew, portrait preceding p. 57; sketch of life, 61<sup>o</sup>-62<sup>o</sup>; on responsibilities of wealth, 63<sup>o</sup>-64<sup>o</sup>; bibliography, 242<sup>o</sup>;  
gifts to libraries: amount, 60<sup>o</sup>; to American libraries, 69<sup>o</sup>-71<sup>o</sup>; to British libraries, 71<sup>o</sup>-72<sup>o</sup>; to Washington city, 67<sup>o</sup>.
- Carnegie libraries, 56<sup>o</sup>, 61-72; principle underlying system, 66<sup>o</sup>-67<sup>o</sup>; bibliography, 242<sup>o</sup>-43<sup>o</sup>.
- Carnegie steel interests, 56<sup>o</sup>-58<sup>o</sup>.
- Carson, H. L., on wealth devoted to libraries and material pursuits, 54<sup>o</sup>-55<sup>o</sup>.
- Cathedral library, New York city, 92<sup>o</sup>.
- Chicago public library, illus. preceding p. 97.
- Children, home libraries, 91<sup>o</sup>, 167<sup>o</sup>-68<sup>o</sup>, 253<sup>o</sup>-54<sup>o</sup>; use of public libraries, 152<sup>o</sup>-53<sup>o</sup>.
- Children's rooms, in Buffalo public library, 82<sup>o</sup>-83<sup>o</sup>; in New York state library, 107<sup>o</sup>-97<sup>o</sup>; illus. preceding p. 177; bibliography, 252<sup>o</sup>.
- Civic club of Philadelphia, 186<sup>o</sup>.
- Civics, American institute of, 187<sup>o</sup>.
- Clapp memorial library, Belcher-town (Mass.), 121<sup>o</sup>.
- Clarke public library, Northampton (Mass.), 118<sup>o</sup>-19<sup>o</sup>, 120<sup>o</sup>.
- Cleveland public library, illus. preceding p. 97.
- Clinton, DeWitt, efforts to establish school district libraries, 97<sup>o</sup>.
- Clubs and libraries, 182-92; bibliography, 255<sup>o</sup>-56<sup>o</sup>.
- College settlements and libraries, 200<sup>o</sup>.
- Columbia university library, illus. preceding p. 145.
- Conferences, bibliography, 263<sup>o</sup>-64<sup>o</sup>.
- Cooperation between library and community, by M. A. Tarbell, 131-38.
- Cornell university library, illus. preceding p. 145.
- Crunden, F. M., on connection between libraries and schools in St Louis, 198<sup>o</sup>-200<sup>o</sup>.
- Cutter, C. A., on photographic exhibitions, 176<sup>o</sup>.
- Dana**, J. C., quoted, 128<sup>o</sup>; art education, 180<sup>o</sup>.
- Davidson, Mrs H. A., on study clubs, 187<sup>o</sup>.
- Dayton (O.) public library, illus. preceding p. 145.
- Dedham (Mass.) public library, illus. preceding p. 113.
- Dewey, Melvil, acknowledgments to, 54<sup>o</sup>; on children's rooms, 108<sup>o</sup>; on education division of New York state library, 234<sup>o</sup>; on library schools, 205<sup>o</sup>; library work, 206<sup>o</sup>-7<sup>o</sup>; on people's university, 72<sup>o</sup>-73<sup>o</sup>; portrait preceding p. 97; on progress since 1876, 142<sup>o</sup>-43<sup>o</sup>; reforms in management of district libraries, 99<sup>o</sup>; on sociology division of New York state library, 232<sup>o</sup>-33<sup>o</sup>; on state and the public library, 103<sup>o</sup>-4<sup>o</sup>; on study clubs, 190<sup>o</sup>; on traveling libraries, 156<sup>o</sup>-57<sup>o</sup>; on traveling pictures, 172<sup>o</sup>; on United States leadership in library matters, 75<sup>o</sup>; on university extension, 160<sup>o</sup>.

- Diagrams, between pages 102-5.
- Dix, J. A., urged establishment of district libraries, 97<sup>1</sup>.
- Draper, A. S., reforms in management of district libraries, 99<sup>1</sup>.
- Draper, L. C., connection with Wisconsin state historical society, 193<sup>2</sup>.
- Drexel institute library school, 217<sup>1</sup>; bibliography, 260<sup>6</sup>.
- Eastman, W. R.**, exhibit of plans of library construction, 102<sup>2</sup>; synopsis of library work of University of the State of New York, 104<sup>2-6</sup>.
- Education division of New York state library, 234<sup>1</sup>.
- Educational bibliographies, 222-36, 261<sup>2-63</sup>.
- Educational institutes, monograph on, 54<sup>1</sup>.
- Educational literature, summaries of, 234<sup>2-35</sup>.
- Emerson, R. W., on libraries, 73<sup>3</sup>.
- Empire, use of word, 59<sup>6</sup>.
- Evans, M. J., Women's clubs as an educational factor, 184<sup>3-86</sup>.
- Flagg, A. C.**, originator of school district library, 95<sup>1-96</sup>, 103<sup>7</sup>; portrait preceding p. 97.
- Fletcher, W. I., on library facilities in Amherst, 118<sup>2</sup>.
- Forbes library, Northampton (Mass.), 119<sup>2-20</sup>; illus. preceding p. 113.
- Foster, W. E., on purpose of public libraries, 49<sup>3-50</sup>; library work, 203<sup>7</sup>.
- France, school decoration in, 181<sup>1-82</sup>.
- Franklin (Mass.) public library, 117<sup>1</sup>.
- Free libraries, *see* Public libraries.
- Green, S. S.**, on art exhibitions, 177<sup>4</sup>; on art collections, 180<sup>3-81</sup>; on connection between libraries and schools in Worcester, 197<sup>2-98</sup>; library work, 203<sup>2</sup>.
- Harrison, J. L.**, on public library movement in United States, 138<sup>3</sup>; account of library laws, 141<sup>1-42</sup>.
- Higher education, cooperative history, 51<sup>2</sup>.
- Historical retrospect and recent progress, 138-54; bibliography, 248<sup>2-49</sup>.
- Home education, 108<sup>3</sup>, 158<sup>3</sup>.
- Home libraries, 91<sup>1</sup>, 167<sup>2-68</sup>; illus. preceding p. 161; bibliography, 253<sup>3-54</sup>.
- Homes, H. A., quoted, 97<sup>1</sup>.
- Homestead (Pa.), Carnegie library, illus. preceding p. 65.
- Hopkins, J. F., on art education, 179<sup>4</sup>.
- Horton, Mrs C. R. S., on women as librarians, 204<sup>1-5</sup>; on New York state library school, 210<sup>3-11</sup>.
- Houghton memorial library, North Adams (Mass.), 120<sup>3-21</sup>.
- Iles, George**, on appraisal of literature, 223<sup>7</sup>, 224<sup>7</sup>, 227<sup>3-28</sup>.
- Illinois state library association, collection of library statistics, 50<sup>3</sup>.
- Illinois state library school, *see* University of Illinois state library school.
- Index to subject bibliographies, 228<sup>3-29</sup>.
- Interstate library conference, 151<sup>1</sup>.
- James, H. P.**, on special training for library work, 215<sup>3</sup>.
- Kansas City (Mo.)** public library, illus. preceding p. 177.
- King, E. T., on women's clubs, 182<sup>7-86</sup>.

- Lancaster** (Mass.) public library, 116<sup>o</sup>.
- Larned, J. N., on libraries as an educational force, 60<sup>o</sup>; editor of *Bibliography of American history*, 227<sup>o</sup>.
- Legislation, relating to libraries, 100<sup>o</sup>-1<sup>o</sup>, 141<sup>o</sup>-42<sup>o</sup>; summaries of, 229<sup>o</sup>-31<sup>o</sup>; uniform, 231<sup>o</sup>; comparative, journals of, 231<sup>o</sup>-32<sup>o</sup>; bibliography, 249<sup>o</sup>-50<sup>o</sup>.
- Leygues, George, on school decoration in France, 181<sup>o</sup>-82<sup>o</sup>.
- Librarians, salaries, 205<sup>o</sup>; national and international influence, 236-38, 263<sup>o</sup>-64<sup>o</sup>; international conferences, 238<sup>o</sup>.
- Libraries, reports on, 50<sup>o</sup>, 51<sup>o</sup>; comparative size, 88<sup>o</sup>; list of types, 138<sup>o</sup>; in parks, 153<sup>o</sup>-54<sup>o</sup>. *See also* Public libraries; School district library.
- Library and community, cooperation between, 131-38.
- Library buildings, pictures, 74<sup>o</sup>-75<sup>o</sup>.
- Library bulletins, 123<sup>o</sup>, 235<sup>o</sup>-36<sup>o</sup>.
- Library commissions, *see* State library commissions.
- Library extension in New York, 100-9; bibliography, 246<sup>o</sup>-47<sup>o</sup>.
- Library reports, 130<sup>o</sup>.
- Library schools, 201-22; bibliography, 258<sup>o</sup>-61<sup>o</sup>.
- Long distance book loans, 151<sup>o</sup>-52<sup>o</sup>.
- Los Angeles (Cal.) public library, illus. preceding p. 177.
- Lyceums, monograph on, 54<sup>o</sup>.
- Marcy**, Gov., recommends appropriation for district libraries, 97<sup>o</sup>.
- Massachusetts, givers of free public library buildings, 73<sup>o</sup>; public libraries, 73<sup>o</sup>, 110<sup>o</sup>-17<sup>o</sup>.
- Massachusetts free public library commission, 110<sup>o</sup>.
- Massachusetts state library, illus. preceding p. 113.
- Material pursuits, capital invested in, 54<sup>o</sup>-55<sup>o</sup>.
- Methuen (Mass.), Nevins memorial library, 116<sup>o</sup>.
- Michigan university library, illus. preceding p. 145.
- Milford (Conn.), Taylor free library, illus. preceding p. 113.
- Milwaukee (Wis.) public library, illus. preceding p. 73, 81; children's room, illus. preceding p. 177.
- Museums, educational importance, 126<sup>o</sup>.
- National** educational association, library department, 236<sup>o</sup>; bibliography, 263<sup>o</sup>.
- New England, public library movement in, bibliography, 247<sup>o</sup>-48<sup>o</sup>.
- New England town libraries, local types, 117<sup>o</sup>-30<sup>o</sup>.
- New Jersey, free libraries, 149<sup>o</sup>-50<sup>o</sup>; traveling libraries, 170<sup>o</sup>-71<sup>o</sup>.
- New York city, free libraries, 87-92, 103<sup>o</sup>; political education, 186<sup>o</sup>-87<sup>o</sup>; bibliography, 245<sup>o</sup>.
- New York city, Cathedral library, 92<sup>o</sup>.
- New York free circulating library, 89<sup>o</sup>-91<sup>o</sup>; illus. preceding p. 89; bibliography, 245<sup>o</sup>.
- New York mercantile library, book loans, 160<sup>o</sup>.
- New York public library, 87<sup>o</sup>-89<sup>o</sup>; illus. preceding p. 89; bibliography, 245<sup>o</sup>.
- New York state, pioneers of free libraries and popular education, 92-100, 245<sup>o</sup>-46<sup>o</sup>; library extension, 100-9, 246<sup>o</sup>-47<sup>o</sup>; charts showing growth of libraries, preceding p. 105; university extension and traveling libraries, 157<sup>o</sup>-60<sup>o</sup>.



- New York state library, 106<sup>7-9</sup>; circulation of pictures, 172<sup>1-74</sup>; sociology division, 232<sup>9-33</sup>; education division, 234<sup>1</sup>; illus. preceding p. 49, 105, 177.
- New York state library school, 206<sup>1-16</sup>; special advantages, 213<sup>2-15</sup>; bibliography, 259<sup>7-60</sup>; cooperation for public education, 209<sup>9-10</sup>; course of study, 211<sup>2</sup>; degrees, 211<sup>8-12</sup>; educational opportunities, 212<sup>8-13</sup>; environment, 210<sup>6-11</sup>; faculty, 207<sup>9-4</sup>; lectures, 209<sup>4</sup>; illus. preceding p. 209; summer course, 216<sup>2</sup>; visitation of other libraries, 215<sup>8-16</sup>.
- North Adams (Mass.), Houghton memorial library, 120<sup>8-21</sup>.
- Northampton (Mass.), Clarke public library, 118<sup>8-19</sup>, 120<sup>8</sup>.
- Northampton (Mass.), Forbes library, 119<sup>6-20</sup>; illus. preceding p. 113.
- Open book shelves, 79<sup>5</sup>, 152<sup>5</sup>; bibliography, 251<sup>6</sup>.
- Osterhout free library, Wilkesbarre (Pa.), 86<sup>8-87</sup>; illus. preceding p. 97.
- Parks, libraries in, 153<sup>8-54</sup>.
- Pennsylvania, traveling libraries, 160<sup>9-64</sup>.
- People's university, 71-92; bibliography, 243<sup>7-44</sup>.
- Philadelphia, civic club, 186<sup>3</sup>.
- Philadelphia free library, 79<sup>4-80</sup>; bibliography, 245<sup>1</sup>; illus. preceding p. 145.
- Philadelphia, Library company, illus. preceding p. 145.
- Pictures, of library buildings, 74<sup>7-75</sup>; exhibits, 114<sup>2</sup>, 175<sup>2-78</sup>, 198<sup>1</sup>.  
*See also* Traveling pictures.
- Pioneers of free libraries in New York, 92-100; bibliography, 245<sup>8-46</sup>.
- Pittsburg, Carnegie library, 64<sup>8-65</sup>; illus. preceding p. 57, 65, 161; bibliography, 243<sup>1</sup>.
- Plattsburg (N. Y.) public library, 103<sup>8</sup>.
- Polish national alliance and traveling libraries, 171<sup>2</sup>.
- Political education in New York city, 186<sup>8-87</sup>.
- Prall, William, influence in promoting free libraries, 149<sup>7-50</sup>.
- Pratt institute library, illus. preceding p. 177, 209.
- Pratt institute library school, 216<sup>7</sup>; illus. preceding p. 209; bibliography, 260<sup>3</sup>.
- Professional schools, number of students, 55<sup>8</sup>.
- Providence (R. I.) public library, illus. preceding p. 113.
- Public libraries, bibliography, 240-58; branch libraries, 79<sup>8-80</sup>, 251<sup>5</sup>; as an educational force, 51<sup>9-52</sup>, 60<sup>7</sup>; educational institutions associated with, 125<sup>3-26</sup>; growth of, 73<sup>8-74</sup>; historical retrospect and recent progress, 138-54, 248<sup>9-49</sup>; individual influence in promoting, 149<sup>6-50</sup>; laws, 100<sup>2</sup>, 141<sup>2</sup>, 249<sup>2-50</sup>; in Massachusetts, 100<sup>3-17</sup>; in New England, 247<sup>2-48</sup>; in New York, 100-6; pioneers of in New York, 92-100, 245<sup>8-46</sup>; number in America, 130<sup>3</sup>; cooperation with public schools, 74<sup>1</sup>, 82<sup>1</sup>, 197-201, 256<sup>9-58</sup>; purpose of, 49<sup>8-50</sup>; progress in the South, 150<sup>4-51</sup>; state aid, 99<sup>8</sup>, 101<sup>8</sup>; state supervision, 102<sup>9-3</sup>, 103<sup>9-4</sup>; wealth devoted to, 54<sup>1</sup>.
- Public library movement, connected with the English idea of Society for promoting useful knowledge, 95<sup>8</sup>.

- Public schools, connection with public libraries, 74<sup>1</sup>, 82<sup>1</sup>, 197-201, 256<sup>2</sup>-58<sup>7</sup>; art education in, 179<sup>1</sup>-82<sup>2</sup>.
- Publications, educational, 50<sup>7</sup>, 51<sup>2</sup>, 52<sup>2</sup>-54<sup>1</sup>; issued by cooperation, 145<sup>1</sup>-46<sup>2</sup>; bibliography, 261<sup>1</sup>-63<sup>2</sup>.
- Putnam, Herbert, on work accomplished by Justin Winsor, 75<sup>2</sup>; on library schools, 201<sup>2</sup>; library work, 236<sup>2</sup>-38<sup>2</sup>.
- Quincy**, Josiah, on Boston public library, 75<sup>2</sup>-76<sup>2</sup>.
- Railroad** combination, creation of position of arbitrator, 59<sup>2</sup>-60<sup>3</sup>.
- Railroad traveling libraries, 154<sup>2</sup>-55<sup>3</sup>.
- Reynolds library, Rochester, 83<sup>2</sup>-86<sup>2</sup>; bibliography, 245<sup>4</sup>.
- Rice, William, educational work, 127<sup>1</sup>-28<sup>2</sup>.
- Rochester, Reynolds library, 83<sup>2</sup>-86<sup>2</sup>.
- Roosevelt, Theodore, on Wisconsin state historical society, 196<sup>7</sup>.
- St Louis** public library, libraries and schools, 198<sup>2</sup>-200<sup>4</sup>.
- Salaries of librarians, 205<sup>2</sup>.
- Salem public library, 111<sup>2</sup>.
- Salisbury (Ct.), Scoville memorial library, illus. preceding p. 113.
- School district library, originator of, 95<sup>1</sup>-96<sup>7</sup>, 103<sup>7</sup>; movement in New York, 96<sup>7</sup>-100<sup>4</sup>.
- Schools, *see* Public schools.
- Seward, Gov., quoted, 98<sup>1</sup>.
- Sexton, P. T., report on university extension, 158<sup>2</sup>.
- Sharp, K. L., on extension library, 160<sup>1</sup>; library work, 217<sup>4</sup>.
- Social economics, definition, 232<sup>2</sup>; collection on in New York state library, 232<sup>7</sup>.
- Social economy, seminary of, 233<sup>1</sup>-34<sup>1</sup>.
- Social settlements and libraries, 200<sup>1</sup>-1<sup>2</sup>.
- Springfield (Mass.), art museum, 123<sup>2</sup>-24<sup>2</sup>; illus. preceding p. 113.
- Springfield (Mass.) city library, 121<sup>1</sup>-28<sup>2</sup>.
- Springfield (Mass.), museum of natural history, 124<sup>2</sup>-25<sup>7</sup>; illus. preceding p. 113.
- State aid for public libraries, 99<sup>2</sup>, 101<sup>2</sup>.
- State library commissions, 147<sup>2</sup>-49<sup>2</sup>; bibliography, 251<sup>1</sup>.
- State supervision of public libraries, 102<sup>2</sup>-3<sup>1</sup>, 103<sup>2</sup>-4<sup>2</sup>.
- Students, proportion to population, 55<sup>1</sup>-56<sup>1</sup>.
- Study clubs, 187<sup>2</sup>-91<sup>2</sup>; bibliography, 255<sup>1</sup>-56<sup>1</sup>.
- Subject bibliographies, index to, 228<sup>2</sup>-29<sup>2</sup>.
- Sunday schools, cooperation of libraries with, 200<sup>2</sup>.
- Tarbell**, M. A., Cooperation between library and community, 131-38.
- Taxation for support of libraries, 97<sup>1</sup>, 100<sup>2</sup>.
- Thomson, John, on Pennsylvania traveling libraries, 160<sup>2</sup>-64<sup>3</sup>.
- Thwaites, R. G., secretary of Wisconsin state historical society, 193<sup>2</sup>.
- Ticknor, George, quoted, 140<sup>7</sup>.
- Topeka (Kan.) public library, illus. preceding p. 97.
- Torrey, Jesse, jr, an educational pioneer, 92<sup>2</sup>-94<sup>2</sup>; portrait preceding p. 97.
- Training classes, bibliography, 258<sup>2</sup>-61<sup>2</sup>. *See also* Library schools.
- Trans-Mississippi library congress, 151<sup>2</sup>.

- Traveling libraries, 154-71; in Boston, 113<sup>o</sup>; for clubs, 154<sup>o</sup>; of New York free circulating library, 90<sup>o</sup>-91<sup>o</sup>; in Philadelphia, 84<sup>o</sup>; bibliography, 252<sup>o</sup>-53<sup>o</sup>.
- Traveling pictures, 172-82; bibliography, 254<sup>o</sup>-55<sup>o</sup>.
- United States government**, educational publications, 50<sup>o</sup>, 51<sup>o</sup>, 52<sup>o</sup>-53<sup>o</sup>; attitude toward libraries, 52<sup>o</sup>.
- University extension and traveling libraries, 157<sup>o</sup>-60<sup>o</sup>.
- University of Illinois library, illus. preceding p. 209.
- University of Illinois state library school, 217<sup>o</sup>-21<sup>o</sup>; illus. preceding p. 209; bibliography, 260<sup>o</sup>.
- University of Michigan library, illus. preceding p. 145.
- University of the State of New York, library work, 104<sup>o</sup>-67<sup>o</sup>; institutions enrolled in, 109<sup>o</sup>; home education department, 158<sup>o</sup>; development of study clubs, 188<sup>o</sup>.
- Washington public library**, 67<sup>o</sup>-69<sup>o</sup>.
- Washington school of library science**, 222<sup>o</sup>.
- Wealth, devoted to public libraries and material pursuits, 54<sup>o</sup>-55<sup>o</sup>; responsibilities, 63<sup>o</sup>-64<sup>o</sup>.
- Whitten, R. H., sociology librarian of New York state library, 229<sup>o</sup>.
- Wilkesbarre (Pa.), Osterhout free library, 86<sup>o</sup>-87<sup>o</sup>; illus. preceding p. 97.
- Winsor, Justin, library work, 75<sup>o</sup>, 203<sup>o</sup>; literary work, 202<sup>o</sup>.
- Wisconsin state historical society, 193-97; bibliography, 256<sup>o</sup>; illus. and plans preceding p. 193.
- Wisconsin summer school of library science, 221<sup>o</sup>.
- Wisconsin traveling libraries, 164<sup>o</sup>-67<sup>o</sup>; stations, illus. preceding p. 161.
- Woburn (Mass.) public library, 116<sup>o</sup>.
- Women, natural librarians, 204<sup>o</sup>-5<sup>o</sup>.
- Women's clubs, 182<sup>o</sup>-86<sup>o</sup>; and traveling libraries, 168<sup>o</sup>-70<sup>o</sup>.
- Worcester (Mass.), libraries and schools, 197<sup>o</sup>-98<sup>o</sup>.
- Y. M. C. A.**, educational work, 191<sup>o</sup>-92<sup>o</sup>.



*University of the State of New York*

<b>Institutions in the University</b> MARCH 1900	No.	STUDENTS 1898-99	
		Men	Women
<b>Universities and colleges of liberal arts</b>			
For men .....	23	3 850	32
“ women .....	5	2	2 842
“ men and women .....	6	1 360	950
Total .....	34	5 212	3 824
<b>Professional and technical schools</b>			
Theology .....	16	787	6
Law .....	7	2 161	43
Education .....	3	278	1 890
Medicine .....	13	3 129	206
Dentistry .....	3	487	11
Pharmacy .....	5	531	25
Veterinary medicine .....	2	82	1
Ophthalmology .....	1	3	1
Engineering and technology .....	5	929	12
Art .....	3	42	826
Music .....	4	197	555
Other .....	14	a5 359	a2 556
Total .....	76	13 985	6 132
<b>Academies</b>			
Academies (incorporated) .....	104	4 099	4 647
Senior academic schools .....	4	93	175
Middle “ .....	10	133	200
Junior “ .....	19	456	246
Special .....	2	901	1 906
Total .....	139	5 682	7 174
<b>High schools</b>			
High schools .....	321	21 859	29 910
Senior “ .....	30	610	788
Middle “ .....	60	960	1 205
Junior “ .....	153	1 881	2 332
Special “ .....	2	52	35
Total .....	566	25 362	34 270
<b>Organizations for home education</b>			
Institutes .....	2	.....	.....
Libraries .....	179	.....	.....
Museums .....	2	.....	.....
Total .....	183	.....	.....
<b>Affiliated with the University</b>			
Libraries .....	54	.....	.....
Centers .....	48	.....	.....
Study clubs .....	375	.....	.....
Associations .....	9	.....	.....
Business schools .....	26	.....	.....
Other .....	11	.....	.....
Total .....	523	.....	.....
Grand total .....	1 521	b50 232	b51 398
101 630			

*a* Not including 2262 students of Chautauqua summer school omitted because not separated as men and women. *b* Omitting 9 men and 2 women duplicated.

## University of the State of New York

**Object.** The object of the University as defined by law is to encourage and promote education in advance of the common elementary branches. Its field includes not only the work of academies, colleges, universities, professional and technical schools, but also educational work connected with libraries, museums, university extension courses and similar agencies.

The University is a supervisory and administrative, not a teaching institution. It is a state department and at the same time a federation of more than 800 institutions of higher and secondary education.

**Government.** The University is governed and all its corporate powers exercised by 19 elective regents and by the governor, lieutenant-governor, secretary of state and superintendent of public instruction who are *ex officio* regents. Regents are elected in the same manner as United States senators; they are unsalaried and are the only public officers in New York chosen for life.

The elective officers are a chancellor and a vice-chancellor, who serve without salary, and a secretary. The secretary is the executive and financial officer, is under official bonds for \$10,000, is responsible for the safe-keeping and proper use of the University seal and of the books, records and other property in charge of the regents, and for the proper administration and discipline of its various offices and departments.

**Powers and duties.** Besides many other important powers and duties, the regents have power to incorporate, and to alter or revoke the charters of universities, colleges, academies, libraries, museums, or other educational institutions; to distribute to them funds granted by the state for their use; to inspect their workings and require annual reports under oath of their presiding officers; to establish examinations as to attainments in learning and confer on successful candidates suitable certificates, diplomas and degrees, and to confer honorary degrees.

They apportion annually an academic fund of about \$250,000, part for buying books and apparatus for academies and high schools raising an equal amount for the same purpose, \$100 to each nonsectarian secondary school in good standing and the remainder on the basis of attendance and the results of instruction as shown by satisfactory completion of prescribed courses for which the regents examinations afford the official test. The regents also expend annually \$25,000 for the benefit of free public libraries.

**Regents meetings.** The annual meeting is held the third Thursday in December, and other meetings are held as often as business requires. An executive committee of nine regents is elected at the annual meeting to act for the board in the intervals between its meetings, except that it can not grant, alter, suspend or revoke charters or grant honorary degrees.

**Convocation.** The University convocation of the regents and the officers of institutions in the University, for consideration of subjects of mutual interest, has been held annually since 1863 in the senate chamber in Albany. It meets Monday, Tuesday and Wednesday after the fourth Friday in June.

Though primarily a New York meeting, nearly all questions discussed are of equal interest outside of the state. Its reputation as the most important higher educational meeting of the country has in the past few years drawn to it many eminent educators not residents of New York, who are most cordially welcomed and share fully in all discussions. A council of five is appointed by the chancellor to represent it in intervals between meetings. Its proceedings, issued annually, are of much value in all educational libraries.









