"HOLDING THE KEY TO THE HALL OF DEMOCRACY"
PROFESSIONAL EDUCATION FOR LIBRARIANSHIP IN TORONTO 1882-1936

by

Elaine Adele Boone

A thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy
Graduate Department of Theory and Policy Studies in Education
University of Toronto

c Copyright by Elaine Adele Boone 1997
The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L’auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L’auteur conserve la propriété du droit d’auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.
"HOLDING THE KEY TO THE HALL OF DEMOCRACY"
PROFESSIONAL EDUCATION FOR LIBRARIANSHIP IN TORONTO 1882-1936
Doctor of Philosophy
1997
Elaine Adele Boone
Graduate Department of Theory and Policy Studies in Education
University of Toronto

ABSTRACT

The history of women's higher or professional education in the mid-nineteenth century is an expanding field. A great deal of study has been done on the traditional fields of teaching, nursing and social work. However, education for librarianship has been largely overlooked by educational historians in Canada. Most of what research exists has been done by people in the field; librarians or those responsible for educating them. It is hoped that this study will contribute to the larger body of educational history.

My focus falls mainly on the education for librarianship in Toronto from 1882 to 1936. In these years the Toronto Public Library opened, trained its own staff and supported the Provincial Training School for Librarians. This Library School was run, without fee, for the benefit of public librarians by the Department of Education. It operated initially as a short summer course which gradually grew to become a full year course at the University of Toronto. At the University, education in Library Science was not a degree program until 1936.

It is the object of this study to situate education for librarianship at the University of Toronto, the Library School and the Toronto Public Library within the larger environment of the Public Library Movement and the training of librarians in North America. It is my belief and the premise of this work that significant professional education occurred in the years before the first Bachelor of Library Science was conferred by the University of Toronto.
ACKNOWLEDGEMENTS

I would like to thank the members of my thesis committee, Margaret Anderson, David Levine, Alison Prentice and Peter McNally. My thesis supervisor, Harold Troper provided a ready ear and was an excellent editor. Special thanks to both Margaret Anderson and Harold Troper for reviewing early drafts, making helpful suggestions and offering guidance and support. They both worked very hard to shape this work. Although many people contributed to this work in many different ways, any errors that appear rest solely with the author.

The research was made much easier thanks to the staff at the Baldwin Room at the Metropolitan Toronto Reference Library, the Provincial Archives of Ontario, the Ontario Library Association, University of Toronto Archives, OISE/UT Library, the Faculty of Information Studies Library, and the Lillian H. Smith Library, TPL. Everyone was helpful and encouraging, sharing in my delight at discovering a tiny fact and sharing in my disappointment when I could not find what I had hoped to locate.

My personal thanks are due my family and friends who encouraged, entertained, listened, and loved me. Their pride in this accomplishment is truly heart-warming. I relied on several people to discuss ideas with: Penny, Diane, Jim, Steve, Nita, Gwen and Ryan, and Mike, and counted on many people to keep my vision broad and to remind me that it is important to remain active participants in the lives of family and friends. My nephews Mark, Bryan and Ian and my niece Meagan kept me from becoming too serious as we talked about going to school - I was just like them. It can be a humbling experience when an 8 year old is surprised that I could get a “book” out of this topic. My family supported and sustained me through this process. Special thanks to my inlaws, Kathleen and Robert Danaher for their
support and encouragement. My parents Earl and Dale Boone supported my decision to do a doctorate, as they have supported every one of my dreams. I can never repay their love, guidance and support. My Grandparents provided a loving example of how to live with courage and dignity, demonstrating that achievements are never as important as the person you are. My Grandfather, John Christian, passed away before this thesis was bound. He was able to celebrate the successful defence of this thesis.

A special "thank you" to my whippets, Billy and Sailor, who constantly reminded me that there was life beyond this work, in fact it could be found just outside the door, with a walk in the park.

This thesis would not have been possible without the unflagging encouragement and support of my husband, Ross Danaher. Ross, who lived this journey as much as I did, although he occasionally referred to the thesis as an unwelcome houseguest. He provided intellectual, technical and emotional support. Without his love and confidence in me this project would not have been completed.
# TABLE OF CONTENTS

Abstract ............................................................................................................................................... ii

Acknowledgments ................................................................................................................................ iii

List of Figures ........................................................................................................................................ vi

List of Appendices .............................................................................................................................. vii

Introduction ........................................................................................................................................ viii

Chapter One - The Gendered Professions ......................................................................................... 1

Chapter Two - Overview of Education for Librarianship ................................................................. 14

Chapter Three - Mechanics' Institute to Public Library ................................................................. 34

Chapter Four - Training at the Toronto Public Library ................................................................. 56

Chapter Five - Library Institutes ..................................................................................................... 86

Chapter Six - Provincial Training School for Librarians ................................................................. 101

Chapter Seven - University of Toronto Library School ............................................................... 122

Conclusion .......................................................................................................................................... 147

Appendix A ......................................................................................................................................... 151

Appendix B ......................................................................................................................................... 156

Bibliography ...................................................................................................................................... 174
LIST OF FIGURES

Figure 1 - Visiting Card..................................................................................................................41

Figure 2 - Photograph of the first class from the Provincial Library School.................................................................103

Figure 3 - Photograph of the Ontario College of Education.........................................................................................125

Figure 4 - Photograph of the first class from the University of Toronto Library School.........................................................135

Figure 5 - Photograph of Winnifred G. Barnstead and Bertha Bassam at the first convocation of Library School Graduates..........................................................................................................................143
LIST OF APPENDICES

Appendix A - Toronto Public Library Entrance Exams.................................................................151

Appendix B - Ontario Provincial Training School for Librarians, circular for 1924.................................................................156
INTRODUCTION

The early public library movement issued the call for librarians to act as a vehicle for social uplift. It was a utopian message. Through librarians, the "People's University" or the public library, the world would be a better place, the child would be occupied and enriched, the woman more moral, a better housekeeper and mother. The man would be more knowledgeable, productive and a better citizen. Of course no publicly funded institution, not even the library, could fulfill all these lofty goals. But many people believed a public library ensured a better educated citizenry, which in turn meant better and more knowledgeable voters. By this vision the library was the "hall of democracy" and the public librarian held the key to this "hall". It was expected that those entrusted with the key would be well educated and of good moral character, physically able to meet the demands of the career and, of course, well trained. These librarians were the society's gatekeepers and for many years the majority were middle class, educated women.

This thesis documents and analyses the education for librarianship in North America and Toronto in particular from 1882 to 1936. For the purposes of this study the term librarian will refer in the main to public librarians. Most of the available research materials focus on public librarians. Before evaluating the nature of this type of education it is important to set the stage with a theoretical discussion of "profession" and "professional". Librarianship has been termed a "woman's profession" by authors such as Roma Harris and Dee Garrison, giving the impression that this career is somehow different from other "professions". In fact, it has been widely assumed that librarianship and other fields numerically dominated by women are less
"full" professions than they are semi or near professions. By this analysis, profession is a gendered concept, where only the established or traditionally male fields such as medicine, law and the clergy are considered to be full professions. It is my contention that the professional nature of librarianship is above debate, but the gendered definition of "professional" is not. The first chapter will examine this theme.

Chapter two discusses the historical opportunities for education for librarianship in North America generally. This is combined with discussion of then current views on what type of training library leaders felt was important. Chapter three deals with the Public Library Movement that swept Great Britain and North America in the 1800's. During this period, many free, public or tax-supported public libraries grew out of Mechanics' Institutes. An historical discussion of the creation of the Toronto Public Library is a key part of this chapter.

The remainder of the study will focus on the educational opportunities for librarianship in Toronto. Chapter four examines the Toronto Public Library, its hiring practices, in-house or in-service training and the emergence of a Staff Association. During the time period examined, Dr. George H. Locke was the driving force behind both the TPL and education for librarianship in the city. Chapter five looks at the role the Ontario Library Association played in education and training. Almost from its inception in 1900, the OLA pressed the Government and people of Ontario to provide and support training for public librarians. Perhaps the OLA's most important contribution to library education was the county Library Institutes. In these Institutes trained librarians offered workshops to public librarians, assistants and trustees to bring modern methods to those who did not have ready access to education and training. Through continued
pressure on government and library leaders, the OLA was eventually successful in winning public funding for formal library education.

Chapter six discusses the Ontario Provincial Training School for Librarians. The school was operated by the Department of Education under the direction of the Inspector of Public Libraries. It operated from 1911 to 1928, first as a short summer course and later as a three month course. Public librarians working in the province were welcome to attend, without cost, in order to improve their techniques and better serve their communities. Initially there was no place for those who wished to take the course to help them gain employment in a library. Chapter seven looks at the move from the short course into a full year certificate program in librarianship at the University of Toronto. The Library School at the University of Toronto operated under two masters; the Department of Education and the Ontario College of Education where it was physically located. The school opened in September of 1928 under the directorship of Winnifred G. Barnstead, a longtime librarian with the TPL who received her training in the United States.

Throughout its history, the education for librarianship in Ontario suffered from a noticeable lack of autonomy. Autonomy is considered to be one of the pillars of professionalism, but in Toronto, the provincial government closely monitored the libraries and librarians through its role in funding, policy formation and the ever-present Inspector of Public Libraries. Another pillar of professionalism is public recognition of the professional nature of the field, almost exclusively through a degree granting process. One approach has been to maintain that professional education requires university legitimization and awarding of a degree, frequently called the first professional degree which follows some undergraduate study.
In the case of librarianship, it was never autonomous, nor for most of its formative period, at least in Canada, part of a university degree program. But it must be argued, librarianship was, nonetheless, a profession and required professional training.

In the case of librarianship in Toronto between 1882 to 1928 career education occurred outside the University. After the move into the University, the education was university based although no formal degree was granted. Only in 1931, at McGill University was the first Bachelor of Library Science Degree, in Canada conferred, giving institutional and public recognition to the field. Librarianship has also been saddled with the reputation, of being less professional than technical from the time of the Williamson Report in the early 1920s. While it is true that the Toronto Public Library, the Provincial Training School and the University of Toronto's library school did stress the importance of technical proficiency in things like library hand cataloguing and book repair, they also taught book selection and reference work. These latter two skills required professional mastery of an abstract body of scientific knowledge and the ability to personalize the information to individual library patrons.
CHAPTER ONE - The Gendered Professions

The terms "profession" and "professional", when defined by Webster's College Dictionary appear to be relatively straightforward. A profession is "an occupation requiring advanced academic training"; a professional is "of or engaged in a profession." However, the definitions become much more problematic once one accepts that the terms are both gendered concepts. Until the early part of the century most professional training was denied women and therefore "profession" was synonymous with "male". Until the late nineteenth century few women were "professionals". In fact, many feminists would argue that perhaps even today women are not really professionals, since, from a feminist perspective, men and women are not equal in the public sphere. How does this impact on the notion of professionalism? Is a female professional different from a male professional? Is a "woman's profession" different from a "man's profession"? Are there differences in status, pay, public recognition or type of work performed?

It has been argued that women workers, professionals or non professionals, exist in a clearly gendered hierarchy. In the mid-nineteenth century women began to enter the paid work force in significant numbers. More often than not they found themselves replicating in the public sphere their work in the domestic. Thus the "women's professions" of teaching, librarianship, social work and nursing were transfers to the public sphere of areas seen as both private and feminine. These work openings for women were created with the encouragement of men and with men typically remaining in positions of power. The patriarchy was not altered by

---

the entrance of women into these occupations. Why were women allowed to numerically dominate these areas of the workforce? Were women not threatening to men if they were slotted into certain professions managed by men? Were women even considered professionals, or just skilled temporary workers who should feel little attachment to their positions because they would leave the workforce for marriage and a family?

As we examine the female-intensive occupation of librarianship, it is important to ask what makes a professional, and who decides what a professional is. According to Robert Gidney and Wyn Millar in *The Professional Gentlemen*, "profession is a historically grounded concept," and one that was gendered from the beginning. For other writers, mostly sociologists of the professions, the historical and gender components are not stressed, or not stressed enough. According to Bernard Barber in "Some Problems on the Sociology of the Professions" *Daedalus* 92, 4(1963), as cited by Barry Bergen, there are four major components which define a profession:

1) a high degree of generalized and systematic knowledge

2) primary orientation to community interest rather than self-interest

3) a high degree of self-control of behaviour through codes of ethics internalized in the process of work socialization and through voluntary associations and operated by the work specialists themselves, and

4) a system of rewards (monetary and honourary) that is primarily a set of symbols of work achievement and thus ends in themselves, not the means to some end of individual

---

In this definition there is no recognition of gender differences that separated one profession from another. Is this because the male profession or professional is the norm or the standard by which we measure the process of professionalization?

Roma Harris explores this question in *Librarianship: the erosion of a woman's profession*. She argues that sociologists have depended upon a "trait" theory of professionalism which excludes women and finds that women's professions have not in the past qualified as true or full professions. Harris feels its time to move beyond the "trait" approach, to recognize that a profession is not a type of job or occupation, but a "complex set of procedures for controlling an occupation." If we accept this notion, then profession as a gendered concept becomes much more important. For Harris, the female intensive professions might have characteristics of full professions, but they fall short of recognition in public perception. The role of the public, and its perceptions is missing from Barber's definition. The "trait" theory of professionalism contains the following criteria:

An advanced university based education, a unique body of abstract knowledge, a code of ethics for practitioners, an orientation toward service, autonomy in the practice of work, and an association of members through which control is exercised over who is authorized to practice and how such practice is to be conducted.

---

5 Harris, p. 7.
While we can agree with Roma Harris that the public perception of profession or recognition is an impediment to the female notion of professional, historically the area of most concern remains autonomy. In the trait definition of profession a high degree of autonomy is required. In librarianship however, control of the field was historically held by others; men, who frequently went by the title librarian or chief librarian. Occasionally they were trained in library work and often held at least one academic degree.

Gidney and Millar offer a further way of understanding "profession" - historically. They feel that professions as we recognize them evolved in the Georgian period. "Georgian professionalism" was a set of beliefs about social status, level of education and monetary rewards. The term "profession" identified certain occupations but it was also used to "indicate a state of grace which other occupations might achieve if only they recognized and acted upon their own best interests."6 This has ominous and far reaching implications for the female intensive occupation of librarianship. Obviously one could not decide for oneself if one were professional. It was a goal to be strived for but, in the end, it was a status granted by public recognition, particularly by other professionals. Could the women's professions ever hope to meet male-centred, male-defined criteria?

For Gidney and Millar, focusing on the situation in Canada, the Victorian period brought with it a change in the definition of profession. The Victorian notion of professional was identified with the middle class, a restricted title and qualifying association.7 This was in concert with the expanding universities and, of course, a reliance on a liberal-arts education.

---


7 Gidney and Millar p. 320.
For most women of the time access to professionally oriented education was not part of their reality. While women may have had an identifiable skill, and perhaps even some expertise in a particular area, they usually lacked a public acknowledgment of that skill as "professional" and also frequently a liberal-arts education. As a result, in the nineteenth and early twentieth century, professional normally meant male and a professional woman was a contradiction in terms.

The definition we have been accustomed to using to define and describe a profession was, for the most part, formed in the mid-nineteenth century, when women were just beginning to chip away at barriers to education and career access. Yes, there have been some modifications in our notion of "profession", such as the number of occupations now considered professions, but the generally accepted view of a profession is still defined in relation to an established, traditional, male model. It emphasizes autonomy, a body of knowledge, a monopoly over a skill or expertise, altruism and an ideal of service to society and is strongly associated with university training. In order to re-examine the women's field of librarianship one must recognize that "although many ideas about men's and women's proper roles predated the rise of the modern professions, they quickly became central to the formulation of professional ideology."\(^8\) If one accepts "professional" as a gendered concept perhaps one also might change the definition of a female profession, and stop measuring these occupations in male defined terms. In the nineteenth century "successful professionals were objective, competitive, individualistic, and predictable; they were also scornful of nurturant, expressive,

\(^8\) Penina Migdal Glazer and Miriam Slater, *Unequal Colleagues The Entrance of Women Into The Professions, 1890-1940* New Brunswick: Rutgers University Press 1974 p.3.
and familial styles of personal interaction."9 It is time to take a closer historical look at women's occupations; perhaps in the process it will be possible to change definitions of successful and professional.

Were female dominated fields of teaching, librarianship, and nursing on an evolutionary path to professionalism from the mid-nineteenth century and early twentieth century, or did they reach professional status early on? It all depends on your definitions. These "women's professions" were not originally female intensive. It was not until well into the industrializing nineteenth century that educated women entered the paid work force. Women were available, educated, cheap and ready to assume work outside the home compatible with work within the home. The literature of the time abounds with explanations for women's entry into these professions - professions for which women were judged especially suited because they were women.10 Women were understood to be nurturing, empathetic and content to remain subordinate to men. Biology, socialization and culture all dictated that women should be teachers, librarians, and nurses. But the professional qualities of ambition and hard work were not supposed to apply to women. Rather women were to remain gentle, kind and warm. However, this did not exclude hard work. "Female collegians were caught between the attraction of using their education in professional ways and keeping in mind that a woman's usefulness was not equated with professionalism."11

10 Scholars like Alison Prentice, Barbara Solomon, Susan Houston, Marjorie Theobald and Susan Mann Trofimenkoff have all written on these themes. Please see bibliography for full citations.
In the literature about teaching, librarianship, and nursing, there is a great deal of emphasis placed on the feminization of the fields. Before the entry of women teaching and librarianship had been the domain of liberally educated men who held relatively high status within their communities. Once the occupations were opened up to women, status and wages fell. Were these women also considered professionals? At first, women in teaching and library work were assistants or juniors; they did not have on-the-job authority and were under the control of men. These occupations were referred to as "semi" professions, one of the main reasons being that they have been "subject to a much higher level of bureaucratization than the established professions, a process generally seen as antithetical to professionalization."\textsuperscript{12}

Teaching, librarianship, social work and nursing have also been subject to vertical sex segregation. It is a historically documented fact that as women flooded into these occupations, they received less pay than men in the same occupation and that the status of the occupation fell.\textsuperscript{13} This process has been labeled the "feminization" of the professions and reflected society and its attitudes toward working women. What has this feminization meant for the professional nature of female intensive occupations?

The feminization hypothesis is derived largely from personality theory, on the basis of which it can be argued that the development in the female-intensive fields have taken place because of the characteristics women exhibit due to their socialization experiences.\textsuperscript{14}

\textsuperscript{12} Bergen, p. 6.

\textsuperscript{13} Please refer to the authors cited in footnote number 10.

\textsuperscript{14} Harris p. 15.
If this is true, could women ever attain "full" or "ideal" professional status working within a woman's profession? To achieve male-style professionalism would women have to be socialized differently? Roma Harris is critical of the feminization hypothesis. She argues that it puts the blame on women in female intensive fields for not attaining professional status. According to Harris, it must be recognized that barriers to women's occupational recognition have been created externally, by men.

Perhaps one of the most important theories put forward regarding women and work has been that of maternal feminism. Herbert Spencer pioneered the notion that women had a unique biologically determined set of abilities or traits that predisposed them to care for others. Spencer discussed these views in books on sociology and biology written in the mid 1880s.

As teachers, librarians, and nurses, women could effect change, they could "mother" their students, clients, patients and by extension "mother" society. As a result, much of the rhetoric surrounding women's work stressed women's higher calling, their selflessness and altruism. Service to humanity became the most identifiable quality in women's occupations.

Women were, many believed, conditioned to put service to community above all other professional rewards. As a result, women's subordinate position in these occupations was reinforced. But did women in these fields want to or believe they could save humanity? Did they believe it needed saving? Did the reliance on service to humanity and the ethical nature of the women's fields affect professional status? If so "women's road to subordinate positions in

---

the professions was paved with such high intentions...". This "dependent professionalism produced a distorted culture which was a stunted version of feminism."¹⁶ One truth is evident. Men and women in their respective professions, or even in the same profession were judged differently and came to their jobs with different sets of expectations.

Librarianship was identified early on with domestic work.¹⁷ Library work was considered to be suitable for women because it sheltered them from the rougher aspects of society. They could work in a pleasant environment, "serving" the patrons and performing routine tasks that did not, at first, require much skill or specialized knowledge. As the public library movement grew in North America, service to children became an important function of the library. Once again women were judged suited to the care and instruction of children. By the late nineteenth century women were increasingly perceived to be the guardians of culture. Library work also fit this model. Like teachers, female librarians worked more cheaply than male. As a result, by hiring women expanding libraries were able to afford more staff. But in the hierarchy of librarianship women were assistants or clerks. Most head librarians and the library boards who made the decisions were men. For the time these roles were the norm.

It has been hypothesized that "as an occupation moves toward professional status, apprenticeship training yields to formalized education because the function of theory as a


¹⁷ In Britain in the nineteenth century public libraries were often housed in a section of the local museum and the curator's wife and children were often hired (at minimum pay) to look after the library. Their sole function was custodial. See: Thomas Kelly, History of the Public Libraries in Great Britain 1845-1975. London: The Library Association, 1977.
groundwork for practice acquires increasing importance." In an effort to gain professional status, librarians gradually began to seek out specialized training. Since the late 1800s, people who wanted to work in a library were expected to have at least high school and preferably a general undergraduate education. Educational demands began to grow. By the 1940s professional education came to demand graduate training in library science. But, although training for librarianship increased, an appreciable jump in status followed slowly. Other trappings of professionalism were also required. American librarians established a professional association before 1900, the American Library Association (1876), and the Library Association in Great Britain (1877) but again this did little to change the status of librarians in the public eye. Librarianship was seen as a service akin to clerking, not a profession. In professions like law or medicine, clients were dependent on the professional. In the public eye this was not true of librarians and certainly this was not seen as true of an occupation increasingly dominated by women. Can or should this lack of status be blamed on the feminization of the occupation? How could librarians overcome the traditional stereotypes associated with being a woman's field and achieve "full" professionalism? "Specifically lacking in the librarian's professional service code are a sense of commitment, a desire to lead rather than to serve, and a clear cut


19 Harris p. 46.

20 Between 1850 and 1900 there were many male librarians who wanted very little contact with the library clientele - in any form. Clientele could be better served by refinements in catalogues and library classification. Charles Cutter was a major contributor to this argument They saw "full professionalism" as involving non-public service skills. Source: Samuel Rothstein, Development of Reference Services. Chicago: Association of College and Reference Libraries, 1955.
conception of professional rights and responsibilities. If this service commitment was removed from librarianship would it make librarianship a profession, or would it destroy what the occupation is all about? Once again it depends on definitions and one's view of the world.

One of the dominant characteristics of a profession is the unequal relationship between the professional and the person who seeks professional assistance. To one degree or another professionals assume power over powerless clients. In the case of librarianship the opposite seemed the case. The librarian herself was disempowered by various authorities controlling her actions. However, librarians did exercise a measure of power in areas such as book selection, tailoring the book to the reader. Librarians were guardians of information and public taste. Much of the literature surrounding librarianship in this period deals with "good" versus "bad" fiction. In fact, many libraries and librarians did not want to provide any fiction to their patrons! Fiction was too often morally open ended and librarians often saw their duty as guiding the individual's reading habits and thereby his or her moral development. But this vision reached far beyond the individual reader. If one librarian could guide the reading of one patron, librarians en masse could improve the reading habits and morality of the nation. In turn society as a whole would be improved. But this responsibility demanded that librarians in the late nineteenth and early twentieth centuries maintain an unequal relationship with the readers. This in turn, demanded an aura of specialized knowledge and ability and was the only way to ensure what little respect was granted to them by the public.

---


22 This too is a transfer from eighteenth century Britain where supplying fiction in any type of library was considered immoral.
This in turn, demanded an aura of specialized knowledge and ability and was the only way to ensure what little respect was granted to them by the public.\footnote{This too is a transfer from eighteenth century Britain where supplying fiction in any type of library was considered immoral.}

For people in the library world during the years 1882 through 1936, there were two great issues of debate and struggle; professional education and training and public recognition of librarian's professional status. Many felt these were two halves of the same coin. "The aims of education are the goals of the profession itself."\footnote{Houser and Schrader p. 2.}

By examining librarianship as a woman's occupation it quickly becomes clear that it fulfills some or most, but not all of the traditional criteria of a "true" of "full" profession. Librarianship has been controlled externally and subject to a bureaucracy. In the past the field has been hampered in the pursuit of public recognition by a narrow understanding of service.\footnote{Librarians were restricted to helping patrons locate books, trying to guide the reading habits of adults and children and maintain order.} Librarians were unable to achieve on the job autonomy, nor have they set their own wages or working conditions. While recognizing that some criteria is necessary to determine professionalism, should male and female occupations be judged by the same criteria? If the male model does not necessarily fit the female, is it not doing a disservice to the women's careers, in this case librarianship, to make them try? Terms like "near" or "semi", when describing women's work, imply that women had not yet "made it" - again using a male profession as the standard by which we judge. In order to achieve professional status, do the...
Perhaps it is time for a new definition, one that acknowledges that female intensive professions were created differently, were judged differently and behaved differently. This did not make them less professional. It only made them different.

Perhaps a better term to use when describing the female intensive occupations is "democratic professionalism in which practitioners do not dictate what clients must do, but discover the clients need and fulfill these needs by using specialized knowledge and skills."\(^{26}\) This definition takes into account the service aspect of the women's fields and recognizes the strength of a profession **rather** than a gendered weakness.

\(^{26}\) Harris p. 19.
CHAPTER TWO - Overview of Education for Librarianship

The growth of the public library movement in the United States, Canada and Great Britain gained significant momentum after the mid-nineteenth century. Prior to the rapid expansion of public libraries, librarianship had been an occupation dominated numerically by men. As tax-supported public libraries multiplied they required staff. This need dovetailed nicely with the increase in educational opportunities for women. The growing number of libraries, the low wages and the availability of educated women changed librarianship into a women's field.

This chapter will discuss an early period of training for librarianship, a period when the debate between vocational and theoretical training was most intense. In the United States in 1887 the university based library school became part of the educational landscape when Melvil Dewey opened his School of Library Economy at Columbia College. The course ran as a short program. Although library schools increasingly became an accepted fact after Dewey's school opened, many public libraries did not hire "schooled" professionals. Instead, many librarians continued to receive training on an apprenticeship model. In Canada the training for librarians was at first exclusively an apprenticeship system. Until 1911 there was no formal classroom librarianship program. Library training was by apprenticeship, self-directed reading, and if one were fortunate, in house or in service training.

The Toronto Public Library was at the forefront of the free public library movement in Canada. It opened in 1883 and immediately confronted staffing difficulties: how to get the best staff and how to train them? A discussion of education and training for librarianship came over
time to include debate over a graduate school for training. The same debate raged in both the United States and Canada: only the timing was different.

Two trends of thought have characterized the development of library education. One has been the insistence on a vocational type training which would be given to the initiate in direct response to the expressed needs of libraries. The other has been a desire for a theoretically based education which could provide the initiate with the principles and philosophy of the profession and leave the technical aspects of training to his employer.27

At the core of this debate lay alternative visions of what a librarian was. For many people a public librarian performed perfunctory duties, repetitious and dull. For these people librarians needed very basic training, the ability and skill to write in library hand or to shelve books properly and be responsible for the library's appearance. In this model the librarian was a caretaker. The other side of the argument was that librarians, particularly public librarians, needed significant training beyond basic tasks. Librarians needed to be well read and to know how to select the best books and guide readers. A librarian's job went far beyond straightening and dusting a room. A trained, well educated librarian could shape minds.28

Until the growth of the public library movement, librarians were generally considered professionals in the sense that they controlled a certain amount of specialized knowledge and they were scholars who wrote and studied as well as caring for the volumes in their collections. They were also mostly men who were highly regarded in their communities. Once women moved into the field in large numbers some questions about the professional nature of the work

---


28 These arguments resounded through the contemporary literature to find their way into the generally accepted knowledge base of later writers. An important study could be undertaken to explore these ideas and their proponents.
arose. Women in the early libraries were seen as "assistants" or "juniors", they were poorly paid and identified as graceful hostesses, flight attendants for the voyage of the mind. It was considered their proper sphere to direct culture, help to increase the education of the public and develop services for children. Thus women librarians could stretch the public's acceptance of where a middle class, educated woman might find employment without presenting a challenge to the place of women in the workplace. Many contemporary writers likened women's role to that of priests and ministers. Women pursued librarianship as a calling and with almost missionary zeal. If churches ministered to the soul, libraries ministered to the mind. The free public library was to be the people's university, a tool to educate and in some cases aid in Americanizing or Canadianizing immigrants. The contemporary literature is full of the educational role the library was to play in the lives of the citizens.29

As the field of librarianship changed with the creation of a public library, staffed mainly by women, so did the notion of librarianship as a career. Among many women librarians, the argument followed that if only they had more or specialized training, then they too would be considered professional. Those who administered and paid for libraries questioned whether librarians could or should be seen as professionals because most library workers were women. For librarians "their drive toward professionalism combined romantic ideas of reform, democratic principles, genteel liberalism, and the missionary impulse with their own frustrated

For many library administrators, concern for costs and keeping a check on any challenge to their control by women, professional categorization was problematic.

In spite of some reservations, building pressure for professional recognition fueled the debate over training. In the years before World War I, training most frequently took place within the library. Those who attended summer or winter courses for library education were already employed. Thus early training for librarianship was apprenticeship, in-service or short-term upgrading. Neither schools nor librarians thought there was much point in training non-library workers who hoped to find positions in a library. This fact also affected the professional nature of the work. Schools were able to establish standards for admissions and access to the field, one of the pillars of professionalism.

Professionalization seeks to clothe a given area with standards of excellence, to establish rules of conduct, to develop a sense of responsibility, to set criteria for recruitment and training, to ensure a measure of protection for members, to establish collective control over the area, and to elevate it to a position of dignity and social standing in the society.

Many librarians and assistants hoped to work toward professional status through improved education and training.

---


By the time the first public library was created in Canada in 1882, the public library movement was in full bloom in the United States. In 1876 librarians and the interested public organized the American Library Association [ALA]. The American Library Association was formed to enhance the role of the public library and the librarians who worked in them. The American Library Association also provided members with a medium for the exchange of ideas, The Library Journal as well as annual conferences. The pages of this journal often focused on the arguments for and against training, vocational or technical versus academic and, of course, the professional nature of training in the university or graduate school. The ALA had widespread support outside of library employees. Teachers, politicians and business men all supported the growth of the public library. Some of these served as library trustees. Canadian librarians were also active in the American Library Association, attending conferences, contributing journal articles and serving on committees. Canadians had an excellent vantage point from which to view the situation south of the border and accept or reject new methods or opinions after seeing them implemented in the United States. Canadians also benefited geographically. The close ties between the American and Canadian libraries meant that Canadians benefited from American scholarship and ideas about the role of the public library in society. Many Canadian librarians were trained in the United States, a fact which may have ultimately slowed the development of Canadian based professional education for librarianship. Bonding travelled across the border. Many librarians felt the kinship of their

33 In fact, Dr. George Locke, Chief Librarian of TPL served a term as ALA President as did Charles Gould from McGill.

34 Educators and Government officials closely monitored education for librarianship in the United States for implementation in Ontario. The United States model was ultimately reflected in Canada. The notion of the extent of the demand, coupled with the geographic dispersion of
profession before ties to country of origin. But in 1900 the profession organized to form the Ontario Library Association. It served many of the same functions as the ALA but focused on the Ontario, and by extension the Canadian, context. One of its major preoccupations was the training of librarians.

If public librarians in the United States and Canada served the public in an educational role, then, it was argued, they had to be educated. Ironically for many this did not mean formal training as librarians. Most agreed that in order to work most efficiently in the library a minimum amount of formal education was needed. Originally this meant high school matriculation. Later it came to mean a college education. It had become a generally accepted view that the best preparation was a liberal-arts education. The librarian was expected to be well read. How else would she be able to match the patron or reader with the best book?

As for the requirements of librarianship, the following may be of use to you. You will find that in addition to whatever store of knowledge you may possess, you must know not only all that you ought to know, but what everybody else ought to know besides...In short, you must be a combined version of the encyclopedia, the dictionary, the dictionary of phrase and ________, (illegible) the universal history, the bibliographer’s manual, and general bibliography.\(^{35}\)

Library educators, librarians and assistants, both in the United States and Canada agreed about the skills and knowledge required for library service and the status of the professional librarian.

If it was agreed that a broad, liberal education was essential, where there was less agreement was on the necessity of specialized training - whether it took place in a library or a library school.

\(^{35}\) Katherine L. Sharp. "Librarianship as a Profession" in Public Libraries vol 3 (January 1898) p. 5.
Melvil Dewey had an enormous amount of influence on education for librarianship. He also had a great deal to say about women in librarianship. Dewey felt women were hampered by physical delicacy and a lack of commitment to the profession. However, he did observe "that if women were given training, and if they planned a career rather than viewed work as a stopover prior to marriage, they probably would do as well as men." In this case Dewey was able to overcome his professional concerns about women's physical delicacy and rely, as so many others did, on the value of a strong liberal arts education. On a personal level Dewey was very fond of women. He was clear in his preference for college educated women when looking for new students for his new School of Library Economy or for new librarians:

We greatly prefer college bred women:
1) Because they are a picked class selected from the best material throughout the country.
2) Because the college training has given them a wider culture and broader view with a considerable fund of information all of which will be valuable working material in a library as almost nowhere else.
3) Because a four years' course successfully completed is the strongest voucher for persistent purpose and mental and physical capacity for protracted intellectual work.
4) Chiefly because we find that the training of the course enables the mind to work with a quick precision and steady application rarely found in one who has not had this thorough college drill.37


37 Weibel and Heim p. 11.
He was not alone. The Library Journal was filled with articles that supported training, education, professionalism and liberal-arts education.

In Canada the situation was much the same. McGill University ran a school (established in 1903) that was fairly small and focused on special libraries. Charles Gould, University Librarian, was responsible for the education of librarians in Montreal for many years. In Toronto, when library educators entered the University community it was with Winnifred G. Barnstead at the helm as the first Director of the University of Toronto Library School. Many of the library schools in the United States were also headed by women but virtually all of them answered to a male superior, as did Winnifred Barnstead.38 At the time of her appointment Barnstead was a fixture in the library world, respected on both sides of the border as a scholar, teacher and librarian. Barnstead gave many vocational talks to students and librarians. She too believed that a liberal-arts education was the best form of preliminary training for librarianship.

Barnstead cautioned potential students not to pursue library service unless they were well suited to the work. She expected potential librarians to have mastered areas of literature, history, politics and to have a knowledge of languages. A librarian also needed a love of books and some familiarity with the historian's craft. She believed that the professional training gained at a library school could best provide the environment to learn skill in using books: "It is only as we study and work with using books that we can acquire facility in the finding of the

38 Librarians working in the field as well as library educators laboured under a male elite of administrators and decision makers. Although the schools were frequently headed by women, men retained the power and the authority. Winnifred Barnstead, a former employee of TPL and George Locke; ran the Library School under the watchful eye of her former employer who seemed to feel Barnstead and the School were adjunct to his library. At the time most of the senior administrators on university campuses were men, so in fact, all heads of departments or professional schools answered to a male superior.
fact or in the aiding in research." Winnifred Barnstead felt one of the most important things training could provide was choice - the ability to weigh, measure and test the value of books, to transfer this skill to the library and the patron through book selection.

From inside the field, library leaders and educators were unanimous in their calls for training. They were fearful of the effect untrained library workers could have on their communities. Untrained library employees might make grave errors in their selection of reading material for patrons. They took seriously what they felt to be the mission of the public library - to improve society. An untrained, poorly educated library worker could damage the cause and hinder the process of professional recognition. Mabel Dunham was head of the Berlin (later Kitchener) Public Library for many years, a lecturer at the Provincial Training School and a force in the Ontario Library Association. She had a vision of the librarian which she offered to the OLA membership at one of the annual conferences:

...But no woman, however brilliant and earnest, should undertake library work without some measure of professional training...A librarian must learn to know books by their index and contents pages, to use them not only as sources of information but as tools to guide her to information in other books. She must know how to select books wisely and how to buy books economically. She must familiarize herself with systems of classification and methods of cataloguing...she must be able to think of things so automatically that she will not waste her energies on the mere machinery of library work and run the risk of losing sight of the real meaning and object behind all her work.

---

39 Winnifred G. Barnstead, Address given in St. Thomas Ontario in 1931. Personal Papers, B79-003/001 University of Toronto Archives.

If most agreed that training for librarianship was necessary, there was less agreement on how it would best be achieved. In the United States prior to 1887 there were generally three ways to obtain library training: "1) by writing to experienced librarians for answers to their questions; 2) by serving an apprenticeship in a large library; 3) by securing the services of some neighbouring librarian for a limited period."¹⁴¹ In 1887 the notion of training widened. Melvil Dewey established his School of Library Economy at Columbia College. It ran for a few short weeks for two years and was designed as a systematic apprenticeship. Dewey ran into trouble with Columbia almost from the beginning. He battled the administration over the issues of who, how and what to teach. Dewey desired complete control of the school and its curriculum. Columbia did not officially admit female students, but Dewey's student body was composed almost entirely of women. Dewey argued that his school was run as a compliment to the university library and therefore was under his complete control as university librarian. Dewey also regarded librarianship as a profession and believed that professional status could best be enhanced by an educational or training program taught in a college setting. Nonetheless, upset by Columbia's negative attitude Dewey moved the school to the State Library at Albany, New York in 1889 when he accepted a position there as chief librarian. This proved to be a friendlier climate for Dewey and his female students. Although Dewey wanted a tie to a University and felt that professional training was necessary, he demanded that the librarians study a very technical program. Dewey did introduce the concept of subject specialization into Columbia's library. This took the form of reference specialization, one field was economics.¹⁴²

---

¹⁴¹ Sharp, p. 6.

¹⁴² Please see Rothstein citation in footnote 20.
Dewey's vision of a library school gradually gained acceptance and other schools opened by his students spread the message of librarianship education across the United States. As opportunities for employment in the south and west appeared librarians trained by Dewey determined the approach to education and specialized training for many years. For a time these early library schools competed with several methods of training like apprenticeship and training classes within particular libraries. Some of these were summer schools. The training classes and apprenticeship models were specific to one library or one librarian. In the end the model of the library school affiliated with a college successfully supplanted the older training methods because the college situated programs were more broadly based and offered transferable skills. Library schools were also able to draw on the expertise of many librarians. Library training summer schools provided an excellent technical education for many librarians, although some, including the early program in Toronto, relied heavily on one local institution for staff. However, they were hampered by their brevity. It was impossible to learn all that was needed in a few weeks over the summer. In the United States the library school integrated within an institution of higher learning modeled on Dewey's School of Library Economy at Columbia, quickly became the preferred model of training for librarianship. His vision helped to shape education for the profession until 1923. In 1923 Charles Williamson issued a report on the state of education for librarians. He recommended less technical and more theoretical training and advocated shifting the focus of education to a graduate school.

Williamson was mandated to explore professional education for librarians by the Carnegie Corporation. This study was in line with other Carnegie initiatives regarding professional education at the beginning of this century. At the time of the Williamson Report, library education in the United States was confused and disorganized.
....the founders of library economy looked upon it as a 'new science' - a new method of advancing librarianship, which was to search the best thought and experience of the period and codify these norms, rules or standards which control, or ought to control professional work. 44

In Great Britain training of librarians was somewhat different. 45 There were fewer public libraries, which meant fewer staff, particularly fewer women. But still the demand for training was there. As early as 1893 some librarians were calling for a summer training school. Oxford and Cambridge had summer extension courses in both theology and education. Why not for librarianship? It was argued that even in a few short weeks students could at least get the essentials of librarianship. "It is practicable for the Library Association to arrange for similar work adapted to the needs of public librarians, and if practicable, desirable also." 46 To ensure quality control of librarian candidates it was suggested that the library association conduct entrance examinations of all those aspiring to positions in libraries. The feeling was that a Chief Librarian had the right or duty to expect his staff to come to the job with a certain amount of knowledge and ability; his training responsibilities should be limited to the specifics of a particular library. Presumably the candidates who sat this general examination would be prepared in some way, perhaps through lectures, directed readings or self-instruction. But if there was going to be an examination and if there was a body of knowledge librarianship


candidates were expected to know, than as simply as day followed night, the demand for formal schooling in preparation for the examination would not be long in coming. However, formal training did take longer to become accepted and expected than it did in North America.

Library training in Canada had many of the same elements as in the United States and Great Britain. Early chief librarians were typically businessmen who were widely read but seldom formally trained. Many small libraries were staffed by an educated "bookish" member of the community who would volunteer or work for a pittance. Due to its dependence on the public purse and scarce tax dollars for support, the public library was not a source of high wages. Canadians also travelled to the United States to receive more formal training in one of the American schools. In Canada, university based education of librarians did not begin until shortly after the turn of the century. It is important to note that while the schools were located on university campuses they were not degree centred.

"In 1904, McGill University offered the first course in librarianship."^{47} It focused mainly on technical aspects of the occupation. It was the purpose of the school to provide "to some extent for the systematic training of librarians."^{48} The school attracted prominent people in the field, including Melvil Dewey, as special lecturers. The program focused mainly on subjects like cataloguing, charging or loan systems and library buildings. However, students also received some instruction in reference work and bibliography.

---


^48^ McGill Summer School for Librarians, Calendar of the fourth session 1907. The course ran for approximately three to four weeks.
Shortly after the McGill school was in operation, there were calls for a similar program in Toronto. In Ontario, responsibility for the public libraries lay with the provincial Department of Education. Each year the annual report of the Minister included a report from the Inspector of Public Libraries. The Inspector and his staff were very supportive of the plan for a summer school for librarians. They anticipated that it would be run along the lines of the normal school for teachers, emphasizing once again the close tie between education and the public library. The first provincial training course for librarians was held for four weeks from June 14th to July 12th in 1911.

Some thirty students took the course, which was given in the normal school building, under the direction of the inspector of public libraries. The department of education paid all the expenses of the school, including the travelling expenses of the students and the cost of books, stationery etc. required.49

This course was designed to provide general skills that were not specific to any one library. The four week course was repeated annually until 1919 when it was extended to three months and reconstituted as the Ontario Library School, with its own administration but still under the wing of the Department of Education. The one and three months courses at McGill and Toronto focused on education for librarians already working in a public library. The Ontario Library School continued as a sessional program until 1928 when the University of Toronto began offering a full academic year in library work.

In Canada the summer school for librarians proved far more successful than many in the United States. This was perhaps because employers were agreeable to their staff taking a short leave of absence in the summer. Another factor may have been the strong support given by the

Department of Education and the Inspectors of Public Libraries. On the other hand, formal, university based library schools were slow to develop in Canada. Reasons may include smaller numbers of students, fewer libraries, the easy access to training in the United States or perhaps because in-house or in-service training was done well and was perceived to be adequate for the needs of most libraries. However, there were many people within the field who considered a full professional training for librarians to be essential. In a letter to the President of the University of Toronto in May of 1919, Hester Young, a cataloguer in the University library, summed up the feelings of many of her colleagues:

In Canada there is no permanent library school, there are only two summer schools.... as the training in library work provided at home is elementary, spasmodic, and given at inconvenient times, the Canadian desiring such training must go to the nearest place at which he can get it, that is an American school, where he is instructed in American ideas and ideals, which are not desirable, except by contrast, for developing good Canadian citizens....

In spite of Young's nationalistic sentiment, the progress toward comprehensive librarian education was slow. It was not until nine years later that the first Canadian library school was established.

Although formal, institutional based training for librarianship did not occur in Ontario until 1911, other avenues to professional training were available before that date. The Toronto Public Library, the first tax supported library in Canada, conducted what contemporary and later writers judged to be excellent in-service training. It was so well regarded in its day that many libraries asked permission for their staff to participate in the training. Much of the credit for the

---

50 Hester Young. Memorandum on the Need of a Library School in the University of Toronto, to Work in Co-Operation with the Faculty of Education p.2 Office of the President, Falconer, A67-0007/259A University of Toronto Archives.
high level of excellence in the TPL's training program goes to George Herbert Locke, Chief Librarian from 1908 to 1937. George Locke spearheaded the expansion of the Toronto public library system and increased training for his staff. Dr. Locke was later instrumental in the creation of the Ontario provincial training school for librarians and still later the librarianship program at the University of Toronto. The Toronto Public Library contributed both space and staff to these endeavours.

The level of training available to librarians in both the United States and Canada was closely monitored by the ALA, the OLA, operators of library schools and members of the field. Many librarians felt that if only library training could be improved, lengthened or more comprehensive, librarianship would be more widely regarded as a profession. However, the change in training which caused the greatest debate on both sides of the border was whether or not the training of librarians should be university based. Some felt that it was vital to hold onto the technical or vocational nature of the training. Others felt library training needed to be identified with higher, professional education in the college setting. They felt librarianship training should only come after a liberal arts degree, should be theoretically based and should encourage research and scholarship. Technical training would be an aspect of this education but it would not be the mainstay.

Library schools across the United States operated with little regulation and even less standardization. It was up to the individual school to determine how it would educate its students, set its own admission criteria and curriculum. The call for quality education and demand for national standards of training could not be denied. The debate came to a head with the Williamson Report of 1923. Charles Williamson, educator and scholar, was hired by the
Carnegie Corporation to survey the American library schools. The Carnegie Corporation was committed to the ideals of the public library as the people's university and had made a long-term commitment to the spread of knowledge and access to literature through the institution of the public library. Andrew Carnegie donated vast sums of money in both the United States and Canada, creating new public libraries, providing funds for books and as an extension entering the debate over training for librarianship. In the United States Carnegie money funded the first graduate school of librarianship which was founded in Chicago in 1926.51

Williamson's initial report was so critical of the existing programs of training librarians that it was withheld from publication for a year as moderating revisions were made. But nothing could disguise his criticisms. He was critical of the teachers, existing schools and the lack of uniformity. With few exceptions, he noted, library schools of the day were little more than branches of a large public library. Williamson demanded professional training and certification. But his main focus was to shift the library schools to universities and colleges, and away from public libraries once and for all.

Williamson thought professional education was impossible under library control. He made six major recommendations.

1) education for librarianship should consist of one year of general professional instruction offered to college graduates (or equivalent)
2) the second year of training should be a year of specialization

51 Williamson's Report was not the only one commissioned by Carnegie to investigate the state of professional education in the United States. Abraham Flexner was given the task of examining medical schools. See: Abraham Flexner Medical Education in the United States and Canada. A Report to the Carnegie Foundation for the Advancement of Teaching. Bulletin #4 New York 1910. Abraham Flexner also studied social work. See: "Is Social Work a Profession?" Proceedings of the National Conference of Charities and Corrections Chicago: Hildman Printing Co. 1915. The Corporation was committed to university based professional education of all types.
3) schools should develop specialization for second year programs
4) students, before entering the specialized programs should have had some practical experience, after completing the one year of general professional training
5) instruction by correspondence, offering opportunities unrecognized by existing library schools, should be incorporated into the instructional pattern.
6) library schools should be affiliated with universities not public libraries

The publication of Williamson's report had a far-reaching impact on the training of librarians across the United States. His sixth recommendation paved the way for the amalgamation or blending of small library schools into larger universities. But even as the merger of library programs and universities moved ahead, the library schools also adopted other of his recommendations. Williamson's report and the resulting changes in the American methods of training librarians eventually spilled over into Canada and changed the way the schools at the University of Toronto and McGill operated. For its part, the Carnegie Corporation decided to endow a model graduate school at the University of Chicago, which opened in 1926. This school was very different from the other schools across the country. The American Library Association began to participate more directly in the education and training of librarianship. It set up a board of education for librarianship in 1924 and mandated the board to monitor and accredit schools and programs in librarianship. Out of Williamson's report also came different levels of training, the Bachelor of Library Science, a Certificate in Library Science and eventually and most significantly a Master's Degree.

In Canada, summer schools were still the rule in Montreal and Toronto. Those students who wanted more advanced or professional training studied in the United States. In 1928 the

Provincial Training School for Librarians in Ontario moved into the University of Toronto. However, this was not a degree-centred program but a certificate program. Students needed high school matriculation, a university degree or the equivalent for admission. The program was given department status and housed initially in the Ontario College of Education as a one year course of study. Modelled on the practice training of the students in the College of Education of which it was a part, the library program was divided between lectures and laboratory or practical work. It took the faculty until 1936 to get approval for two streams of program admission and attainments, one for candidates with a university degree leading to the Bachelor of Library Science, and the second for high school matriculants, leading to a Diploma in librarianship. McGill began granting degrees in 1931. In Canada it would take even longer for education for librarianship to reach the graduate level. The University of Toronto did not grant its first Master's degree in library science until the 1950s. A graduate school of library science was created in the United States as a result of Carnegie money, but no such endowment came to the University of Toronto. McGill received approximately $140,000.00 from the Carnegie Corporation for its library school.

While universities in Toronto and Montreal were finally in the business of granting university degrees for library science, an important question raised in this study is whether or not professional training occurred outside of a university and without a degree? From this brief introduction to education for librarianship in North America it is clear that for many years


54 One reason for the length of time before granting of the Master's degree was that for a first degree in a discipline normally two years of schooling was required, the University of Toronto was offering only one year.
professional training and education did occur outside the university. In Ontario it took place in the Toronto Public Library and the Provincial Training School for Librarians. The Library School at the University of Toronto was inside campus borders, but outside of the degree granting stream.
In Great Britain and Canada some public libraries grew out of the Mechanics' Institutes. These Institutes began in Great Britain and quickly spread across the Atlantic. From the beginning Mechanics' Institutes provided reading material to their members through small libraries and reading rooms. Although the Institutes offered many other services like lectures and courses, the library and reading rooms were always among the most popular feature. The evolution into a public library seemed a natural one. Once the public library movement was fully underway there seemed to be little role left for the Mechanics' Institutes. Their educational function had been assumed on one side by public education and technical schools and on the other by public libraries which made published resources available to members even as the lectures declined in popularity. Gradually the Institutes disappeared or, as in the case of Toronto, were incorporated into the public library.

The public library movement began in Britain with the introduction of the Ewart Bill in 1850. The Bill provided for the formation of tax supported libraries. In the United States and Canada this idea was quickly endorsed, and legislation followed in the 1880s. Many a public library was housed in the local Mechanics' Institutes. The Mechanics' Institutes' mission was to improve and educate the working man. Although designed for the working man, in North America they quickly became dominated by the middle class, who had the leisure time and the resources to take advantage of services offered.

Before the creation of the Toronto Public Library, what type of access to literature did the people of the city have? In Toronto in the early 1880's there were several ways of accessing
reading material. There were Subscription and Travelling Libraries, borrowing books from friends or acquaintances or purchasing books from a bookseller. Toronto had a flourishing publishing trade in books, newspapers and magazines. Many of the booksellers in the city imported materials from the United States and Europe. Fortunately for consumers, many books were available in what was known as the cheap edition, paperbacks or cheaply bound volumes printed on low quality paper. These editions were not meant to last or remain in a family's collection. They were to be read and passed on or discarded. They were literally and figuratively devoured by a public with an increasingly voracious appetite for reading material.55

The Toronto Mechanics' Institute also offered access to published material. The Institute played an important role in both the social and educational lives of many citizens. Its library and reading room were very popular. As elsewhere however, as the call for a free public library grew the Mechanics' Institute saw its importance decline. In response to growing interest in the public libraries, in March 1882 the Ontario legislature passed the Free Libraries Act which enabled municipalities to establish tax supported free libraries. By early 1883 the Board of Directors of the Mechanic's Institute had approached the city leaders with an offer to turn over their real estate and contents to the city as the basis of a new library.

On the surface it would seem that citizens of Toronto were already well served by libraries and the booksellers. However, major complaints by citizens fell into two categories: a limited selection or a lack of choice of materials and cost. Members of subscription libraries and of the Mechanics' Institute had to pay fees for the privilege of belonging as well as for borrowing books or magazines. Many people felt a tax supported public library would increase the choices for borrowers and lower costs.

But the library was not created in Toronto immediately after the passing of the Free Libraries Act in the Legislature. The provincial statute allowed for the creation of a library, but the people of the city were required to play a large role as well. According to the Free Libraries Act a petition had to be signed by one hundred voters in order to show support for this municipally funded initiative. The Toronto petition carried easily. The next step was passage of a by-law authorizing the government to proceed with the creation of a publicly funded library.

By examining the three major daily papers, The Telegram, The Mail, and The Globe in the months, weeks and days leading up to the election in which the by-law was voted on, it is possible to glimpse public feeling on the issue. It is important to remember that in Toronto, as in the rest of Canada at the time, newspapers were political organs and even more partisan than they are today. The newspaper business at the time had little room for objectivity! All three papers took a firm stand, as demonstrated through their editorials. The "letters to the editor" sections also debated the question - should the city of Toronto finance a free public library? The free public library was an issue of a heated political discussion and not everyone saw things the same way. Even among the "pro" and "con" sides there were variations in argument. Even
after the passage of the by-law authorizing the government to proceed the papers continued to examine the issue.

Debate also raged over the role of the Toronto Mechanics' Institute. The Toronto Mechanics' Institute began in the late 1830's, a transplanted idea from England. It was a movement that proved popular and successful in all the English speaking British colonies. The Toronto Mechanics' Institute might well have been the most successful of the Canadian versions. It operated from the 1830's to 1883, provided lectures, evening classes, a library, reading room and many social opportunities for the people of the city. In spite of its success and popularity, for much of its history the Institute struggled with debt and financial crisis. In order to keep afloat, it depended on membership and subscription fees, and after 1868 on a small yearly provincial grant. The Institute offered several levels of participation: (i) members, who could vote at the annual meeting, (ii) subscribers who could not vote and thus paid less for the use of the library and reading room, and (iii) ladies and youths who also paid less for the privilege of belonging. Then there were those classified as "strangers" who came only to use the reading room, take an evening class or attend a lecture or entertainment.

The Institutes were under the nominal control of the provincial Department of Agriculture until 1880, and then the Department of Education. The government was not always pleased with the Institute's track record. The annual reports of the Minister of Agriculture blamed the Mechanics' Institutes for failing in their duty to educate working men on technical subjects. Indeed, the Institutes in Ontario seemed to have abandoned this original goal. The main criticism by the Departments of Agriculture and Education over the years was that the
Mechanics' Institutes were operating like lending libraries. Of great concern was the type of material they were lending. Many patrons requested literature, light fiction at that.

In recognition of this change, the Statutes were amended down through the years to make it possible for the institutes to add to their libraries not only books on scientific and technical subjects, but also on fine arts, philosophy, history, travel, biography and poetry.  

Although the Mechanics' Institutes may have wandered from their initial purpose, there is little doubt that they filled a need in their communities. Many people in the city of Toronto paid the membership or subscription dues to have access to the Institute library, its books, magazines and newspapers. When the Department of Education took over responsibility for the Mechanics' Institutes, the Minister directed Dr. Samuel Passmore May to undertake a survey of the Institutes. Dr. May's Special Report was published in 1881. His major criticism was that most Institutes were functioning chiefly as lending libraries. Over all he was supportive of the Institutes but felt they needed stronger direction from the Department of Education.

Dr. May noted that the Toronto Mechanic's Institute's library contained 10,053 volumes and loaned out 32,986 books and the Reading Room subscribed to sixty-six newspapers, thirty-six magazines and nine reviews. He felt the Institute was generally successful in serving its members but was disappointed that for the 1880-81 session there were no evening classes held.

The Institute, he discovered, had decided it was no longer profitable to offer classes because the public school board could do so without cost to the students. Dr. May hoped that evening


57 Dr. S.P. May. Special Report of the Minister of Education. C. Blackett Robinson Toronto 1881 p. 181-182 This report proved to be a watershed in education in the Province. It was a seminal work which helped to craft public library legislation for the province. Perhaps most significantly the Report directed government in the area of adult education.
classes on technical and scientific subjects would be resumed. He feared a loss to the city if "in the height of its prosperity" it became "a mere circulating library for the dissemination of works of fiction." In all Dr. May felt the Toronto Institute had done noble work. However, he was mistaken about the Institute being at the height of its prosperity, at least financial prosperity in 1881. Evening classes were no longer held, lectures had ceased, membership was falling and the Institute was slowly being crushed by debt as recorded in the Institute's Minute Books.

In 1882 the Legislature of the Province of Ontario offered the Toronto Mechanics' Institute a way out of debt by going into business. In March "An Act To Provide For The Establishment of Free Libraries" was assented to by the Provincial Legislature (45 Vic. Chap 22). It further allowed for the establishment of a free public library based on the petition of not less that one hundred electors of a city and a successful referendum. It allowed a municipality to levy a special library support tax, "not exceeding one half of a mill in the dollar, upon the assessed value of all ratable real and personal property." Section ten of the Act allowed Mechanics' Institutes, in agreement with a Board of Management, to transfer to the corporation of any municipality any property, real or personal. An amendment to the Act in February of 1883 allowed a Free Public Library created out of a former Mechanics' Institute, to receive the Institute's Provincial Grant.

In Toronto, Alderman John Hallam was at the forefront of the call for the public library. He had long been a member of the Mechanics' Institute but felt that the City and its citizens needed better access to reading material and saw this concept as a municipal responsibility. To

58 May p. 182.
Hallam the transformation of the Mechanics' Institute into the public library seemed a natural move. The library and reading room had always been the most popular part of the Institute, attracting most of the members, subscribers and "strangers". As the other areas of Institutes actively receded, why not continue the library as part of an expanding municipal mandate? But to many people in Toronto at the time the transfer of property or responsibility of the library to the city was not a good idea.

The Baldwin Room at the Metropolitan Reference Library still holds the provincially demanded petitions for the free library. The wording at the top of the petition is as follows:

We, the undersigned electors of the Said City of Toronto, respectfully pray that a Free Library may be established in this City, under the Free Library Act of 1882.\(^6\)

There are seventeen petitions in the collection, containing approximately 1,161 signatures. Two of the petitions have "ratepayers" crossed out and "women" substituted, containing thirty-six names in total. Given the number of signatures, it seems clear that the move for a Free Public Library was widely supported. However, the number of signatures does not seem as impressive when census figures are taken into account. In 1881 the census of Canada recorded 86,415 people living in the city. But once the petition gained more than the necessary one hundred signatures required to show public support for the free library it was time to put the issue to the ratepayers. In Toronto this took the form of a proposed by-law. The municipal council decided in early October 1882 to place the free library question before the voters at an upcoming election, January 1, 1883.

---

\(^6\) Petitions for the creation of the Toronto Public Library, Toronto Public Library Papers (TPL) Baldwin Room Metropolitan Reference Library.
61 Visiting Card promoting the Free Public Library ephemera collection Baldwin Room, Metropolitan Reference Library.
In the months, weeks and days leading up to the election the three major Toronto daily newspapers carried on a lively debate through editorials and by publishing letters to the editor on the subject. Along with posters and newspapers ads the promotion of the yes vote was carried through word of mouth, public debate and very inventive forms of advertising including visiting cards and posters.

The *Toronto Evening Telegram* was the first to begin a series of editorials about the free public library. In the opinion of the editor, the Mechanics' Institute of Toronto was already doing good work as a library and therefore negated one of the main reasons for the establishment of a free library. The editor felt that the patrons of the Mechanics' Institute would most likely be the patrons of the new library. What then was the need for change? For the editor of the *Telegram* the major issue surrounding the debate was cost.

As we have said before, the reign of cheap books and newspapers has done away with at least some of the reasons for establishing a free library.62

The editor also felt more and more people could afford their own books because prices had dramatically fallen, through the publication of cheap editions. The editor felt that the cost to the ratepayer was too high. A second editorial in November of 1882 reiterated his position that cheap books were available, that people would rather have their own and that alone made the public library unnecessary.

When people can buy a novel for fifteen cents, which formerly cost them a dollar or a dollar and a half, they prefer having a copy of their own to getting one from a library, which has to be returned within a stipulated time. Twenty out of

---

every twenty-five books taken from the library (of the Mechanics' Institute) are novels.\textsuperscript{63}

The editor of the \textit{Telegram} was clearly against the free library scheme, favouring cheaper alternatives. The cost of owning books had dropped and for those who still might not afford books the Mechanics' Institute was filling a need as a subscription, circulating library. As the vote drew closer, the editor added a further reason to his opposition to the free library.

We have a splendid library in Toronto, but it is locked up, except to members of the legislature, and even of those very few ever think of using it. The Parliamentary library was purchased and is being maintained with the money of the people. It seems plain that the people should be allowed to use it. But they are not.\textsuperscript{64}

The \textit{Evening Telegram} had its supporters, although their reasons might differ. In a letter to the editor, "Citizen" was firmly against free libraries on the grounds that they would be filled with novels, not substantial work, and empty headed girls! "Citizen" was against taxing the ratepayers for this scheme when the money could be better used elsewhere. "Citizen" felt that this talk about the 'thirst for knowledge' is all moonshine and the benefit of public libraries is ridiculously (sic) exaggerated by many who should know better... In short, we want a first class library and good attractive reading room conducted on business principles. By utilizing the Mechanics' and the Parliament libraries we could have such as we want without laying out much money.\textsuperscript{65}

This reader was also in favour of membership fees instead of a library supported by ratepayers.

\textsuperscript{63} \textit{Telegram} Monday, November 20, 1882 p. 2.

\textsuperscript{64} \textit{Telegram} Friday December 15, 1882 p. 2.

\textsuperscript{65} \textit{Telegram} Wednesday, December 27, 1882 p. 1.
The Telegram's editor spoke out against the free library again in an editorial on the 27th of December, 1882. He again listed the previous reasons for voting against the by-law and introduced a new one: that the city streets should be paved and in better condition before the people of the city were asked to fund a library. He begged the voters to consider the issue carefully, from a dollar and cents view. Libraries, he warned, cost money; not only would the citizens be responsible for the initial outlay for the creation of the library, they would also be responsible for its continued maintenance as well.

Another letter to the Telegram's editor spoke out against the scheme. In this letter "Voter", like "Citizen" suggested that if the vote for a library was carried, it would not create a library "worthy of our city" but instead one filled with "ephemeral [sic] and trashy literature".66 This reader was probably indicative of many people in the city who feared that the library would be filled with light novels, not literature and works of reference. The question of content rather than costs would continue to be debated in the papers, and by extension, in the homes and social clubs of the city.

The Toronto Globe entered the discussion on the creation of a free public library in December of 1882. The paper published a letter from Alderman John Hallam, one of the leaders of the movement. His letter began;

I think there is no one who will deny the desirability of having a Free Public Library for Toronto. I am satisfied that this movement on the broadest and most liberal basis should be recognized in the city.67

66 Telegram Saturday December 30, 1882 p. 2.

67 The Toronto Globe Monday, December 18, 1882 p. 4.
Hallam went on to give the benefits of a library, suggesting it would make the people of the city more self-reliant and intelligent. Much of his letter smacks of "social uplift", the value of improving the masses through education, and access to knowledge of the "proper sort".

I contend that these public libraries are a profitable investment for rate-paying bodies, that it is better to pay for intelligence than to tolerate ignorance. I want Toronto to pay for intelligence, for popular education in the free library sense. If she does so fairly and fully, her bill for poverty and depravity will be very much diminished, and with such diminishment we shall all be benefited. 68

The Globe came out strongly on the side of the free library shortly after this letter was published. The editor felt the single greatest reason for voting for the free library was that the city of Toronto did not have one and needed one. "The absence of such an adjunct to, such an evidence of, high civilization and communal culture is a reproach to the intelligence and public spirit of any people." 69 Not neglecting the "social uplift" arguments, he saw as self evident that a city as great as Toronto should have a free library. After all, if other cities of lesser stature had one why not Toronto?

So a city without a library for the common use of all citizens is a city afflicted with the meanest form of poverty, the most ignorant phase of stupidity - a city bankrupt in public spirit, bankrupt in self-respect, bankrupt in wit to discern its most lamentable deficiency and need. 70

The Globe also moved the argument that a free library was a necessary partner with a universal and compulsory, state funded education. If it was the state's duty to minimize ignorance, then a

68 Globe December 18, 1882 p. 4.
69 Globe Saturday, December 23, 1882 p. 10.
70 Globe December 23, 1882 p. 10.
tax-supported library would be a benefit to those outside the school system who would use the library for self-directed education and knowledge. 71

Although the editor of the Globe felt that public opinion was on the side of the establishment of a free library, the paper clearly was not taking any chances. Editorials on December 27, 28 and 30th all restated the paper's support for the by-law. On the 27th the editor claimed "we want good books to go not only to those who can afford to pay a shilling a piece for that, but to All!" 72 The following day he continued his campaign for a free library.

We are all justly proud of our city... But there is one thing of which we are not proud, and that is the absence of a free public library...a free public library is the necessary complement of our Public School System. 73

The editorial promised that the readers would realize all of the benefits of a library: keeping youth off the street, broadening mental horizons, making life better, richer and more worth living and attracting a valuable class of residents to the city! A heavy load to lay on one tax funded institution.

The final Globe editorial before the vote repeated its support of passage of the bylaw. The editor once again used strong words to demonstrate the necessity of the library, the benefits to all citizens and society as a whole. This editorial reminded readers that a free library was a necessary part of a free educational system. The paper trumpeted a free library as accessible to all the citizens, a way to knock down barriers of class and background. The tone of "social uplift" and "improvement" of the masses was unmistakable.

71 Globe Wednesday December 27, 1882 p. 4.
72 Globe December 27, 1882 p. 4.
73 Globe Thursday, December 28, 1882 p. 4.
A free public library would tend greatly to raise the standard of public intelligence in the city, and the more intelligent men become the better neighbours and the better citizens they are. Vote, then, for a free library! Its establishment and maintenance will not add appreciably to your burden, and it will be a benefit to citizens of every creed and class.\textsuperscript{74}

The Toronto Daily Mail was the third paper that weighed into the free public library debate. Like the Globe, the editor of the Mail wholeheartedly supported the establishment of a free library.

It will be a blot upon the fair face of Toronto if the bylaw should fail on New Year's day. The cry of Taxation is an utterly frivolous one, since the consent needed will make no appreciable difference in the tax bill. But even if it did, the pruning knife should be applied elsewhere, not here, where the intellectual and moral interest of those classes which need the library are in question. We trust that every rich man who loves literature, will be at the polls to extend to his less favoured brothers and sisters the same advantages without money and without price.\textsuperscript{75}

Clearly the editors of both the Globe and the Mail saw the benefits to the citizens of the city. But each also used "social uplift" language. The Mail shared the Globe's contention that a free public library should be a part of the educational system.

To render complete our public school and educational system generally, it is essential that we have such an institution amongst us, to minister to the lifelong hunger after knowledge and self-improvement which education is expected and calculated to set up in rational beings.\textsuperscript{76}

In order to demonstrate widespread support for the library, the Mail published a letter from John Joseph Lynch, Archbishop of Toronto, to Alderman Taylor. Alderman Taylor and

\textsuperscript{74} Globe Saturday December 30, 1882 p.4.
\textsuperscript{75} The Toronto Daily Mail Thursday, December 14, 1882 p. 4.
\textsuperscript{76} Mail Monday, December 25, 1882 p. 3.
Alderman John Hallam, were the strongest supporters of the library. In fact, they were the architects of the by-law question. Alderman Hallam's letter appeared in the Globe, while Alderman Taylor appealed to the citizens of Toronto through the pages of the Mail. The Archbishop lent his support to the library, writing, "I am very much pleased indeed to hear of your efforts to establish a public library in Toronto. Diffusion of sound, practical knowledge cannot but have a good effect."77

For the editors of the Globe and the Mail the arguments were much the same. A free public library was a necessary part of the educational system. If the government taught people to read and seek knowledge, then they had an obligation to carry this forward by making books and knowledge accessible to all.

In an editorial on December 29th the Mail took on opponents of the free library head on, suggesting that

The appeal to selfishness involved in the cry of expense has been virtually abandoned. The few opponents of the scheme are properly ashamed of urging that the paltry sum of $27,000 spent on behalf of popular instruction can be a burden upon the ratepayer...

Objectors tell us to construct all our new streets and pave all our old ones first. Do they suppose that Toronto will ever cease to grow, or that, road making will cease within a few years? In fact, the attempt to advise every man to get a private library, when one large public institution could supply all, is economically untenable.

Finally, the editor's argued his strongest reason for each voter casting an X in favour of the free library - moral uplift.

If he be rich and cultured, he should do so from sympathy with his less favoured brother; if he be poor, he owes it to himself and his children to assert his right as a man to his share in the literary treasures of the world.78

77 Mail December 25, 1882 p. 3.
78 Mail Friday, December 29, 1882 p. 4.
The 29th of December's issue of the Mail included another letter by Alderman John Taylor. In this letter he refuted claims about the unexpectedly high expense of the free library. He sought to reassure readers and rate-payers that the library would not significantly affect their taxes. He was also quick to assure the people of Toronto that there would be restrictions on how books would be lent, to ensure no public waste. Alderman Taylor also wanted voters to know that the library would be filled with "good" books, not cheap novels!

The Mail took its support of the free public library one step further than the Globe. On Saturday, December 30, 1882 the paper published an advertisement for the free library, on its front page. This was one final attempt to sway the voters. In the same issue the paper published a "letter to the editor" from Wm. Briggs. In his letter the writer gave his reasons for supporting the public library and encouraged all voters to cast their ballot for a library. He concluded his letter by stating: "I hope the majority vote will be for the free library. Then the free school and the free library will join hands like husband and wife in a well matched marriage."79

Aldermen Hallam and Taylor, the editors of both the Globe and the Mail and the majority of voters got their wish. Toronto voters supported the by-law for the establishment of a free public library. The vote carried easily, with a large majority supporting the scheme. Nevertheless, in the days, weeks and months following the election, debate continued in the newspapers. For the editor of the Telegram the library was an issue that remained both political and controversial. For the editors of the Globe and the Mail it was a settled fact, all that

79 Mail Saturday, December 30, 1882 p. 4.
remained was to report on the progress of the first library board. However, one important issue remained unsettled. What was to become of the Toronto Mechanics' Institute?

The editor of the *Telegram* addressed this in his first editorial after the passage of the by-law.

...there can be no difference of opinion as to the mistake that would be made if the thousands of books on the shelves of the Mechanics' Institute were allowed to go to waste, or had to be sold off at auction, while they were being duplicated for the new library.\(^{80}\)

Within a few days the editor shifted ground. In a later editorial he stated that if the city was to have a free library, then it should be one worthy of the city.

The building occupied by the Mechanics' Institute is in no way suited to the purpose of the new library. It would be infinitely better to have a new building with every modern improvement, and made as perfect as possible: and as nearly all the standard books and books of reference have been reprinted during the past five years, it will be necessary to have a new and carefully made selection.\(^{81}\)

Not all of the readers of the paper agreed with the editor's assessment of the Mechanics' Institute and its property. The *Telegram* editorial was followed a few days later by a letter to the editor from "A Member of the Mechanics'". This gentleman felt that the offer by the Directors of the Institute to turn over their books and all property to the city to use as a basis for the new library was a very generous one. He also approached the issue from a practical standpoint. If the Board of the public library accepted the offer, then "the public library and reading room could be immediately opened to the citizens instead of having the long delay which would be

---

\(^{80}\) *Telegram* Wednesday, January 3, 1882 p.2.

\(^{81}\) *Telegram* Saturday, January 6, 1883 p. 4.
necessary for the purchase of land, obtaining plans and building and the inevitable finishing
touches."\textsuperscript{82}

Throughout January the \textit{Telegram} published more letters from readers concerned about
the free library and issues arising out of it: the type of books to be put in the library, works of
literature, science, and reference, not merely novels or the books from the Mechanics' Institute
catalogue. "A Reader" suggested in his letter that perhaps the decision to create a library was
the wrong one and that voters had been hasty in their support, because "the system of Free
Lending Libraries is becoming obsolete."\textsuperscript{83} The debate also continued over the use of the
Mechanics' Institute. One reader, "A Ratepayer", put his case clearly, "We want a new building,
centrally located, west of Yonge Street - not necessarily on a main street - with an entire new
stock of books."\textsuperscript{84} In the same edition a reader introduced an issue connected with the new
library that was to prove the most divisive and controversial, the selection of a librarian. "A
Member" stated his preference for Mr. John Davy, librarian for the Mechanics' Institute. He felt
Mr. Davy had "done his duty faithfully, why not give him a chance?"\textsuperscript{85} Other readers had their
own suggestions. "Writer" felt that Mr. Geo. Mercer Adams would be the best choice for city
librarian, "he would be just the one to give encouragement and assistance to casual visitors to
the library or to those engaged in research or special lines of reading or study."\textsuperscript{86}

\textsuperscript{82} \textit{Telegram} Saturday, January 13, 1883 p. 3.

\textsuperscript{83} \textit{Telegram} Friday, January 19, 1883 p. 2.

\textsuperscript{84} \textit{Telegram} Saturday, January 20, 1883 p. 3.

\textsuperscript{85} \textit{Telegram} January 20, 1883 p. 3.

\textsuperscript{86} \textit{Telegram} January 20, 1883 p. 3.
The editor of the Telegram was not reconciled to the need for a free public library, even though a majority of the ratepayers had voted for it.

...but as the library by-law has been carried, we must make the best of it, although it is impossible to give the impression in the minds of many large taxpayers that if the question had been left to the votes of those who will have to pay the great bulk of the taxes, instead of having virtually been decided by the tenants and income voters, the result would have been very different.\(^\text{87}\)

Clearly he had not resigned himself gracefully to the voice of the people! But the editor did support the erection of a new library building and the purchases of new books. If the people had to have a free library, best make it one the city could be proud of, an example to other cities and towns.

The free public library continued to appear in the Telegram's editorials, promoting a wide range of literature for the library, and speaking out against the takeover of the Mechanics' Institute. In demanding that lest unworthy books be made available to the public, he felt that a collection policy should be in place, although he was not specific as to what should be excluded. But there should be exclusions.

It would be a terrible thing if any heterodox book were to find a place on the shelves of the library. All the other books in the same row would be sure to become affected by the contagion and the disease would spread all over the library. If some plan could be discovered of vaccinating each book as it came in it would be a good thing, but that seems impractical.\(^\text{88}\)

This quote may truly represent the editor's position on censorship and dissemination of information. However, the alternative interpretation is that the editorial was written tongue-in-

\(^{87}\) Telegram Monday, January 22 1883 p. 2.
\(^{88}\) Telegram Wednesday, February 7 1883 p. 2.
cheek and that the editor was against censorship. Unfortunately the editor did not provide any examples of what books he considered heterodox. He did review the argument.

"There is quite a diversity of opinion as to the kind of books that should be selected for the free public library. Some who have written on the subject go in for leaving out all books that are objectionable on the grounds of religion, while others argue that all kinds of books should be brought in."

The editor closed his column with the following novel suggestion:

"An advertisement might be inserted in the papers asking for applications from persons who have good noses for scouting out heresy in books, and all who could detect a heterodox author at fifty yards range should be immediately engaged."

Many readers challenged the editor's viewpoint and desired as wide a base as possible. Sydney Smith wrote that he hoped the library would be "furnished with books of all descriptions, regardless of political, social, or religious question."[^89]

The editor of the Telegram saved his strongest condemnation of any issue related to the public library for the selection of the first board of directors. He felt that political parties were using the board as a party organ.

It would be a great deal better to tear up the free library by-law and pitch the whole project overboard than have the board turned into a party institution...It is a great blunder to allow party to come into the consideration of the subject at all, and those who are responsible for the blunder should feel heartily ashamed of themselves.[^90]

[^89]: Telegram Thursday, February 8 1883 p. 2.

[^90]: Telegram Friday, February 9 1883 p. 2 Perhaps the editor was disappointed in the political make up of the board and felt his political allies had been overlooked?
An editorial the following day continued the board bashing. The editor suggested that not only would the composition of the library board be fuelled by political motives, but the selection of the librarian would as well. The editor predicted failure for the library if it continued as a political issue. By mid February of 1883 the board of directors for the public library was finally announced. In response, the editor of the Telegram again raised the spectre of party politics.

The free library board is to-day as strong a party lever as there is in Ontario....the board is a disgrace to the intelligent city of Toronto, our centre of learning and law.\textsuperscript{91}

As a Liberal, the editor was displeased that Conservatives dominated the library board. Perhaps much of the editor's and the paper's antagonism toward the free public library had more to do with who wanted it rather than why. The public library and its board of directors could not and did not remain free from political influence.

As a Conservative paper, the Globe found much less to be disturbed about. After passage of the by-law, the editor found other things to occupy his editorial space. However, the paper did report on the progress of the library, particularly in the Municipal affairs section. Of course, the paper continued to take an interest in the scheme and published several letters from interested readers. Like Telegram readers, Globe letter writers were concerned with the selection of a librarian, choice of board members, the role the Mechanics' Institute should play and of course, the selection of books. The question of materials was equally split, some wanted to limit the type of books, others wanted as broad a selection as possible. Political persuasion did not seem to affect issues of censorship.

\textsuperscript{91} Telegram Friday, February 16 1883 p. 2.
Debate over the membership of the library board was of little concern to the *Globe*. Not so its readers. "A Reader" provided the following insight:

I see, however, with dismay, that the project has gotten into the hands of certain politicians whose reputation for scrupulosity is not of the highest, who evidently were nothing for the new institution but as a means of providing one or two henchmen with fat positions.\(^{92}\)

The editor finally addressed these issues on the February 17, 1883 editorial page. He did not touch on the composition of the board other than to write that the eyes of the public were upon them and they should expect to be scrutinized. The editor did caution the library board to be very careful in its selection of a librarian.

Some of the candidates spoken of are so absurdly unfitted for their position that the mere possibility of their getting it is enough to awaken a feeling of public alarm. There are men well fitted for the post, and one of them should be sought out and appointed.\(^{93}\)

On the whole, however, as a Conservatively oriented paper, the *Globe* and its editor found less to challenge about the public library than did the *Telegram*.

The creation of the Toronto Public Library was a popular initiative. But it is important to understand that it was a small group of people who orchestrated and conducted the campaign for a free public library. Through the passage of time many of their motives are unclear. However, if one can go by editorials and letters to the editor, it seems that many of them were driven by the notion of social uplift. That theme continued to legitimize the library's existence and the choices made by its board.

---

\(^{92}\) *Globe* Thursday, February 15 1883 p. 4.

\(^{93}\) *Globe* Saturday, February 17 1883 p. 4.
A library is more than books. It is people. The Toronto Public Library was operated by a board of management, a chief librarian, an assistant librarian and several "juniors". It was funded through tax dollars and officially opened March 6, 1884, "with a budget of $24,967.22".94

In the early years of the library the Board and Chief Librarian were most concerned with the library building itself and the purchase of books to fill it. The Library Board Minutes, found in the TPL collection at the Metropolitan Reference Library, for the years 1883-1911 are filled with references to contractors, tenders and the like. It was quickly apparent that the Mechanics' Institute building was insufficient for a public library determined to serve all areas of the city. As a result, a building program was approved.

But how did James Bain, the first librarian, find staff for the new library? In Board Minutes beginning in August of 1883 there are references to letters from various young women applying for positions within the library. By January of 1884 the board decided to put all applications on file. But was there a hiring policy? No. Hiring employees seems to have taken place on a crisis-by-crisis basis. At first there appears to have been no set criteria for hiring, determining salaries or planning personnel needs for the future. Young women would write to the Chief Librarian or the Library Board of the TPL and, if there was an opening, the Board would then determine each applicant's fitness for employment. The sources do not reveal

whether this was unique to TPL or if it was a practice followed at other libraries. By March of 1884 the Library Board had set out a policy of contracts, all employees were required to sign an engagement form. By the time the library opened, it was staffed by nine full time workers, excluding messengers and caretakers.95

Until 1886 the Board continued to hire in this way, on a need or ad hoc basis. In May of 1886 a new standing committee was struck, the library committee, and from that point onward all applications for positions within the library would be handled by committee members. The following May hiring practices took a new turn. The library committee introduced competitive examinations. This was an effort to improve the quality of the applicants and employees. The Board of Management wanted employees who were knowledgeable, competent and neat. They did not want to be responsible for instructing, educating or training their staff. This was hardly novel. By this point many public libraries in the United States and Britain were holding similar entrance exams for candidates for employment and it was seen as a very progressive move that TPL needed to follow. In Toronto the exams were to be set by the Chief Librarian and approved by the Board. Candidates were tested on their knowledge and ability in: writing, arithmetic, reading and English literature. There was an oral and a written component to the exam. Assistants were ranked and hired accordingly. All assistants who met the criteria, including a medical certificate of good health, had to serve a two week probationary period, without pay, in the library. Then they were either hired on a permanent basis or put on an occasional list.96 This list served as the hiring pool for many years.

95 TPL Board Minutes 1883-1888 Vol. 1 TPL Papers Baldwin Room, Metropolitan Reference Library.

96 TPL Board Minutes vol 1.
The holding of competitive examinations became an annual feature of library operations because employees frequently resigned and had to be replaced. There is no direct evidence as to why so many employees resigned. However, one can speculate that many resigned to marry. The list of occasional assistants was sometimes exhausted before another exam was held. Perhaps the level of leaving was due to the nature of the workforce. It was composed of young, educated, middle class women, many of whom saw the library work as a temporary stop on the road to marriage and a family. In fact, society at large expected it. The chief librarians disliked losing good staff, but they too expected the majority of their employees to marry and leave the workforce.

The Board Minutes for the years 1883-1912 do not contain any direct information about staff training. Neither does the Chief Librarian's annual report. However, because most of the early staff were hired fresh out of school and most did not have the opportunity to attend a training school of any type, some specific training must have occurred. I understand that in this respect the Toronto Public Library was very similar to other public libraries in the United States and Canada. They hired young women who met the requirements, had passed the annual examination, had good references and were neat in appearance and writing.

In many of the library journal articles of the time, discussion centred around how to employ or rather which women to employ. Most public libraries did not want to hire new staff above the age of thirty. The reasons given for the age limit include an ability to do the work. Apparently many people felt that the work of a public librarian was physically challenging requiring employees to stand for long periods of time and carry heavy loads of books. Perhaps an underlying reason for hiring younger women may have been that librarians and public library
boards could hire young, inexperienced women at low salaries and then train them for specific tasks in specific libraries. From the comments of many unidentified TPL librarians chronicled by Margaret Penman, it is clear that they felt there was tremendous disapproval of those librarians who married. Public librarians in Toronto either kept their marriages a secret in order to keep their jobs or resigned. Margaret Penman's book on the history of the Toronto Public Library makes reference to comments made by employees following these courses of action. There is nothing in the official documentation about forcing married librarians to give up their positions. However, at the time society as a whole did not approve of middle class, educated, married women working. Thus the workforce at TPL was changing with new, young, unmarried staff. Another interesting demographic factor was also apparent. Those library assistants who did not resign after two or three years tended to stay with the library until they became too old or too ill to work. Early public librarians did not have the reassurance or protection of a pension plan. Many continued to work because they had to. The librarians who remained were female, unmarried and almost without exception very keen on chief librarian George Locke who dominated the institution.\footnote{Although, the majority of staff were dedicated to George Locke, Chief Librarian from 1908-1936, they were not unaware of their subordinate position as female professionals as the following joke represents. Apparently Ogneta McNeil Head of the music library at TPL frequently told this to Locke. Q: Why is it that a male librarian resembles a dead fish? A: Because he rises so quickly to the top! From: Margaret Penman. \textit{A Century of Service Toronto Public Library 1883-1983.} Toronto: TPL 1983 p. 38.} In many respects the employment climate was similar to that of the teaching staff at women's colleges; committed to their vocation, their employer and their male supervisor.
At the Toronto Public Library major changes occurred in 1908. In that year James Bain, chief librarian died and the library committee began a search for a replacement. They considered thirty-three applicants for the post. Dr. George Herbert Locke came to the library as a highly regarded scholar. He had taught at Harvard University and the University of Chicago. He had helped to develop the university library at Chicago and aided in the growth of public libraries in the middle west of the United States. Before moving to Toronto he had worked as an editor in Boston and taught pre-service teacher training at McGill. Dr. Locke was hired at a salary of $4000.00 per annum. New assistants in the library were hired at a salary of $300.00 per annum. This had been a consistent salary from 1886. However, salaries for assistants rose after three years of service, five years, and then seven and ten. They averaged fifty dollars each increment.

George Locke believed in hiring bright, educated women and training in-house. In 1909 Locke hired two women cataloguers, Winnifred Barnstead and Edna Poole who had been working at Princeton. These were Canadians who had gone to the United States to attend training school, found library positions there and then, once experienced, were hired by a Canadian library. This was not uncommon. The proximity to American schools and their willingness to accept Canadian students delayed the need for Canadian schools of librarianship.

Dr. Locke had high hopes for the library, he planned major expansion in both space and

---

98 Applications for Chief Librarian TPL 1908, TPL Papers Baldwin Room Metropolitan Reference Library.

99 Staff Contracts Folder, TPL Papers Baldwin Room Metropolitan Reference Library.

100 Barnstead and Poole were hired at a rate of $540.00 per annum; this was to be raised in the second year to $600.00 per annum. TPL Board minutes vol. 4.
service. In the same year the two cataloguers were hired, the Toronto Public Library also began to offer children's services. The Toronto Public Library became an integrated system with branches servicing all areas of the city. In order to do this properly, Locke required trained staff, either by hiring experienced assistants from outside or training his own.

Due to the demand for trained librarians Dr. Locke supported both Mr. Nursey and Mr. Carson, Inspectors of Public Libraries in their call for a provincial training school for librarians. Once the school opened, Toronto Public Library staff members became lecturers. A different plan was developed for Children's Librarians.

George H. Locke; preferred to have the staff for his children's department trained "in house" since he felt they were only going to be useful in this capacity while they were young; in most cases they would move to other areas of library service later, and presumably need to be retrained for that.101

To this end Dr. Locke and the Board of Management for the Toronto Public Library hired Lillian Smith as head of the children's department in 1912. She came to the library as the first formally trained children's librarian in the British Empire.

Lillian Smith was born in London, Ontario in 1887. She graduated from Victoria College, University of Toronto in 1910 and then went to Pittsburgh to study at the Carnegie Training School for children's librarians. Her first job was in the New York Public Library System. In 1912 she returned to Canada to begin employment with the Toronto Public Library.102 Miss Smith began to work closely with Dr. Locke to bring children's services to the


people of the city. As new branches opened, each included a children's room, complete with specially trained children's librarians. Lillian Smith chose her own staff and conducted most of their training. In 1913 she began lecturing at the Provincial Training School in children's work and storytelling. Her philosophy and approach both to her staff and students was informal with the stress on introducing the best books to children. She felt that if children were exposed to the finest literature through guided book selection and storytelling, they would retain the habit of reading good books as adults.

Lillian Smith conducted weekly staff meetings at the College Street library, other branches with a children's room and after 1922 at Boys and Girls House. Boys and Girls House was designed as the jewel in the crown of children's work. It had special reading and storytelling rooms, a huge map of the world and other child centred learning tools. These were all created to Lillian Smith's specifications and under her watchful eye.

The children's librarians were active in their own training, they were expected to come to the meetings with a book review, a story to tell or information on children's services. Each children's librarian received broad training by moving from branch to branch to "help out" and observe colleagues at work. Smith was a frequent visitor to the branches. She brought with her people interested in children's librarianship or those who wanted to know how to set up a children's room. She encouraged her staff to attend special lectures or training courses as well as the Ontario Library Association and American Library Association conferences. But the most important part of the training was the weekly meetings.

Source: TPL Board Minutes, Vol. 4, p. 554.
To many of these meetings Miss Smith invited prominent librarians, editors of children's books, authors and illustrators. They came from the United States, Britain, Australia, and other parts of the world.  

Miss Smith asked her staff in the branch libraries to keep a day book as both she and Dr. Locke were interested in branch statistics, how many books were circulated per month, number and type of reference questions and the number of new registrations for library cards. Several of these books survive in the archival collection of the Lillian H. Smith children's library, namely the books for High Park, Wychwood, Earlescourt, Dovercourt and Riverdale. The librarians recorded the necessary statistics as well as items of interest, visitors and many of the children's comments. As a result they are a rich resource in glimpsing day-to-day life as a children's librarian. The most complete information is available from 1912 until 1921, the years of the Provincial Training School and before Boys and Girls House opened.

At the Dovercourt branch the children's room opened in 1914. During the year the librarian pronounced herself "swamped with reference questions", she answered approximately nine or ten per afternoon. Most of the questions related to debates by school children. The entry for April 27, 1914 gave the following examples of the day's reference questions: "one little girl wanted the origins of the days of the week, domestic animals; cat or dog, and a debate 'Resolved that Queen Elizabeth's reign was brighter then Victoria's'." During February reference questions were up to approximately fourteen per day. Perhaps local teachers

---

103 Fasick, Johnston and Osler p. 8.
scheduled more debates during the worst part of the winter as a means of keeping the students busy when they were forced indoors.

The day book also noted the librarian's involvement with professional development, making several references to the weekly lectures and staff meetings and her preparations for them. In May of 1914 she presented a report on the *Prince and the Pauper* and told a story from *Arabian Nights*. The Dovercourt librarian was also involved with the Ontario Library Association conference in April of 1914. The library was closed for a day and a half to allow the staff to attend. The children's librarian "had the honour of being invited to the luncheon given for Miss Ahern of Chicago, enjoyed her lecture very much."\(^{105}\) In June the children's librarians took part in the American Library Association conference.

Several of the children's librarians were on the programme for the entertainment of the Library Association. In preparation for this entertainment, we had asked a number of girls to read and give us their opinions of certain books. Their criticisms were interesting, and altogether it helped us considerably in our work with the children.\(^{106}\)

The Riverdale branch opened a children's room in 1912. The librarian at this branch seemed to experience more discipline problems than any other. Her entries often relate to the behaviour of the children at the Branch, from restlessness and noise to rotten eggs being thrown through the open window. She often had to remove children for dirty hands and faces. All the children's librarians were concerned with cleanliness. They had the authority to deny entrance to the room or to the collection if the librarian considered a child dirty. Sending children home

---

\(^{105}\) Dovercourt Day Book April 14-16 1914.

\(^{106}\) Dovercourt Day Book June 18 1914.
to wash seems to have been a standard library policy.\textsuperscript{107} This librarian wrote often about the staff meetings and the new ideas she received, like reorganizing non-fiction books to make them more attractive. According to this librarian some of the topics discussed at the meetings in 1913 included "ways and means", presumably of operating the children's room and picture collections. They also practiced classifying books according to the Dewey Decimal System.\textsuperscript{108}

In the Riverdale day book for 1914-15 Gladys E. Stauffer is listed as the children's librarian. She kept quite detailed notes regarding the weekly meetings. Topics included travel reviews of Borneo, Salvador and Norway, children's classics, story hour, birds and wild flowers.

At the March 18, 1914 meeting of the children's librarians "Miss Smith and I read a little pamphlet on children's work by Miss Alcott. It was of course on an \textit{ideal} children's library. We have some of the features already introduced in our branches."\textsuperscript{109} Stauffer was fortunate to have the opportunity to train in children's work at the Toronto Public Library and at a formal library school. According to her day book she spent July 1914 as a student at Simmons College in Boston where she attended a summer course for children's librarians. In 1915 she helped train new staff members. "For the past three weeks the children's librarians - Misses Jackson,

\textsuperscript{107} From the sources it is unclear which libraries had facilities for "washing up" that were available to the public. However, one children's librarian made reference to turning the water fountain in the children's room into a planter. Perhaps the fountain indoors was too much temptation for the local children.


\textsuperscript{109} Riverdale Day Book. The reference to Miss Alcott was probably Louisa M. Alcott, author of \textit{Little Women} and \textit{Little Men}. 
Ferguson, Corey and McQueen have been visiting this branch each staying two days at a time.\textsuperscript{110}

The year 1915 was a very special one for the TPL children's librarians, Dr. Locke and Miss Smith engaged Miss Shedlock of England for a series of lectures combined with storytelling. Miss Stauffer attended the full five lectures at Victoria College, the program included:

October 7th - The Art of Storytelling
October 9th - Source Material for Stories
October 12th - A Story Hour
October 15th - Hans Christian Andersen's Fairy Tales
October 18th - A Programme of Folk Tales

Miss Stauffer pasted her program into the Riverdale Day Book. These lectures were a fabulous opportunity for the Toronto librarians to learn from an internationally known expert. This coup was yet a further example of the importance placed by Miss Smith on a well trained staff.

Miss Jackson, the children's librarian at Earlescourt, during 1918-19, also kept a brief record of her days in the branch. She attended the Provincial Training School in the fall of 1917. Jackson returned to Earlescourt as a formally trained children's librarian on November 20th 1917. Her first task was to offer a story hour. She learned the story she told from Miss Smith at the library school.\textsuperscript{111} In February 1918 one of the many topics discussed at the weekly meetings was "sequencing". Apparently, according to the day books, this was to encourage

\textsuperscript{110} Riverdale Day Book.
readers to move on to more difficult books - with a strong showing of non-fiction. Day books from the other branches also refer to the ladders of books. Readers would join the "ladder club", read assigned books and receive stars beside their names on a prominently displayed poster in the children's room. All this was part of Miss Smith's philosophy of promoting the finest books. The High Park readers seemed to excel at reading good books. The librarian reported that she was helped by the parents in the area who were very interested in the library and their children's reading habits.

Each branch of the Toronto Public Library conducted social surveys of their area. The social surveys were a way for the librarians and the chief librarian to gauge local reading habits, income levels and local interest in the library. The social survey gathered data similar to the type of information gathered by social workers during the same time period. Dr. Locke placed great stock in these statistics. Like other professionals he was very interested in profiles of the city's citizens. Locke saw in the statistics the kind of basic information he needed to design better services tailored to each area of the city. This information was particularly helpful to the children's librarians, in determining who their readers were and the family's interest level. The day books clearly reveal how the children's librarians felt about the surrounding neighbourhoods. The High Park branch did not seem to suffer from a lack of interest or discipline problems, attributed by the librarian to the type of people who lived in the area.

On June 7, 1917 the weekly meeting of the children's librarians was held at High Park.

Miss Lewis told us of her work at Riverdale and Miss Ferguson told us of the thrilling adventures of Hercules and the Pigmies. Miss Smith told us of a

---

112 According to the day books "good" books most frequently referred to non fiction. The children apparently preferred novels and the librarians felt themselves in a pitched battle to promote to reading of non fiction.
new book she had read and enjoyed in spite of its being an ENGLISH publication, its title is "Maida's Little Shop", I forget the author.

The High Park Branch had a number of visitors who were quite impressed with the room according to the day book. In September of 1917 students from the library school were at the branch doing practice work. According to the children's librarian "they have all greatly admired the room, indeed one girl brought her father in." In October a reporter from the Telegram visited the branch and later wrote an article. Miss Page, the librarian cut it out and pasted it into the day book. The following are some excerpts from the article.

The girls in charge have in many cases, taken a special course to fit them for their work and after this year these courses are to be made compulsory... These training courses for children's library work were first started in 1913... in September they were started up again and a number of girls passed as specially trained junior librarians... "Teacher" (as the children's librarian was referred to) has to qualify in the art of telling stories when she takes her exam.

Clearly Miss Smith wanted the children's librarians to have specialized knowledge and skills. The art of storytelling remained an essential skill for TPL children's librarians. Children's services quickly grew both in popularity with patrons and appeal for librarians. In a very short space of time children's librarians became almost a subset of the professional organizations. As work with children continued to become more specialized and high profile, both the ALA and the OLA set aside time at their conferences for children's librarians.

\[\text{Footnotes:}
\begin{enumerate}
\item[114] High Park Day Book September 22, 1917.
\item[115] High Park Day Book October 20, 1917.
\end{enumerate}\]
The children's room at the Wychwood branch opened April 25, 1917. The Wychwood branch and the librarian seem to have been a "flagship" for the Toronto Public Library in the years before Boys and Girls House was built. Early visitors to the room included Miss Smith, Miss Barnstead, Mr. Locke, Miss Davis, Miss Whitney and an American. Both Smith and Locke continued to be frequent visitors to this branch. Locke and Smith often brought librarians or prospective librarians interested in children's work. Locke occasionally gave "talks" to children's groups. He was the author of some Canadian history books for children. Apparently he felt that there was a lack of age appropriate materials and determined to rectify the situation. In early June of 1917 the weekly meeting of the children's librarians took place at Wychwood. "Miss Barrow of Brooklyn, Brownville children's library spoke to us in a most interesting way about the work in that library." Miss Smith seems to have been able to secure very knowledgeable speakers for her training sessions. Wychwood also had a number of other visitors, including teachers who were interested in the work the children's librarians were doing. The students at the library school in 1917 did some of their practical work in the branch. One student was in three times in one week to observe the children's room.

One curious thread throughout all the day books and of staff training for the children's librarians was their "filling in" for one another. Everyone seemed to move around - from branch to branch, doing different things like telling stories in other children's rooms. It seems to

116 Wychwood Day Book. Boys and Girls House Archives, unsorted materials. Lillian H. Smith Library. The children's librarian underlined the word American, perhaps because she did not know the visitor's name, only country of origin. Alternatively, she may have been impressed by the foreign visitor. Dr. Locke had a Doctor of Pedagogy but his staff always referred to him as "Mr." rather than "Dr". However, other people in the community and in the larger library world always used his title.
117 Wychwood Day Book June 9 1917.
have been more than just covering for another librarian. It appears to have been a way for the children's librarians to become familiar with the entire branch system.

During the 1919 session of the Library School, Wychwood was part of the curriculum.

Miss Jackson and Miss Ferguson came at 2 o'clock from the library school - they had the afternoon as a practice period, and were each making a comparative list of class books, one taking biographies and one animal stories. It was nice to see them and they seem to be enjoying the course.\(^\text{118}\)

Later in the week the School gave a party for the TPL librarians at the branch. During the term, Miss Smith brought several librarians who were studying at the 1919 session of the school to see the Wychwood children's room and discuss library work with children with Miss Endicott, the librarian. Library School students, people from the community and visitors from the library world all stopped to see the children's room. Miss Endicott and Miss Smith seem to have had a close friendship as well as an excellent working relationship. Miss Smith was noted in the day book frequently stopping in for tea and there are references to discussions between the two women as well as plans for social outings like skating.

The day books for the children's rooms at the Toronto Public Library branches relate the day to day activities of a children's librarian. More importantly they give excellent illustrations of the type of work place training that was being done at TPL. Although work with children was only one segment of the library's mandate, it was a very important one. And by extension, if Miss Smith and Dr. Locke were committed to the continual training and professional education of their children's librarians, then this attitude was probably found in all departments, including those like cataloguing or classification which were behind the scenes.

\[^\text{118}\] Wychwood Day Book October 3 1919.
Dr. George H. Locke was a "hands on" Chief Librarian from 1908 until his death in 1937. He knew his collection, his staff and his patrons. He was considered by contemporaries to be a prominent citizen. Although not a professionally trained librarian, George Locke was exceptionally successful as a chief librarian. He was also a force in the international library world. He travelled extensively in Canada, the United States and overseas, touring libraries and comparing Toronto's system to others. He served as President of the Ontario Library Association and the American Library Association. At the Toronto Public Library women held positions of relative power as branch heads and heads of departments. Training and ability were key.

Much of Dr. Locke's correspondence survives in the TPL collection in the Baldwin room of the Metropolitan Reference Library and the University of Toronto Archives. It covers everything from the day to day issues involved in running the library to applications for employment and letters from other librarians. Communities across Canada wrote to Dr. Locke for advice on how to set up a library and how to operate it. It is clear from these letters that in the early 1900's there was far more interest in organizing libraries than there was trained people to operate them. Dr. Locke also received correspondence from those wishing training. The summer schools at McGill and Toronto were only designed to serve those already working in the library field. As a result Dr. Locke often recommended schools in the United States,

119 Locke served as OLA President 1916-1917, and as ALA President in 1926.

120 The sources do not relate if there were differentials for level of training received. However, salaries were higher for department heads and branch heads than for regular library assistants. Dr. Locke responded personally to many people who wrote for advice. Copies of Dr. Locke's letters to people inquiring about library work can be found in the Baldwin Room, Toronto Public Library, Correspondence file.
particularly the Albany and Wisconsin schools. Of course this was not an option that all could pursue due to the cost and distance involved. Dr. Locke also suggested self-education including readings by leading librarians; he urged prospective librarians to appeal to trained librarians in their area for advice, guidance and an opportunity to observe a library in action.

Dr. Locke kept up a regular correspondence with Miss Ahern, editor of Public Libraries, a professional journal published in the United States. Dr. Locke wrote her regarding the summer school for librarians, work of the Ontario Library Association and other news about the public libraries in Canada. In several letters Locke volunteered that the one month training course for librarians like that at McGill and Toronto was not really long enough to meet the needs of librarians. Locke felt that if librarians were to receive the training they needed, programs would have to be longer and more intensive. He also kept Miss Ahern up to date on his ongoing dealings with the Ontario Department of Education. Locke was highly critical of Walter R. Nursey, Provincial Inspector of Public Libraries. Nursey was not a librarian. He had been a public civil servant for many years and had a bureaucratic mindset. Dr. Locke shared his opinions with other librarians as well, including Lawrence Burpee a librarian and a scholar based in Ottawa. In one letter in 1912 Locke took Nursey to task for his comments on TPL and Locke in the Inspector's annual report.

I suppose you have not yet received Mr. Nursey's report. I have seen it in the report of the Minister of Education, and he goes out of his way on almost every occasion to say something against the Toronto Public Library, and especially against its Chief Librarian. I don't know what possesses poor Nursey because this year I have refrained from correspondence with him so that he would not feel himself called upon to devote his report to a catalogue of my sins as he did last year, however, there are a lot or deliberate misrepresentations about which, of course, I can't say anything.  

121 Dr. George Locke to Lawrence Burpee March 22 1912. Personal Correspondence 1910-1913, folder #3 TPL Papers, Baldwin Room Metropolitan Reference Library.
Dr. Locke could be critical of the Department of Education and their lack of appreciation of the educative value of libraries.

The education departments do not take any interest in library work in connection with Normal Schools. The schools value the libraries in this country just in so far as the libraries save them from buying books for supplementary reading.122

Clearly Dr. Locke did not agree with branches of the public library being used as school libraries, something provincial officials favoured. However, it was section thirty-eight of the Ontario Public Libraries Act which really upset George Locke. This clause brought libraries under the control of the Department of Education. Locke felt the libraries would suffer from increased control. He also maintained through correspondence with several people that it was time the Department of Education hired a staff librarian to direct policy decisions and chart the course of the Public Libraries Branch. E. A. Hardy, secretary of the OLA, was deeply involved with the Education Department’s policies. Locke was critical of Hardy, arguing his loyalties lay with teaching. He was, after all, a school teacher by training and, according to Locke, with an inclination to the classroom, not the library. Locke seems to have glossed over the fact that his own degree was in education.

During Walter Nursey’s reign as Inspector of Public Libraries the relationship between Locke and the Department of Education remained strained. Nursey and Locke seemed to become antagonists over most issues. In a letter to Miss Black, librarian of Fort William, Locke was scathing in his comments about the Inspector, apparently in retaliation for the Inspector’s

---

122 Locke’s to Miss Ahern May 13 1913. Personal Correspondence folder #1 TPL papers. Dr. Locke kept up a personal and professional correspondence with Miss Ahern for many, many years, copies of which can be found in the Baldwin Room, TPL, Correspondence files.
annual blast against Locke and the Toronto Public Library. "For I see that once again I fill up most of the report of the said official." 123

Locke was not circumspect in his criticism of the work that Nursey did in the role of Inspector. The conflicts seem to have been both personal and professional. One of the most intriguing exchanges in Dr. Locke's correspondence concerned a new classification system. Dr. Locke and other Canadians in the library field felt that Melvil Dewey's classification system, the Dewey Decimal System, ignored Canadian materials, so Dr. Locke and his staff set about modifying Dewey's classifications. Once the additions to Dewey's original system were complete, Dr. Locke began correspondence with a wide range of librarians. He wrote asking for comments and feedback. Of course Locke also wrote to Dewey. From copies of their letters it seems Dewey's response was not as enthusiastic as Dr. Locke would have liked. If Locke regarded the original system as incomplete Dewey disagreed and did not seem overly concerned with what Locke felt were serious flaws and omissions. The two men agreed to disagree. Where Locke had more problems was with Nursey and the Department of Education. Locke took great personal pride in revising Dewey and was not ready to share credit for the finished product with anyone but his staff. Walter Nursey and his office felt they should take official credit because it was created under their jurisdiction. Locke would have none of it and let Nursey know it. The result was a tempest over who should receive credit for the expanded Dewey Decimal System. 124 In the end Locke and the Education Department shared credit and

---

123 Locke to Miss Black March 22 1918. Personal Correspondence folder #5 TPL papers.
124 Locke's personal correspondence with Dewey and the Department of Education in 1911 folder #1 TPL papers.
responsibility for disbursement, although, Locke insisted everyone knew where it had originated.

Of course much of Locke's correspondence was preoccupied with the day-to-day operations of the library; everything from overdue books to staffing problems. His correspondence contains offers of employment to prospective employees who passed the library's exams and met certain conditions. The Library Board rules stated that employees had to be between the ages of eighteen and thirty when hired and must have lived in the city of Toronto at least two years. All successful candidates had to take a physical exam, administered by the library's physician, Dr. Spragge. It is noteworthy that the library retained a doctor, perhaps this was to evaluate the health of potential employees who might have a more favourable health review from a family doctor, or perhaps to ensure uniform health standards. Successful applicants served a probationary term of one to two weeks. In the early years this was unpaid. Once it was lengthened to three weeks in 1911 it is unclear if the term was paid or unpaid. Assistants would be hired as temporary employees at the rate of one dollar per day, until they found a place on the permanent list.\textsuperscript{125} These conditions were set out in a letter to each prospective employee and ensured that the TPL had a ready supply of employees to fill any vacant positions.

Once the University of Toronto began training librarians, the Toronto Public Library Board revised earlier regulations for hiring staff.

\begin{quote}
Requirements for Appointment: No person may be given permanent appointment to the professional staff who has not successfully passed the examination of the University of Toronto School for the Training of Librarians (unless there has been service in another library, or graduation from some other Library Training School approved by the University School, which would give
\end{quote}

\textsuperscript{125} Locke's to Miss Eloise Macfayden January 3 1911 folder #2 TPL papers.
equal standing), and who has not served a satisfactory probation period of at least one month's duration.  

With this addition to the by-laws in 1910, the Toronto Public Library Board officially recognized standardized training for its librarians.  

From 1887 until 1908 library exams were held sporadically, on a need basis. Under James Bain, candidates were examined on "writing, arithmetic - up to and inclusive of compound division, reading and English literature of the nineteenth century."  

Once Dr. George H. Locke took over as Chief Librarian the hiring policy changed somewhat. Exams continued as the basis for an eligibility list and after passing the exam, candidates might remain on a list or be invited to participate in a probationary trial period. Locke and the Library Board held the exams each year at the same time as a regular part of the library's work. During Locke's tenure, interest in library work continued to increase. By the First World War the library was maintaining a large waiting list of people who wanted to write the exam. The waiting list for 1917-18 had one hundred and fifteen names. Dr. Locke wrote to  

TPL Bylaws Re: Staff Article vi By-laws folder TPL papers Baldwin Room Metropolitan Reference Library.  

TPL hiring requirements did not change significantly from the years of James Bain through George Locke's tenure. All applicants had to certify good health and the capacity to do the work. There was a height requirement in Bain's time as chief librarian. The Library Board would not hire anyone under 5' 3" or anyone who was late for the exam or married! Once Locke took over these stated requirements were removed. However, underlying the official requirements may very well have lurked unofficial ones that might exclude married women or mothers. It was a major step forward in the credentialling and recognition of formal library training when the TPL Board began asking potential employees to provide proof of formal schooling at the University of Toronto or an acceptable alternative.  

TPL Library Examination Book 1887-1917, TPL papers Baldwin Room Metropolitan Reference Library.
each one asking if he or she would like to remain on the list, one hundred and six said yes, indicating that library work remained an attractive employment option particularly for young women in the city of Toronto.

The entrance exams under Locke became more library specific. Locke preferred to hire well educated women as his assistants. Candidates were expected to be familiar with biography, reference works, literature and periodicals. From the following sample questions it is clear that potential candidates for library work should possess some familiarity with the public library and a large amount of general knowledge.

What are the relative merits of a card catalogue and a printed catalogue? Give an example. What method of arrangement in a card catalogue seems best to you?

"I want some material and some ideas on entertainments for Thanksgiving, (1) Among children (2) Among grown-up people" How would you help a person who asked you this question?

What literature would you consider helpful to you in making you more efficient as a librarian?

"I want to know what newspapers and periodicals I ought to take that I may keep abreast of progress in Great Britain, United States of America and Canada" The questioner does not want to spend more than $25.00, and therefore the list must be carefully prepared.  

From the Toronto Public Library papers it seems that Dr. Locke continued to hold entrance exams for his employees even after the Provincial Training School for Librarians opened, perhaps because he was critical of the short course for librarians. He wanted to continue to evaluate candidates using his own exam. However, Locke supported the notion of formal training by freeing up staff to act as lecturers or attend the course and providing space

---

129 Examination for Entrance upon the Service of the Public Library of Toronto October 6 1914. Further exams can be found in Appendix A.
within the TPL system for practice and instruction. But Locke also felt that if the training was to be truly effective, it must be longer. He fully supported W.O. Carson, Inspector of Public Libraries after Walter Nursey, in his attempts to lengthen the course and finally to move it into the University.

In 1924 Dr. Locke received a letter from the President of the University, Sir Robert Falconer, regarding library exams.

The examination papers that you have been kind enough to send me are certainly very illuminating as to what is required in a librarian. I should judge that a very high standard of general education as well as intelligence is required, and these questions give one some idea of the general principles on which you go in assigning books to their various places. The questions show that there should be a great deal of interest in the work of a librarian.130

Perhaps, even in 1924, the President was considering how education for librarianship could fit into the University of Toronto. Locke finally ceased holding exams for would be TPL employees when the Library Board made the successful completion of the U of T course a requirement for new employees.

New employees of the TPL were hardly overpaid. From 1886 until 1907, all assistants in the library received three hundred dollars per annum and all the assistants were women. By 1889 a branch head made only four hundred dollars per annum. During these years salaries remained constant for the women assistants, the caretaker and the assistant and Chief Librarian.

The caretaker was paid six hundred dollars a year; John Davy, assistant librarian received twelve hundred and the Chief Librarian two thousand dollars.131 When Dr. Locke took over as

130 Falconer to Locke June 17 1924 Office of the President (Falconer) A67-0007 Box 84 University of Toronto Archives.

131 TPL Staff contracts folder, Baldwin Room Metropolitan Reference Library.
Chief Librarian he appealed to the TPL Board to increase staff salaries. He was moderately successful. By 1930 the starting wage for a library assistant had risen to two thousand dollars per year.

The Toronto Public Library's Staff Association supported salary increases and in other ways played an important role in library organization including the education of TPL staff members. The Staff Association began in February 1910 for the mutual benefit and instruction of all staff. The group started with a membership of thirty-five and by 1914 had grown to seventy-eight. It was not mandatory to join the association but it was heartily supported by Dr. Locke and the board of management. The Staff Association was created and operated by the TPL staff to assist them in their library work. From a study of the minute books of the Association, held as a part of the TPL collection at the Metropolitan Reference Library, it appears to have been very successful as a training tool as well as a social group. With staff in many branches, meetings were a good opportunity to meet one another. The meetings were held monthly and moved from branch to branch and, approximately every three months refreshments were served by the staff of the host branch. It is unclear from the material why they only had refreshments every three months, perhaps it reflected the time of day they met or perhaps the time and cost involved imposed a limit.

The main purpose of the Association's early years appears to have been instructional. At each session several talks or papers were given by the staff about their jobs, branch or type of service. There were lectures on classification, cataloguing, reference and children's services among others.\footnote{Information on the Staff Association cases came from primarily three sources: TPL Board Minutes and reports, and from the Minutes of the Staff Association.}
The Staff Association met for the first time February 1, 1910 at the College Street Branch of the Toronto Public Library. Membership was open to all TPL staff who paid a fifty cent annual fee. Over time this was increased to one dollar. The Staff Association was, from the beginning, seen as a professional association by the chief librarian, the Library Board and the membership, with education and training one of its main objectives. It was not an organized labour group and it did not function as a bargaining unit.\textsuperscript{133} Dr. Locke frequently chaired meetings and members of the Toronto Public Library Board were always welcome, many of them attended meetings regularly. At the initial meeting Dr. Locke, as chair, brought to the attention of the members a suggestion by Walter Nursey about establishing a library training school.

He stated that the matter had been mentioned to him several times and that the government were considering whether it would be advisable for them to establish a school for the training of Ontario Librarians, Mr. Locke said as far as the Toronto Public Library was concerned all the material for such a training school was at hand in the different branches of the library service, and whatever provision the government might eventually make, the training of assistants for the Toronto Public Library work would continue to be given at the library.\textsuperscript{134}

\textsuperscript{133} Although the Staff Association maintained a very warm relationship with the Library Board the group did periodically petition the Board for wage increases. In this regard the Association might be viewed as an informal bargaining unit. More often than not they were successful when the group asked for wage increases or bonuses. There were many organized labour groups at this time, such as: Cigar Makers Union, Industrial Workers of the World, International Typographers Union and the Knights of Labour, to name a few. Please see W.J.C. Cherwinski and Gregory S. Kealey, \textit{Lectures in Canadian Working Class History}. Toronto: New Hogtown Press, 1985.

\textsuperscript{134} TPL Staff Association Minutes 1910-1917 vol 1 TPL papers, Baldwin Room Metropolitan Reference Library. It is interesting to note that once Walter Nursey was no longer involved with the Provincial Training School, Locke was much more interested in the scheme. Perhaps his personal and professional troubles with Nursey clouded his judgement. Or, alternatively, perhaps Nursey was not the right person to set up such a program. However, Locke was not alone in preferring his own training methods. Many chief librarians in the United States and
At the first regular meeting of the Staff Association, February 15 1910, Miss Barnstead and Miss Poole gave talks on the Dewey Decimal System, complete with black board demonstrations. The meetings which followed were also heavy on staff instruction. Between 1910 to 1917 topics covered in the training of assistants by the Staff Association included:

- Reference Work
- Registration
- Rules and Regulations
- Children's Work {covered several times}
- Newspapers and Periodicals
- Open Shelf System
- Canadiana
- The Making of Books
- Dewey Classification System - application to circulating work
- Canadian Authors
- Stock Taking
- The Usefulness of a Public Library
- Current Events - Suffrage
- Literary Evening - Book Reviews - covered many times
- E.A. Hardy - "What a Librarian Should Be"
- Walter R. Nursey - work of Public Libraries Branch
- Suitable Books for Children

Canada held onto in-house training even after they were offered the alternative of formal training outside the library.
Lecture in Storytelling

Social Service as it is carried on in the work of the public library

Social Surveys - done for all branches

Address by W.O. Carson - Inspector of Public Libraries

Poetry Evening

Confederation Evening - Papers on the Provinces

Rev. Egerton Ryerson - Printing in Japan.

Along with these topics there were frequent reports on attendance at conferences and visits to other libraries. Dr. Locke reported back to the Association on his trips.\(^{135}\) In the Staff Association Minutes there is also continued reference to literature and children's work. It must be assumed that these were areas of special interest to members.

The Association organized other activities as well. The Staff Association hosted dramatic nights, poetry readings and art appreciation evenings. They entertained members of the TPL Board, local politicians and members of the library school. The Association sent representatives to the annual Ontario Library Association and American Library Association conferences. In this way the Staff Association was able to participate in the larger library world.

Delegates to the conferences represented TPL and returned with news of new ideas and techniques.

Both Locke and the Board felt the Association kept morale high and created an esprit de corps. At the annual Toronto Public Library Board meeting of 1915 Dr. Locke was lavish in his

\(^{135}\) Locke visited local libraries on each of his yearly vacations. His preoccupation with libraries extended into his leisure time. These trips lead to lively presentations for his staff and perhaps even the implementation of new ideas. Locke reported on his trips several times each year.
praise of the work of the Staff Association. He suggested that "the meeting of the Association had created an enthusiasm for library work which had resulted in most efficient service during the year."\textsuperscript{136}

From 1916 onward the Staff Association included the students of the library school at their monthly meetings. By bringing in the library school students as honourary members, the Association was able to benefit from the interaction with other librarians and the students benefited from inclusion in a professional association. Dr. Locke addressed the school at the September 1916 meeting.

...the monthly meetings of the TPL association are held to bring together at least once a month, all the staff of which there were eighty-five, and who were scattered in different sections of the city and fourteen branches of the Toronto Public Library. [Locke told the students that]...in a librarian he would risk brains, for interest in work and one that would articulate ideas as well as books.\textsuperscript{137}

It seems that virtually all members of the TPL staff were also members of the Staff Association. One can only assume that one reason was the education and training benefits they received. In 1917 the membership of the Association had reached ninety-three which included all TPL employees. The minute books do not identify any other members other than Locke and TPL staff.

After 1917 the Staff Association's centre of gravity changed when Dr. Locke was able to secure a building for his staff near the reference library on College Street. The Association had a dining room and rest area in the staff house. This gave TPL librarians a place to go after work

\textsuperscript{136} Staff Association minutes vol 1 January 20 1915.

\textsuperscript{137} Staff Association minutes vol 1 September 20 1916.
or for a meal during the day. The Association gradually became more social as activities expanded into drama and music, reflecting wider staff interests and hobbies more than their professional training needs. However, staff members continued to give book reviews and remained current on new literature, as reported in the minutes of the monthly meetings.

Another reason for the change in the Association may be due to the increased level of training that TPL librarians had or to which they had access. By 1917 many had received some formal professional training at the Provincial Training School for Librarians. This augmented the in-service training and the ongoing lectures provided by TPL staff members.

The Toronto Public Library Staff Association also played a critical role in developing professional training for librarians in Toronto. Members of the Association offered their expertise and skills in "grass roots" instruction of their peers. Although some of the topics covered at the monthly meetings were of a technical nature, many were not. Staff members appear to have been very interested in reference work, work with children and book selection. By reviewing genres of literature and current work, including fiction, they were able to better serve the reader.

In retrospect, the TPL Staff Association must be seen as one of the elements of professional education for librarianship in Toronto. The Toronto Public Library was interested in hiring well qualified assistants. In order to ensure the best employees the Chief Librarian and the Library Board screened applicants for ability and knowledge through the competitive exams. Once hired by the Toronto Public Library, assistants underwent extensive and on-going in-house or in-service training as demonstrated by the work of the children's librarians. The creation of the Staff Association in 1910 further increased the opportunities in-house for
professional education. Although the Staff Association and the TPL in-house training have not generally been recognized as agents of formal professional education, I believe that they should be. Both aspects of training enabled new assistants to improve their skills as librarians by learning from other librarians and kept older librarians current and fresh. Once assistants were technically proficient, they could use the skills to adapt to the changing library environment.
In 1926 Dr. E.A. Hardy, President of the Ontario Library Association published a history of the organization. He was the OLA secretary from 1900 until 1925. His book, *The Ontario Library Association - An Historical Sketch*, was sent to library schools, universities and libraries around the world. Hardy even sent a copy to the Bodleian Library at Oxford. In his history of the Association Dr. Hardy reviewed the history of the group and its activities. He was especially proud of the OLA record in lobbying government for more public libraries, funding and training. Chief among the OLA's training initiatives was its Library Institutes. In Hardy's opinion Library Institutes greatly aided in bringing modern methods to public library workers across the province. But training also meant more money in members pockets. From the early days of the OLA, its membership favoured training, hoping that the recognition of a specially trained workforce would mean higher salaries. Higher salaries came from the work of the OLA, the Public Libraries Act and willingness on the part of employers to give a better wage. The OLA campaigned to increase wages for trained professional public librarians to the pay level of elementary school teachers.

In the training of librarians. Skilled workmanship is everywhere in demand, and library work should be under the direction of trained librarians just as truly as school work is under trained teachers. If the public library is the great public university, then its functions should be rightly discharged, and it is a serious waste of public funds not to give the public as skilled management as is possible. How shall training be secured for our librarians? By summer courses in library work at London, Hamilton, Toronto and Ottawa. By librarians spending a week or two during the year at our city libraries and carefully observing their working. These two methods would not give expert librarians, it is true, but they would result in a great improvement in the present condition of things and might lead to something more complete. A further step might be for the education department to prescribe a short course of study in library history.
and science and grant a certificate in passing a simple examination, and then require a certificate as a condition of the full government grant, or add a bonus for the same condition.¹³⁸

Dr. Hardy's ideas were not new or radical in 1926, nor were they a surprise to the OLA membership. By the time his book was published many Canadian public librarians had participated in formal training at the Provincial Training School for Librarians, trained south of the border or participated in the county Library Institutes. In-house training, special courses, and certificates were key topics at many of the OLA's annual conferences. Dr. Hardy was also no stranger to library training. Although not a librarian himself, he was a steadfast supporter of public libraries and an important figure in the library world. He valued education and supported professional education for librarianship. Hardy was a guest lecturer at the McGill summer school for many years and a regular lecturer at the Provincial Training School for Librarians in Toronto.

Dr. Hardy personified the OLA's support of professional training for a career in librarianship. But to appreciate the role the OLA played in the training of public librarians it is important to understand the group's history, its support for the Library Institutes and the organization's commitment to a professional library system with a corps of professionally trained librarians. Central to these educational issues was the OLA's relationship with the provincial government. The OLA was closely allied with the Department of Education. Did the close cooperation with government compromise the autonomy and professional nature of the organization? Did it help the OLA to achieve its training objectives or undermine them? The answers lie in the county Library Institutes.

The OLA had its roots in 1900 at the Montreal meeting of the American Library Association at McGill University. The Association began in the study of McGill's university librarian, Charles Gould with a meeting of key players, all August men from the library field across Canada. According to Hardy's history of the organization the school was then hosting the annual American Library Association conference and many of the Canadian librarians at the meeting thought it was an ideal opportunity to organize a Canadian equivalent to the ALA. Unfortunately, enthusiasm for a Canada wide group was not sustained, but interest in an Ontario group continued. James Bain of the TPL and E.A. Hardy promoted an Ontario group but according to OLA papers, it proved difficult to find a mutually satisfactory time for a first meeting. Across the province, librarians were, almost without exception, leaders in other areas of their communities as well. Finally, on April 8th and 9th of 1900 the OLA held its first annual meeting in Toronto. Whether through tradition or convenience the meetings would normally be held over the Easter weekend. This founding meeting and early membership was dominated by men who were interested in the public library movement but were often not librarians themselves. The first address to the gathering stressed the need for the public schools and librarians to work more closely together. Indeed, the symbiotic relationship between the OLA and the Department of Education was present from the beginning. The first meeting was held at the Department. The group elected James Bain as the first president, and E.A. Hardy as the secretary. Papers presented at the first meeting were a mix of practical discussions of library organizational questions and more philosophic issues of collection acquisition.

"Modern Library Methods and Appliances for a Small Library"

139 OLA correspondence frequently dealt with member's lack of time due to other professional or volunteer commitments.
"Character of Books for a Small Library"

"Canadian Literature"

"Canadian History"

"Canadian Fiction"

"Canadian Poetry"

"The Needs of a Small Library"

"Travelling Libraries"

"An Outline Program of the Work of Ontario Library Association"

"The Library and the School"140

Shortly after the first OLA meeting Dr. Hardy and Mr. Bain began to receive inquiries about organizing a training program for library work and questions on how to train librarians as well as where to train them. Correspondents also frequently wrote looking for work. At first Hardy recommended finding a position, any position, in a library and learning by practical experience.

Gradually he came to support the need for formal training to accompany the practical.

However, it took many years for key players in the library world to see the value of formal training over practical work experience. In fact the premise of both the Provincial Training School and the Library Institutes was that students would already be employed in a library or have a guaranteed position available after training. They offered supplementary education to those with previous library experience.

In 1901 James Bain pressed the Department of Education to publish the proceedings of the annual OLA conference as part of the Department's annual report. The Minister agreed.

140 List of the topics covered at the first annual conference, OLA papers microfilm 1899-1926 collection # F1195 MS 907 reel 1 Provincial Archives of Ontario.
The annual reports today provide a valuable research tool in examining the history of the OLA. But the unique relationship between the OLA and the Department of Education underscores how small the library world was in the early 1900’s. The main players in both the government and the OLA knew one another personally and as a result, there was little separation between their professional and social relations. From the OLA papers it appears as if the organization’s executive, if not the membership, regarded themselves as almost partners with the provincial Department of Education. They were centred on the need to raise the level of education and knowledge of the people of the province, whether it was through the public library or the public school. The public library was often called the “people’s university” and public librarians identified as educators. Thus the hand in glove relationship between the professional organization, the OLA, and the Department of Education made a great deal of sense. Within the departmental bureaucracy day-to-day operations of the public libraries were under the control of the Inspector of Public Libraries, a Department of Education functionary.

But was the OLA a separate professional organization or simply an appendage of the government? In its first twenty-five years the Association functioned more as a helpmate, assisting the government in training and promoting the establishment of Library Institutes, travelling libraries and public libraries. The government, in turn, offered libraries and the OLA various forms of financial and other support. Thus the partnership worked well for both. It is probable that the government would not have been as successful in securing Carnegie money for new public libraries without the active assistance of the OLA and its contacts in the larger library world. However, there was also a downside to the partnership. In such a mutually beneficial relationship there could be little room for vocal criticism or serious disagreement.
especially not criticism by the OLA, the junior partner, of the Department of Education, which controlled the purse. The relationship, uneven as it was, was cemented with an annual grant from the provincial government and the publication of the professional journal, Ontario Library Review.

At the second annual meeting of the OLA in 1902 Dr. Hardy addressed the gathering on "Training of Librarians in this Province". He set out what trained service meant and how it would impact on selection and purchase of books, display, acquisition of donations, influencing book circulation, the relationship between the library and librarian and the schools, study clubs and local history. But what form should education of librarians take? He offered a series of alternatives - the organization of a series of county Library Institutes, a brief course in a large library, attendance at a summer school, one-on-one correspondence with an experienced librarian or by the creation of a summer course in Toronto, for those who wanted to become librarians or who wished to increase their level of training. In 1902 most of these suggestions were impractical for most public librarians. They were expensive and in some cases required travel to the United States where educational programs were much more advanced. Hardy feared many librarians who went to the United States for training would not return to Canada. As far as he was concerned, a local solution was needed. Library Institutes, he argued, could train librarians close to their homes, increasing the level of knowledge for a very reasonable price.

Hardy's plan for Library Institutes was modelled on teacher training, at teacher's institutes. He fully expected the government to help fund the Institutes and, in return, have a

---

141 Hardy's Address, 1902 from the OLA papers, reel 1.
say in organizing the program. But, with or without government funding, the OLA's role was critical. If the government lacked interest or money, then it would be up to the association to "draft a course of instruction, prepare a syllabus and list of text books, and grant its own certificates to those who do the work."142 Hardy and other members of the OLA executive spent several years turning this plan into a reality.

In 1907 the first Library Institute was held in Brantford. It was eased into place by a special appropriation of funds by the Department of Education. Other institutes followed each year. The Inspector of Public Libraries, Mr. Leavitt participated in the Institutes. They were to be run by the OLA with the financial assistance of the government and directly under the control of the Department of Education. An amendment to the Library Act in 1909 also gave legal recognition to the Library Institutes. Small public libraries, outside large population centres, were a special focus of the Institutes, designed for local librarians and trustees who were unlikely to receive any other type of training. The government agreed to pay the expenses of attendees while a small local library played host.

The first meeting of the Brantford District Library Institute was held Friday afternoon and evening of July 12, 1907. The Department of Education expected public librarians and trustees from the counties of Brant, Wentworth, Oxford and Norfolk to attend. Topics covered included: Methods and Results in a Small Library, Selection and Purchase of Books, Children and the Public Library and Government Aid to Libraries.143 The Institutes were conducted by the OLA executive, local dignitaries and the Inspector of Public Libraries.

142 Hardy 1902.

143 Program Brantford Library Institute 1907. OLA papers, Ontario Provincial Archives.
Mr. Leavitt, Inspector of Public Libraries, was very much a part of the Library Institutes. He helped plan the dates and the topics for each district Institute meeting and, where possible, presented an address at each gathering. He also gave a regular talk at the annual OLA meetings.

Leavitt argued that the early Institutes were a little too technical, concerned only with the machinery of operating a library to the neglect of other issues. For example, he delivered many talks on children in the library, a topic often ignored in the early years of the OLA but one which grew in significance in later years. Leavitt also favoured not only allowing children to use the public libraries, but creating special programs and services for them. In many respects this was radical thinking. Most public libraries restricted children's access to the library by setting a minimum age limit and charging for a registration card. For many libraries it was a question of facilities, they were just not equipped to handle pre-schoolers or even children under the age of fourteen.

In 1908 several towns and cities applied to host Library Institutes, Chatham, Wallaceburg, Smith's Falls, St. Catharines and Niagara Falls. The Inspector hoped to find funds to operate four. Leavitt wanted an Institute east of Toronto. The object, as always, was to awaken interest in the library movement and provide training to local public librarians in modern library methods. In 1908 three Institutes were held, one in each of Brantford, Chatham and Niagara Falls.

A strong feature in each programme was the consideration of the financial and other problems of the small library, and how to remedy defects and overcome difficulties. The major part of the work of the Institutes has been done by officers of the Ontario Library Association. In the near future it is the intention of the Department to extend the system of Library Institutes so as to practically cover the province.

---

In June of 1909 Mr. Leavitt died. He was replaced as Inspector of Public Libraries by Walter R. Nursey. Due to Leavitt's death and the reorganization of the government's fiscal year, only one Institute was held during the summer, in Chatham. The topics included addresses on "The Library and its Relation to Local Society, Some Difficulties in the Classification and Cataloguing of Books, Qualifications of Librarians' Courses of Study, Certificates, Library Grants, Technical Education in Public Libraries, The Modern Public Library and its Policy and Books for Boys and Girls in Public Libraries."\(^{145}\)

In the fall of 1909 three more Institutes were held in St. Catharines, Brantford and Ottawa. Speakers again included the OLA executive and local library leaders and, of course, the new Inspector, Mr. Nursey. In 1910 the Provincial Government followed up on their promise to increase the number of Library Institutes. Thirteen were held.

1. London, January 18, 1910
2. Stratford, January 19, 1910
3. Georgian, January 20, 1910 at Collingwood
4. Guelph, February 8, 1910 at Berlin
5. Belleville, February 24, 1910
6. Lindsay, February 25, 1910
7. Orangeville, March 8, 1910
8. Chatham, July 13, 1910 at Wallaceburg
9. Brantford, July 15, 1910 at Woodstock
10. Eastern, August 23, 1910 at Ottawa

\(^{145}\) DOE Annual Report 1909.
11. Georgian, August 25, 1910 at Pentetanguishene

12. Niagara, October 14, 1910 at Niagara Falls

13. York, November 25, 1910 at Newmarket

As the number of Institutes increased, it was impossible to hold all of them over the course of the summer and expect the Inspector to attend. As a result, they became a year round part of the Inspector's duties. Mr. Nursey attended all the Institutes and until 1914 gave a special address on some library related issue at each. But this was obviously taxing. In 1914 Nursey asked the OLA to remove his name from the program. He wished to be only an onlooker.

It was Mr. Nursey's goal to make the Institutes more independent and less a creature of the OLA executive. By World War I the province had been divided into fifteen areas for the purpose of holding county Library Institutes. The fifteenth area was Toronto. By choosing to hold a Library Institute in Toronto the OLA and the Department of Education were signalling an important departure from the Institute's original purpose, to provide training and exposure to modern library methods to those least able to access them, public librarians outside major centres. By the time Toronto was added to the list of Institutes, Library Institutes were more than just training seminars for librarians. Public libraries, librarians, trustees and library boards were increasingly using the annual events to advance discussion over growth and management.

As Nursey worked to make the Institutes less dependent upon the OLA, the nature of the Institutes continued to change. At the yearly meeting of each Institute a Library Institute Executive was formed from librarians and trustees in the geographic area. They, rather than the OLA, took on the responsibility for scheduling the next Institute meeting and arranging for

\[146\] DOE Annual Report 1910 p. 491.
topics and speakers. The Inspector of Public Libraries included the Institutes' reports in his annual report and the OLA designated a special committee to monitor programs and standards. Both were also concerned with numbers of participants, those who attended and those who did not. The Inspector was always threatening sanctions against libraries that were not represented. The Inspector could withdraw provincial grants for non-compliance. The economic threat was a powerful one. And while it was no longer responsible for the on site organization of the Institutes, the OLA continued to play an important part in the Institutes both as a mediator with the government and as a source of expertise on library issues. Changes in the Institutes continued as Nursey was replaced by W.O. Carson, the first librarian to act as Inspector.

A new type of Institute gradually emerged in these years, one dealing only with children's work. This type of library work continued to grow in stature and importance year by year, led by the TPL and Lillian H. Smith. The OLA Secretary's Report for 1917-18 alerted members to the shifting Institute focus.

The fifteen library institutes were re-organized and grouped into eight. These institutes not only deal with direct library matters, such as the selection and purchase of books, but with the larger ideals of national service and the spirit of ideals of the public library. I am still of the opinion that no other province, or state or county is as well served by library institutes as Ontario.147

By 1917 the Institutes were generally held over a two day period instead of the initial afternoon and evening. However, in spite of the growth of the Institutes, the OLA was not satisfied with such a short training period, especially since these Institutes were held only once a year. The OLA asked the government to increase funding for the Institutes to allow them to be held for a

147 OLA papers Secretary's Annual Report 1917-18 p. 4.
week at a time, a mini library school. The request was rejected. The government suggested that it could not spare the money, especially during war time. Perhaps the government did not see a need for a mini library school when it was already funding a Provincial Training School for librarians. Differences in emphasis remained. The OLA wanted to take the training to the local librarian. The government was prepared for the librarian to come to the training.

In 1919, due to the influenza epidemic, only one Institute was held, in Ottawa. By this time the OLA exercised very little control over the Institutes. The Department of Education had successfully separated the Institutes from the agenda of the OLA. From the viewpoint of the Department of Education they had regained control of education for librarianship and had changed the partnership to a relationship of subordination for the OLA. But the OLA remained supportive of the Institutes. In 1920 six Institutes ran in Brantford, North Bay, London, Toronto and Fort William and were reduced once again to an afternoon and evening session. The Institutes for 1920 all heard the same theme for the afternoon session "Adequate Maintenance" presented by the Inspector of Public Libraries, W.O. Carson. Carson reinstated the Inspector's prerogative of participating in the program. The remainder of the program was at the discretion of the Institute's executive.

Enthusiasm for the county Library Institutes gradually waned after the summer school for librarians first ran in 1911, it took on more importance and stature. However, the Institutes continued to operate, at government expense and with the OLA's encouragement until the

---

148 OLA papers Secretary's Report 1918-1919 p. 4.

149 OLA annual report 1920.
depression. The provincial decision to stop its funding of the Institutes was not universally welcomed.

At the annual meeting of the OLA in 1930 a round table discussion was held on the topic 'Shall We Revive the Library Institutes?' The Rev. T.B Howard of Listowel led the discussion. He deplored any abolition of the Institutes and did not feel that the government stopped them merely due to finances. He felt the provincial government could well spare the $2200.00 they had previously spent running the Institutes on an annual basis. He blamed the cancellation on a change of political priorities. Rev. Howard was convinced that the "library institutes were needed for the purpose of setting a higher standard to small libraries in the province. There was therefore need for institutes which could reach out and help their small communities." Several other speakers agreed with Howard and clearly felt that the province had lost a valuable training tool. The continued presence of the Institutes they argued, kept the libraries and their work in the public view, always one of the OLA's goals. In the end, the 1930 meeting passed a resolution, calling on the Minister of Education to re-establish a system of Library Institutes, "reminding the government of the valuable work accomplished by them in stimulating library work throughout the province and widening its field of influence."

Whether due to a financial change of heart or successful lobbying, 1931 saw the reintroduction of the Library Institute. The OLA joined forces with the Public Libraries Branch of the Department of Education in appealing directly to Premier Ferguson. This success only encouraged the OLA to shift its lobbying effort toward a full and recognized library school.

150 OLA annual report 1930 Reel 5 OLA Papers.
151 OLA Resolution 1930 Reel 5 OLA Papers.
This was a natural evolution in OLA thinking. From its inception the OLA felt that a trained professional work force was essential to its goal of widening the library world. The OLA felt the members of the public, who paid the bills were best served by librarians trained in modern library methods. The Association worked closely with the Department of Education and the Inspector of Public Libraries to convince the government to run a training school. OLA members and the executive were very aware of the McGill school, some lectured there and some attended. They had no doubt that it was past time to bring this type of training to Ontario librarians. The government concurred and once the government agreed to fund and operate such a training school for librarians in Toronto the Association's members became the backbone of the teaching faculty and the student body.

As a professional organization, the OLA proved a highly successful government lobbyist. They were able to convince the Department of Education to sponsor the Library Institutes which in turn were so successful that they took on a life of their own and expanded their mandate to discussion of a wide range of library issues. What is more, at OLA Conferences and at the Institutes, librarians were exposed to new ideas in librarianship from around the world. The OLA remained a highly respected and vocal voice in the campaign for professional training for librarians. A major criticism of the OLA during this time period has been its close ties to government. The Department of Education published the minutes from the annual OLA meetings as well as funding the OLA's professional journal, Ontario Library Review. It is doubtful the OLA could have been as effective as it was without the government's support. If the OLA was to meet its objective of bringing exposure to modern library methods
and training to Ontario librarians, then it needed the financial resources of the government or outside sources like Carnegie and the continued good will of the Inspector of Public Libraries.
CHAPTER SIX - Provincial Training School for Librarians

For the first time in the summer of 1911 a short course for training librarians was offered in Toronto by the Department of Education. The establishment of this course was regarded as highly progressive in Ontario. It demonstrated the OLA's success in lobbying government on the need for professional training. In its first years, students at the school were, in the main, already employed in library work, predominantly in public libraries. Applicants to the school generally had practical experience and often a significant amount of formal education. Senior matriculation was the minimum requirement.

Between 1911 and 1917 the Provincial Training School was most frequently referred to as the Library School by students, staff and government. From 1911 until 1917 the school ran for one month during the summer. In 1915 no course was held due to both the war and administrative changes in the Inspector of Public Libraries office. That year Mr. Nursey left office and a replacement was not immediately found. In 1917 and 1918 the course ran for two months in the fall, but students found the work too difficult and intensive to be adequately handled in this brief period. As a result, from 1919 until the close of the 1927 session, the Library School ran for three months in the fall. Although comments in library publications and government reports were largely favourable to the school, one constant criticism was that the program was too short for all the work and study required. Both students and instructors felt that they could barely scratch the surface of what needed to be taught. Librarians were pleased to have some type of formal education for librarianship in Toronto but they too continued to demand more extensive schooling.
In many respects the Library School was an important step in the evolution of library education. By demonstrating how popular, how successful and how necessary formal education for librarianship was, advocates of professional training were eventually able to lengthen the program to a full year course held at the University of Toronto.

This step-by-step growth in commitment to professional education for librarianship took shape in 1911. The Department of Education's Annual Report for 1911 announced the new library school.

The primary purpose of the Ontario Summer Library School is the raising of the standard of librarianship in the smaller libraries of the Province,...This short course is not expected to provide a full training, but to extend an opportunity to acquire a fundamental knowledge of library economy and modern library methods...Lectures will be given on the larger problems of Library Science.152

The Inspector of Public Libraries felt it was time to begin a course in Ontario to benefit local librarians. The course operated with instruction in "literature, cataloguing, classification, reference work, book selection, bookbinding, children's work, story hour, and all technical and business methods necessary in the administration of both large and small libraries."153 With so long a list of subjects to be addressed it is obvious that in only four weeks students could hardly hope to become proficient in all of them. The best they could expect was an introduction to methods and theories. The course of instruction was designed to offer practical instruction to librarians who had little exposure to modern library methods and had no previous formal training. This short program was not merely vocational.

152 DOE annual report 1911 p. 545.

153 DOE annual report 1911 p. 545.
Photograph of the first class of students from the Provincial Training School.

DOE annual report 1911, p. 555.

Group of some of the Staff and Students, First Summer Library School

From left to right: Top row - Miss Philander, Miss McManus, Miss Callahan, Miss Anderson. Inspector Nurse, Miss Scott, Mr. De la Poole, Miss Bray, Dr. Bennett, Miss Johnson, Miss Clarke, Miss Stanhope, Group row - Miss McManus, Miss De la Poole, Miss Bray, Miss Johnson, Miss McManus, Miss Ward, Miss Huntig. Front row - Miss Black, Miss Rice, Miss Hunter, Miss Johnson, Miss Reid, Miss Watson, Miss Carroll
Students were also exposed to professional education with courses like literature, reference work, book selection and children's work. The elements of reference work, book selection and children's work could not be drilled into students like more mechanical skills such as cataloguing and library hand. Professional courses depended on a broad base of knowledge and did not rely on rote learning to be reprocessed for different readers the same way each time.

For all its time limitations or because of them, the program was very intense and staff and students were kept very busy.

The daily sessions will last from five to seven hours, including lectures, practical demonstrations, visits to the Educational Library of the Department, the Toronto Public Library, and some of its branches, and possibly the University of Toronto Library, Parliamentary Library, the Canadian Institute, Osgoode Hall and other special libraries. There will be only a half days work on Saturday. The revision of all work will be completed daily, and after correction handed to the student for retention and future reference.\(^{155}\)

Of course students had practical work experience in a library to fall back on. Individuals new to library work would likely have found the amount of material and work staggering. The school hired eight full time instructors for the first session, four of whom were employees of TPL, the Department of Education contributed two of its staff and the University of Toronto one. Seven out of the eight were women. The first session was under the direction of Miss B. Mabel Dunham of the Berlin Public Library.\(^{156}\) Instruction was augmented by eight male lecturers on

\(^{155}\) DOE annual report 1911 p. 546.

\(^{156}\) It was encouraging that a woman was selected to head the school. However, in reality she was head instructor. The true head of the school was and would remain the male Inspector of Public Libraries. The Department of Education and the Inspector paid the bills, made decisions and held the power.
special topics. These men were all well known public figures, widely regarded as experts in the academic or library worlds:

Prof L.E. Horning, B.A. Ph.D, Professor of Teutonic Philology, Victoria University - History of Literature.

G.H. Locke, M.A. Chief Librarian, Toronto Public Library - Library Work

E.A. Hardy, B.A., Secretary, Ontario Library Association - Library History and Buildings

W.O. Carson, Librarian, London Public Library - Reference Work

H.H. Langton, B.A. Librarian, University of Toronto Library - Library and Local History

E.S. Caswell, Assistant Librarian, Toronto Public Library - Book Purchasing

A.H.U. Colquhoun, M.A. L.L.D. Deputy Minister of Education - The Librarian and the Public

Walter R. Nursey, Inspector of Public Libraries - Library Law, Travelling Libraries etc. 157

Thirty-one students attended the course and twenty-three completed it. Students dropped out of this course and following courses for several reasons. Some students could only leave their place of employment for part of the time required, others became ill or had family commitments. Students were graded A, B or C on their practical work and the demonstration of knowledge gained. The government covered all costs, including stationary and travelling expenses. At the Inspector's insistence all staff members at the first session were Canadian citizens and residents of Ontario.

The course was judged a success and no sooner was it over than plans proceeded to offer the program again in 1912. Walter R. Nursey played a "hands on" role in organizing the 1912 school making arrangements for space, instructors and the program of work. In a letter to

157 DOE annual report 1911 p. 548.
E.A. Hardy, Nursey advised that the school would be held in the "lady students reading room" in the Toronto University Library. The school was to begin on Monday, May 27. For in 1912 it was Nursey's objective, he explained, "to try and arrange for more practical work and less lecturing." Perhaps the Inspector had found that for a short course the 1911 session had overemployed theory at the expense of prescriptive aid to in-service Librarians? In early May the Inspector began writing to librarians and others who might consent to lecture at the school. For the 1912 session the government increased its funding so instructors and special lecturers could receive higher remuneration. Dr. Locke was approached regarding the loan of some staff members, the rate of pay was ten dollars for each hour of instruction. The Inspector did not indicate if the instructors received extra pay for correcting their student's work! Once again in the second session of the school the instructors and the students were overwhelmingly female. In fact during the years the Provincial Training School for Librarians was in operation between 1911 and 1927, out of four hundred and sixty students, only six were men. Thirty percent of the students were university graduates.

What else is known about the students? From the 1916 session until the end of the school in 1927 the Department's records regarding students included a registration book which contained personal information on each student including educational and professional

---

158 Walter R. Nursey to E.A. Hardy April 25, 1912 Reel 2 OLA papers Provincial Archives of Ontario.

159 Letters Walter R. Nursey to Dr. Locke regarding employment of TPL staff for the Provincial Training School for Librarians. From the Department of Education files regarding the school at the Provincial Archives of Ontario. RG2-P-3 DM7 Box 1a.

background. Overall the students had a great deal of formal education and most had attended at least one session of university.\textsuperscript{161}

As librarians and library leaders struggled to raise the professional standards and salaries of public librarians this first step in the direction of formal education was important. One mark of professional education generally accepted by sociologists of the professions is the completion of the first professional degree, awarded after a previous period of study, usually in liberal arts and sciences. While not a degree in its own right, for many of the students of the Library School the short course was formal professional training and followed previous university study. Indeed, a total of one hundred and eighteen students held a university degree before participating in the short course.

\textsuperscript{161} The following statistics reveal the number of students admitted to the Provincial Training School with a degree.

\begin{tabular}{ll}
1917 & B.A. 6 M.A. 1 \\
1918 & B.A. 1 \\
1919 & B.A. 7 M.A. 1 \\
1920 & B.A. 9 \\
1921 & B.A. 12 \\
1922 & B.A. 15 \\
1923 & B.A. 12 M.A. 1 \\
1924 & B.A. 11 \\
1925 & B.A. 12 M.A. 1 \\
1926 & B.A. 11 \\
1927 & B.A. 16 M.A. 2 \\
\end{tabular}

Department of Education Record Book 1916-1927 Department of Education RG2-226. Applications for Admission to Library School (entire series) Provincial Archives of Ontario, restricted access. The circular for 1924 Provincial Training School reported 245 students between 1911-1923 were successful. According to Brian Land and Bertha Bassam over 460 students attended the Provincial Training School, 30% having degrees, and of this total, 6 were men.
Except for the effort to ensure more practical content, the 1912 session ran much the same as the 1911 session. Most of the same instructors and special lecturers returned for the second year.

The course includes instruction in literature, library methods and administration - that is, the business routine and records of a well-connected library - book selection, cataloguing, classification - according to the Dewey Decimal System - accessioning, reference work, book-binding, children's work, charging systems, fines and accounts, the Public Libraries Act, rules and regulations, and the travelling library system. In addition, courses of lectures on related subjects and professional topics will be provided of an educational and inspiring nature.¹⁶²

Shifting course content toward more professional issues did not resolve one troubling problem. Again, in 1912, drop outs were a problem. Twenty-four students began the session, but eleven did not remain for the entire course. In the 1912 session a final exam was instituted. The Department of Education now required students to demonstrate a competence in practical work and a theoretical knowledge of library methods. All the students who successfully completed the examination in 1912 were women. It is unknown if there were men who failed the exam.

In 1913 the Department of Education held the summer library school at the University of Toronto. The government grant to the school was twelve hundred dollars as it had been the previous session.¹⁶³ Miss Hester Young, Head Cataloguer at U of T, was hired as instructor-in-charge. Lillian H. Smith joined the staff of instructors as did most of the special lecturers from the previous two sessions. Once again the program was directed toward those working in the modest sized local public libraries who needed exposure to library fundamentals. The course also continued to run without cost to the students. Thirty-six students registered and twenty-six

---

¹⁶² DOE annual report 1912 p. 616.

¹⁶³ DOE annual report 1913 p. 755.
completed and wrote the exam. The 1914 school ran from May 25th until June 20th again at the University of Toronto. Mabel Dunham was reappointed as the instructor-in-charge. This fourth session not only examined candidates at the close of the term but, for the first time, gave certificates to successful students. The Inspector of Public Libraries made it clear to his staff at the training school and prospective students that there was a great deal of work to be done in a very short period of time. In Nursey's words, "efficiency will be the watchword." And the Department retained high expectations of the school and its students. Together, they would ensure the introduction of modern library methods and a new level of efficiency to Ontario's public librarians.

For the 1914 session there were fifty-three applicants, two of whom were from the United States. The latter were both accepted into the program although it was the Department's intention to encourage Ontarians to take the course. The Department also expanded its certificate scheme begun the previous year. In 1914 it gave three types of certificates for completion of the course. Seven students received first grade, thirteen a second grade and ten a third grade. While no indication is given of the exact difference between certificates, one may assume that they were awarded on the level of competence in assigned work, understanding of the material taught and grades in examinations. But certificates were more than just acknowledgment of successful completion of the program. The introduction of a certificate must also be seen as an important step toward official government recognition of the

---

164 DOE Advertisement for the Summer Library School Department of Education files RG2-P-3 1914 Box 3a Provincial Archives of Ontario.

165 DOE annual report 1914 p. 737.
professional nature of the course and of librarianship in general. According to those who study the professions, the introduction of credentialling is a significant benchmark in acceptance of professional status.\textsuperscript{166} The Inspector of Public Libraries hoped that, in future, library boards could be convinced to hire certificated library staff and pay them accordingly.\textsuperscript{167} By raising the level of education and knowledge of librarians and correspondingly raising levels of pay, the Inspector of Public Libraries hoped to improve the workforce and the system of public libraries in the province.

In 1915 there was no session of the library school due to the war in Europe and the loss of the Inspector. Mr. Nursey lost his wife during the 1914 session and shortly thereafter left his position as Inspector of Public Libraries. His position remained vacant for a time before being filled by W. O. Carson, a librarian by trade and vocation who had served as chief librarian of the London Public Library, a special lecturer at the summer school and director of his own in-service school. But Carson also put his own stamp on the library school. In the \textit{Ontario Library Review} for 1916 W. O. Carson set out both the objectives and the program for the first session under his direction as Inspector. He acknowledged that such a short course could only touch on the basics and recognized the need for a longer course. The 1916 session was held in the fall at the Dovercourt branch of TPL rather than at the university and ran not for two weeks but as a


\textsuperscript{167} Both Walter Nursey and W.O. Carson hoped to increase both the wages and status of public librarians in Ontario and said so in their annual reports and in addresses to the library school and OLA conferences.
one month program focusing on the "first essentials that are difficult to learn without a teacher". It remained a course for those already engaged in library work with certificates given for successful completion. "Three grades were assigned, A, B and C. Six students attained grade A; seven, grade B; and thirteen, grade C; five did not qualify for certificates." As if to stress the practical aspects of librarianship, the 1916 session had a new instructor-in-charge, Winnifred G. Barnstead, chief cataloguer of TPL.

In 1917 the provincial short course for library training was extended yet again, this time to two months. Carson had hoped for a three month course but with the war in Europe, he could only get financial support for two. The school was held at TPL with the library's resources used to the full. Students at the school did "hands on" practice throughout the system and TPL staff were used as instructors.

The principal subjects taught were: Book Selection, Cataloguing, Classification, Children's Work. Reference work and Circulating work. Other Subjects upon which a few lectures were given were: Administration, Community welfare, Modern Literature, Shelf Listing and Accession work, and Simple Routine. Special lectures were given on the following: The Evolution of Modern Prose Literature, The History of the Book, The Modern Newspaper, The Dominion Government and Its Publications, The Modern Drama and Modern Poetry, Problems of the Medium Sized Library, Library Associations, and Library Legislation.

Once again the subjects went well beyond library technique. The library school students were made aware of issues of current debate over techniques and technology and issues that captivated librarians outside of Canada. The two month course, although introductory in some

---


169 DOE annual report 1916 p. 106.

170 DOE annual report 1917 p. 93.
ways, was far ranging and professional in others. The *Ontario Library Review* for November 1917 published a detailed overview of the school from the students’ perspective. Each aspect of the course was evaluated and commented upon. What is clear is that instructors presented attendees with a tremendous amount of material in a brief course. Students judged the instruction excellent and the information invaluable. They also found the time allotted for the course, now two months rather than two weeks, still too short.

Dr. Hardy returned to the school as a special lecturer in the seventh session of the school. In a letter to Hardy, Inspector Carson, outlined his duties. He was to lecture on Library Associations, (for work and publications), The History of Libraries and Literature pertaining to libraries. He received twenty dollars for each lecture. While instructors obviously appreciated the extra income they received from the library school, it is unlikely that they took on the work just for the money. The special lecturers’ enthusiasm for professional training and their commitment to the improvement of the library world certainly encourage them to share their expertise.

As the school became more established and recognized, so did its procedures. The registration forms for the library school changed every few years as the Inspectors changed the course and the requirements for admission. The school became increasingly interested in each prospective student’s educational background and library experience.

Winnifred G. Barnstead taught cataloguing and classification at the Library School. She lectured for sixteen one hour periods on classification, focusing mainly on the Dewey Decimal System. The following is a list of the other courses taught by the rest of the staff during the two month course:
Book Selection

Elementary Bibliography

Evolution of Modern Prose Literature

Reference Work

Parliamentary Practice

Classification

Cataloguing and Subject Headings

Alphabeting

Shelf Listing and Accession Work

Circulation and Reader's Advisory Work

Administration and Secretarial Work

Lettering and Poster Work

Work With Children

The cumulative effect of our work in professional training, and the emphasis that we have placed on the necessity for a higher standard of librarianship have brought us to the point where a permanent patronage is assured for library training classes. If regulations are to be brought gradually in force calling for the certification of librarians, a more adequate and permanent system of professional training should be decided upon during the year 1919.171

According to the Inspector of Public Libraries Report the staff and students again found a two month course to be too short and too intensive. Carson raised again the possibility of a three month course and he voiced the hope that eventually training for librarianship would be a full course covering an academic year. If Carson could not deliver on a year long program - at least not yet - he was successful in convincing the Minister of Education to extend the 1919 course to

---

171 DOE annual report 1919 p. 132.
three months. The classes and practical work were again held at TPL, now the permanent home of the school. Gertrude M. Boyle of TPL was instructor-in-charge. Other TPL staff served as instructors; Winnifred G. Barnstead, Lillian H. Smith and Eva Davis. These women were all department heads at the library. The Ontario Library Review for November of 1919 contained a review of the course. Everyone seemed pleased with the new format and length. Social events had become part of the course in librarianship once the course was lengthened to three months. TPL staff members entertained the class at the Wychwood Branch, the class had a luncheon at a Toronto Tea Room and the TPL Dramatic Club put on a short play for their enjoyment. But most importantly, students at the Training School were receiving an occupation specific education, making career contacts and developing a sense of themselves as professionals. The school went well beyond instructing students in the basics of library work to foster a professional attitude toward their training and their work in the libraries of the province.

The 1919 course marked yet another small departure, this time in the type of student who attended the school. Librarians from colleges, universities and government as well as local libraries began to seek admission. But the majority remained women and here was another issue. In 1919 the registration form for entrance to the Library School changed again with the addition of two new questions: "Are you free from serious organic affections and from defects in hearing and in sight?" and "Are you in every way physically able for the work of a librarian?" The school, like libraries, wanted participants who would enter or re-enter the

---

172 Ontario Library Review 4 (November 1919) p. 34.

173 There was general acknowledgment that librarianship was a field dominated by women. However, women were not as yet challenging the decision makers. Men did not attend the school in large numbers because they had many more career options. The numerical domination of women reflected the reality of the people working in the libraries of the province.
library as healthy employees. What this meant in an era in which society continually questioned the delicate physical nature of women and women's ability to function in the workplace, was that women needed to demonstrate that they were up to the work in a library. Women in delicate health need not apply. There was a clear difference between urban and rural and ideal and reality at a time when women were running farms and had been pressed into other types of war work.

The 1920 session was much like that of 1919. The same type of subjects were taught by the same instructors. Forty-one students attended, thirty-six from Ontario. The school even had a student from China! "Five of the students were especially interested in college and university library work and the remainder in public library service." Public Library work remained the biggest draw for students of the school, although the staff was encouraging the government and other types of libraries to recognize the value of professional training.

Passage of a new Public Libraries Act in 1920 changed the legal status of the library school. Until this Act the school was designed for librarians and assistants in Ontario. Those from other provinces or countries were not encouraged to attend. The school was also designated for those who had or expected to have paid employment in a library. The 1920 legislation gave Library Boards a larger grant in the expectation that each would use the additional money to hire trained librarians. In fact the 1920 legislation was foreshadowing a time when trained and certificated librarians would be a prerequisite for employment in the province's public libraries.

---

174 DOE annual report 1920 p. 105.
The changes brought about by the 1920 Public Libraries Act were very important for the future of professional education for librarianship in the province. One change in the Library Act probably occurred due to pressure from public libraries on government to increase the number of trained people who could enter the profession. At the time there was a shortage of workers, not a shortage of professional positions. As a result of the new legislation potential students could now apply to the Provincial Training School without library experience. The school would serve as an educational means of entering the field. This instantly created a larger pool of applicants to the library school and an enlargement in the pool of those able to staff the growing number of libraries. Because of this willingness to relax requirements and let more people pass through the gates, or, perhaps, because government was responding to large numbers of applicants who wanted to work in public libraries as trained professionals but did not have significant work experience, education for librarianship became part of the school's mandate. Thus by the early 1920's the pool of applicants to the school was changing, as was the landscape of the public libraries.

In 1921 the department limited admission to the school to thirty students and all incoming students without a University degree or honour matriculation sat an entrance exam on history, literature and current events. In this instance applicants holding a degree were equated with those with only a high school education. This was changed for the following session. Once again TPL provided space, staff and practical work in the branches for students. The universities in the city offered practice work to some students who hoped to work in a university library.¹⁷⁵

¹⁷⁵ DOE annual report 1921 p. 76-77.
The 1922 session brought yet another step toward higher professional standards for librarians. All candidates for the school who did not have a university degree were required to pass an entrance exam. The examination included questions covering history, literature, current events and an essay question to test the applicant's level of writing ability. For example:

"What is the meaning of Dail Eireann, photostat, Fascisti, depth bomb, intelligentsia, telautograph, Blue-sky laws, antitoxin, insulin, coalition government, Julian calendar, endowment life insurance?"

and

"Describe in your own words, one of the following: Cottar's Saturday Night; The Lady of Shallot; The Deserted Village; Mill on the Floss; the Tempest. (300 to 400 words.)"176

The actual 1922 course followed the form of previous sessions with forty percent of the course devoted to lectures and instruction and sixty percent to practical work. The course work was divided into the following areas:

Introductory - Lectures will be given on the problem of the public library and the scope of its work.

Simple Routine

Book Selection

Evolution of Modern Prose

Reference Work

Administration

Classification

Cataloguing

---

176 Entrance Examination Ontario Library School July 7, 1922. University of Toronto Faculty of Library and Information Science A82-0028/4 University of Toronto Archives.
Circulating and Reader's Advisory Work

Work With Children

Canadiana

Special Subjects-Brief Knowledge of Library History, Chief Features of the Modern Public Library Movement, Library Associations, Brief History of the Evolution of the Book, Brief Outline of the Best Contemporary Drama, Poetry and Fiction Published in English; Bibliography of the History of Literature.\textsuperscript{177}

The specialized lectures had become more comprehensive than earlier lectures on basic library technique.

In the announcement for the 1923 session of the Library School yet another new entrance requirement was introduced. Students were advised to familiarize themselves with if not become competent in the use of a typewriter. The ability to use a typewriter proved to be a double edged sword for women in the paid workforce. Although in the early 1920's the technology of the typewriter increased the number of employment opportunities for women, unfortunately, it also tended to "ghettoize" women into the pink-collar workforce. This, in turn reduced opportunities for management positions. In libraries however, typewriters were understood as an increasingly necessary tool in the day-to-day operation of the library and typing was a skill that librarians were thought to need whatever their place on the library ladder. The 1923 session also saw the introduction of a new application form with several new questions needed to assess the applicant's aptitude for librarianship. "What studies have received your special attention? What special training or experiences have you had, apart from regular school or library work, that should be of value to a librarian? (e.g. teaching.

\textsuperscript{177} Ontario Library Review 6 (February 1922) p. 59.
accountancy, art, business) Can you use a typewriter? Have you a position in prospect? What kind of position would you prefer?"178 The Department of Education also continued to ask applicants about their general health and defects in sight or hearing. Applicants were also questioned about their age, and past thirty was unacceptable. Of course most applicants to the school were women in their early twenties or younger who had completed high school or university and were looking for professional training. The questions were also designed to sort out those who might be seeking a long-term career and those who only sought a temporary stop on the way to marriage.

Beginning in 1921 the Inspector of Public Libraries, W.O. Carson repeatedly used his annual report to muse about the need for longer professional library training, although he continued to assert the importance of a short course for librarians and assistants in small public libraries. He allowed that the Library Institutes did a particularly good job of servicing these areas. But the Inspector was increasingly convinced that a course was needed that covered one to two academic years and would give in depth professional training both for those who had practical library experience and those who wished to enter the field. "Library training costs the department less than $3,000 each year, and it undoubtedly pays the largest dividends of all expenditures made in the interests of libraries."179 He was ready to lobby the government to increase its financial commitment to library education on the ground that the investment would greatly increase the educational opportunities for librarians.

178 Library School Application Form 1923. Department of Education RG2-226 Provincial Archives of Ontario (restricted access).
179 DOE annual report 1924 p. 47.
The 1924 school followed the same program as the earlier sessions. But the Inspector and his supporters, were looking beyond the school to seriously plan for the future training of librarians. The announcement of the 1924 course in the *Ontario Library Review* included a caution to applicants that had been absent from announcements of the previous few years.

Persons over thirty-five are advised against taking the work. Local libraries have their own rules as to the age-limit at which they accept candidates. In the majority of cases this is thirty.\(^{180}\)

If the Department of Education would not blatantly use age as a reason to exclude any candidate, the message was clear. Older applicants were unlikely to find a library job. It was just as well if those over 30 recognized that point and left the field and spaces at the library school to younger applicants. But to encourage younger applicants, the 1924 circular promoting the course included a list of prominent instructors and special lecturers, an overview of the school, the course, librarianship as a vocation and employment opportunities. It also included short essays on why training was desirable and on the state of the library field in Ontario. The Inspector was good enough to include a sample entrance exam and a list of all successful students from 1916-1923.\(^{181}\)

The 1925 session continued to build on the previous years' successes, but the Inspector now saw the school as a compromise. He wanted a professional one or two year program along

---

\(^{180}\) *Ontario Library Review* 8 (February 1924) p. 61. Perhaps one reason for setting 30 as an age limit was to discourage married women, particularly with children from attempting to enter the field or perhaps because there would have been few employment opportunities. This may have been an accepted norm and perhaps no different from teaching or nursing. Please see Appendix B for the full 1924 circular.

\(^{181}\) During these years 245 students passed the exam. Of those listed there were two males, however three students were identified only with initials so gender is not possible to determine.
the lines of those common in the United States. For the time being, the three month course, a balance between brief elementary training and a full academic year or more of professional training would have to do. As the Ontario Library Review advised, "librarians and assistants with little or no professional training are advised to attend the school for the purpose of acquiring the elementary qualifications that every librarian and assistant should desire." The Ontario Library Review and the Department of Education also began to refer to the school's instructors and special lecturers as regular staff. In 1926 and 1927 the school continued on the pattern previously established. But the school was also coming to the end of its usefulness. The Inspector was actively discussing a new educational order with members of the OLA, George Locke at TPL and the University of Toronto.

In looking back over the courses and special lectures given at the Library School from 1911 until 1927, one can conclude that students received a solid but elementary education. They were given experience in practical library matters and exposure to important library issues. The School ran smoothly with a core group of regular instructors and special lecturers, augmented each session by lectures from visiting library leaders in the United States and elsewhere in Canada. The program which expanded into a three month course worked very well but was gradually recognized as a temporary compromise between a short course and a full academic year. Even as the three month course was established the Inspector was pushing for change in the education for librarianship. He wanted librarianship education given status within the university. In 1928 the first full academic year course was offered at the University of Toronto, the fulfillment of some dreams and the beginning of others.

In the spring of 1928 the Department of Education and the University of Toronto agreed to establish a library training school at the University's Ontario College of Education or OCE. Why in 1928 was it possible to move the training of librarians into the University of Toronto? Why after eighteen years of formal librarianship training did training of and for librarianship shift under the university umbrella? Perhaps there are several contributing reasons, not just one overriding one. In 1928 the University of Western Ontario sensing a demand for university level librarianship training, began offering some courses in library work. There is speculation that the University of Toronto did not want to be outdone. It too approved librarianship training. And once the University of Toronto school opened, Western was directed by the Department of Education to cease offering an education for librarianship program. There may have been room in Ontario for university based training of librarians, but not room for two such programs. And if there was only room for one, the Department of Education wanted it in Toronto, where the Library School had operated, the Department was headquartered and the TPL could offer its support. But why the move toward university based librarianship education in Ontario to begin with? For the Department of Education it was an advantageous time to change the school by introducing a university program. The Inspector of Libraries had, for several years, lobbied for a longer course, the program was beginning to outgrow its space at

---

183 The move into the university reflected the situation in the United States. The U of T offered a new and respectable home for the school while assuring that the Department of Education could retain control. It became a school dominated numerically by women, but there was little fear that the men would lose control. In many ways the School remained a satellite of TPL and its in-house training. The Director - Barnstead, was a client of TPL. The gendered control of the profession was not altered by the move to the University of Toronto.
TPL and a permanent staff with an ongoing program had become necessary if the Department was to meet the professional standards increasingly recognized for the education of librarians. The Department and librarians were well aware of the models of education from south of the border. By the late 1920's most recognized and prestigious library schools were affiliated with universities and graduates were awarded professional degrees. In fact it was clear from the fallout of the Williamson Report that this was the way of the future. Certainly most agreed that education for librarians in Toronto now demanded formal education within a university setting. Absorption of the school by the University of Toronto would add weight to the call for professional status by librarians, a goal pursued by librarians from the beginning of the public library movement.

President Falconer of U of T wrote to Premier Ferguson early in March with the welcome news that the Board of Governors had approved the plan. He wrote: "I am glad to say that the Board have agreed to your proposal and that they will co-operate to the extent of their ability in endeavouring to make the school a success." Inspector of Public Libraries, W. O. Carson announced the new school in his annual report for 1927-28. A one year course in library science was approved to begin in September of 1928.

The form of organization adopted gives to the students the privileges and advantages of the University, while retaining for the department the right of approval of the financial outlay, the staff, the courses of study, and inspection. The general administration will be directly under the Dean of the College who is made responsible for the conduct and discipline of the students and for control in relation to other University departments and to other students in the College

---

184 Robert Falconer to Premier Howard Ferguson, March 9 1928 Office of the President A67-0007 Box 107a University of Toronto Archives.
of Education, while the details of administration and instruction will be in the hands of the Director.\textsuperscript{185}

Thus the administration of the new school was somewhat awkward. While it was part of the university, the Department of Education retained a large measure of financial control through the Ontario College of Education which was also part of the university. The Director of the School had to serve many, perhaps too many masters; Dean of the College, President of the University, Inspector of Public Libraries and the Minister of Education and the Deputy Minister of Education. The Library School remained in this uneasy administrative limbo until 1965. Miss Winnifred Barnstead was selected as the first Director of the new Library School. She came highly recommended, a graduate of Dalhousie and a two year training course for librarians at Princeton. Before her appointment at U of T she had been head of cataloguing at TPL for many years and a regular lecturer at the Provincial Training School for librarians. Barnstead was granted the rank of Associate-Professor at a salary of $3,600.00 per annum. She made full professor in 1938.\textsuperscript{186} Barnstead began her duties on May 1 1928 and immediately began preparing for the first class of students.

By the end of June, Dean Pakenham from the Ontario College of Education and Director Barnstead had created a list of instructors for submission to President Falconer. All but one were part-time. Barnstead began her tenure as Director with only one other full-time lecturer, Bertha Bassam. Both Barnstead and Bassam were to have a tremendous effect on the professional education of librarians. Both women held professional degrees from the United

\textsuperscript{185} "Training of Librarians" from the Inspector of Public Libraries annual report 1927-28 p. viii Department of Education annual report.

\textsuperscript{186} Dean Pakenham to President Falconer March 21 1928 Office of the President A67-0007 Box 109a University of Toronto archives.
Photograph of the Ontario College of Education Personal papers of Winnifred G. Barnstead B79-0037 University of Toronto archives.
States, the Bachelor of Library Science. Bertha Bassam, at the time of her appointment, was working at Columbia University as a classifier and reviser. She had previously had several years' experience in the cataloguing department at Queen's, where she received her B.A. Bassam was a graduate of the Pratt Institute School of Library Science.¹⁸⁸

Both Winnifred Barnstead and Bertha Bassam knew that there were difficulties associated with the new professional school and its physical and administrative location. Winnifred G. Barnstead later recalled two very telling examples in personal interviews. As the Director prepared to begin the school, she encountered an administrative tangle with the College of Education and the Department of Education. Barnstead wanted to keep her students and her school as separate as possible from the College. But before she arrived it had been assumed that the Library School and the College would share a single secretary and that the Library School would register their students with the OCE. This, Barnstead argued, would diminish the sense of separate professional status she wanted for her students. Barnstead appealed to the Minister of Education for funds to at least hire a separate secretary. The money was found and the Director was able to achieve some autonomy in this case. It was a strategy she successfully employed in several other instances. When she took over from Barnstead in 1951 Bertha Bassam continued to press for distance from the OCE, believing that for status and program reasons the school should be allied more with the University than the Department of

Education. In 1965 the school finally received its own facilities and was recognized by the university as a separate School of Library Science.  

Barnstead fought another battle with the university administration in her first year. She wanted to use "University of Toronto" and its logo on the cover of the first calendar. In this case Dean Pakenham and Dr. Merchant, from the Department of Education, were on her side. They spoke to Sir Robert Falconer on her behalf. Friends of Falconer, they even invited him to Dr. Merchant's summer place at Pointe au Baril for the weekend to discuss the issue. The university was unwilling to allow the librarianship program to appear free standing within the university. Pakenham and Merchant were unsuccessful. The first calendar had to go out under the heading Library School, Ontario College of Education. Barnstead decried Falconer's unsupportive attitude toward the school and her students. Barnstead felt that Falconer was interested in the new school but weak in speaking out on its behalf. The Registrar was not sympathetic to the school and the President was at first reluctant to force the issue with him. According to Barnstead, James Brebner, Registrar, was not happy with the initial decision to admit the library school into the University - the Director characterized her relationship with Brebner as "not...friendly". In short order victory would be hers. The next year the calendar

---

189 The school has undergone several name changes in its history. The title of the head of the school changed from a Director in Barnstead and Bassam's tenure to a Dean once the school moved into the university proper.

190 Examples from interview with Winnifred G. Barnstead in 1974 as part of the oral history program at the University of Toronto Archives B77-0005 transcript of sound recording. Interestingly Barnstead and Bassam in interviews always referred to each other with the title "Miss," as did their students. Perhaps this was to emphasize the differences between the library school and the rest of the university. In an environment dominated by women perhaps they were trying to maintain the social niceties within the school. Perhaps "Miss" was a less threatening term for the men who oversaw the school.
went out under the heading University of Toronto and the Library School continued to refer to itself as a University of Toronto school. Barnstead won the logo battle but there were other battles to be fought to ensure the recognition of her school. She fought to convince her professional colleagues across the university that the Library School was a serious enterprise. This required giving the school a recognized profile. By making the teaching staff aware of the school she hoped to strengthen its status and her position. To this end the Director invited several prominent professors to lecture at her school.

In the final analysis, Winnifred Barnstead left her mark on the education for librarianship in Toronto. She engendered tremendous respect from her students and her colleagues. She built and maintained a successful professional school in spite of some reservations if not opposition from both administration and the College of Education. And in a male academic universe, she proved herself very competent academically, administratively and politically. Her school's success was her personal success.

Like Winnifred Barnstead, Bertha Bassam came to the university with a great deal of experience in cataloguing and classifying. She was the only full-time professional staff member in the program for a number of years even though she had not taught at the Provincial Training School. As a result, her approach to the new school was somewhat different than that of Barnstead. Bassam started as a lecturer. In 1933 she was promoted to Assistant-Professor. In her personal papers Bassam related that there was a great deal of carry-over from the Provincial school to the university based program and that it took several years for the university school to forge a new and distinct identity. She worked hard to establish closer ties to the university and it was Bassam's belief that the program's diploma program status was a weakness. If the school
was to be truly integrated into the university and professionally recognized, the library school should pursue the degree, bachelor of library science. From 1928 until 1936 the University of Toronto gave successful students a diploma and the Department of Education continued to grant graduates a certificate. In 1936 Barnstead and Bassam finally achieved their goal. The University of Toronto authorized a degree in library science - a bachelor's degree. It was not long before the school began to press for a Master's degree.

During the early years of the school there were influential people who impacted on the program like the Presidents of the University, Falconer (1917-1932) and Cody (1932-1945). Barnstead felt closer to Cody than Falconer. Perhaps because they were mostly women in a predominantly male campus Cody spoke to her students when he saw them on campus and seemed to know many by name. Falconer, in contrast ignored the Library School students. The College of Education was also important in the early years. William Pakenham was dean of education from 1907-1934. Barnstead seemed to have more conflicts with him than his successor John G. Althouse 1934-1943. The first secretary of the school, Mrs. Street, a former cataloguer from TPL stayed only two years. Her replacement, Mrs. Jean Jeffery was secretary for thirty years. In Winnifred Barnstead's opinion the school had few financial problems. Her budgets were always approved and she believed that her staff were better paid than university colleagues who were not under the direct sponsorship of the Department of Education. The Library School was able to work well with the Inspectors of Public Libraries, Carson and F.C. Jennings, who took over after Carson's death in September of 1929, and S. B. Herbert. The Inspector's office continued to play a supportive role in library training and acted

191 Barnstead interview April 1 1974, from transcript p. 22 B77-0005 University of Toronto Archives.
as a direct conduit to the Minister of Education. On a whole the Ministers of Education were also supportive of the professional training for librarians but had little direct contact with the school.

Professional librarians contributed to the library school both as lecturers and "critic librarians." Dr. George Locke assisted in getting the school up and running. He lectured at the school and arranged for TPL to provide practice work for the students. Many other TPL staff members also lectured regularly. Lillian Smith, a fixture of the Provincial school, continued to teach children's work. Mr. W. Stewart Wallace, university "librarian from 1923 until his retirement in 1954, lectured in Canadian history and literature at the University of Toronto Library School." The Director recruited other professors to lecture. All the university lecturers were listed in the school calendar, thereby creating closer ties to the rest of the university. Dr. Brett was associated with the school for 25 years, Dr. E.J. Pratt for 15 and Dr. Jeff McDonald lectured once a year on English literature.

The school also employed a corps of "critic librarians" selected to oversee the library school students' practical work in public, university and government libraries. The critics supervised the students and then sent in a report which was discussed with the students. For their contribution these in-service professionals received twenty-five dollars each session. The work of the critic librarians was especially important because for the most part the early years of the U of T Library School were oriented to public library preparatory work. The reasons for this are simple: public libraries offered the bulk of jobs to students; the area of greatest library

---

192 University of Toronto Bulletin April 2 1970 p. 4 Obituary from the University Library files at the University of Toronto Archives.

193 Barnstead interview.
growth and the students had ready access to public libraries in and around Toronto; finally the public library focus distinguished the Toronto school from that at McGill. The McGill school was smaller and focused on academic and special libraries.

Administratively, the Director of the Library School had to go through the College of Education and its Dean to get to the central university administration. Thus all appointments of instructors, lecturers or special lecturers and the school's budget passed through the Dean's office. Many of the appointments seem to have been rubber stamped, after all the Director knew who she wanted for her program and generally could secure their services. But because of the special relationship with the Department of Education, the President's approval for appointments was only granted after the Minister of Education had also approved.

In November of 1928 the School requested the appointment of Miss Frances Trotter as an assistant, to help in the supervising and revising of practical work, at a salary of $300.00 for the remainder of the year. Clearly the work was too much for the Director and lecturer to manage alone. In 1929 Mrs. Norman Lyle, Chief of the of Hamilton Public Library joined the staff as a special lecturer in book selection, her salary was $100.00 per session. In June of 1930 the Deputy Minister of Education wrote to Dean Pakenham giving the Department's approval for the re-appointment of prominent Special Lecturers:

Dr. G.H. Locke       $700.00
Mr. W.S. Wallace    $350.00

194 Pakenham to Falconer November 7 1928 Office of the President A67-0007 Box 116 University of Toronto Archives.

195 Pakenham to Falconer June 27 1929 Office of the President A67-0007 Box 116 University of Toronto Archives.
Miss L.H. Smith $450.00
Miss E.E. Endicott $150.00
Miss J. Merchant $150.00
Miss E. M. Poole $150.00

By the end of 1930 the Dean of Education sent forward requests to the President for more appointments. The dean requested both Lillian H. Smith and Dorothy Thompson from the Toronto Public Library. Pakenham also alerted the President to a potentially critical shortage of revisors at the school. It seems that in the first few years the Library School was understaffed for the number of students in attendance and the amount of material covered in each term. It had to scramble just to ensure it could meet the demands necessary to complete practical work loads.

The College of Education's annual budget included a separate mini-budget for the Library School. In the proposed budget for 1928-29 the Dean asked for an increase of over $9,000.00 of which $8,000.00 was to go to the new school. The budget for 1930-31 listed the salaries and operating expenses for the Library School.

<table>
<thead>
<tr>
<th>Position</th>
<th>1929-30 Salary</th>
<th>1930-31 Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Library School</td>
<td>$3,700.00</td>
<td>$3,800.00</td>
</tr>
<tr>
<td>Lecturer - Miss Bassam</td>
<td>$2,500.00</td>
<td>$2,600.00</td>
</tr>
<tr>
<td>Lecturers to be appointed</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>

196 Deputy Minister of Education to Pakenham June 12 1930 Faculty of Education A76-0009 University of Toronto Archives.

197 Pakenham to Falconer regarding requests for staff Office of the President A67-0007 Box 133 University of Toronto Archives. Interestingly, the letter ends with the sentence "I am instructed that the Minister of Education will approve of these two appointments." Clearly the President's approval for increased staff was a formality. Revisors were appointed to mark and grade students work.
<table>
<thead>
<tr>
<th>Position</th>
<th>1929-30</th>
<th>1930-31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Instructors in Library Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspector of Public Libraries</td>
<td>$350.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>G.H. Locke</td>
<td>$700.00</td>
<td>$700.00</td>
</tr>
<tr>
<td>W.S. Wallace</td>
<td>$350.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>Miss L.H. Smith</td>
<td>$350.00</td>
<td>$450.00</td>
</tr>
<tr>
<td>Miss E.E. Endicott</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>Miss J. Merchant</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>Miss E. M. Poole</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>Occasional Lecturers</td>
<td>$500.00</td>
<td>$475.00</td>
</tr>
<tr>
<td>Payment to Librarians who assist in Practical Work</td>
<td>$575.00</td>
<td>$575.00</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$250.00</td>
<td>$250.00</td>
</tr>
<tr>
<td>General Supplies and Equipment</td>
<td>$1,075</td>
<td>$1,075</td>
</tr>
<tr>
<td>Estimated Revenues - Fees</td>
<td>$850.00</td>
<td>$625 198</td>
</tr>
</tbody>
</table>

The Department of Education paid most of the school's operating expenses while the university was responsible for salaries. Although Winnifred Barnstead felt her salary was on par with or higher than other U of T professors of her rank, the President's budget figures reveal a discrepancy. Comparable U of T professors were earning $4,500.00 to $6,000.00 per annum. Perhaps these professors held advanced degrees. By 1931-32 Barnstead's salary had increased to only $3,900.00. She stayed at this salary for several years. Although remuneration for the

---

198 University of Toronto Faculty of Education Budgets File A76-0009 Box 001 University of Toronto Archives.
special instructors was not high, the same people returned year after year. Interestingly, Stewart Wallace, University Librarian, received a separate salary for his work in the Library School, even though he was a university employee, and was listed in two different budget units.

Tuition fees for the Library School remained lower than for other university programs and barely enough to cover the salary of one special instructor. This was not due to a lack of enrolment but to the low fees set by the Department of Education in an effort to attract Ontario students. "For the first five years from 1928 to 1932 fee for admission was $25.00. In 1933 regulations were adopted by which the fee was raised to $50.00 for Ontario students and with certain reservations, $100.00 for students registered from outside the province."\(^{199}\)

Admission to the school was open to students with a University degree, honour matriculation or first year college standing. All students received the same certificate upon leaving until the introduction of the B.L.S. The Director saw the school as a professional faculty even though it admitted students without a degree. But the school hoped that the majority of students would already have a degree. Bamstead told her students that although women dominated the field and the school, they should not aspire to the kinds of positions held by men. Women could hope for work as

chief librarians of medium and small sized public libraries, directors of library schools, professors of library science, directors of county library work, librarians of schools and special libraries, heads of departments in large public and university libraries, senior and junior assistants in all types of libraries. Men hold positions of responsibility as chief librarians in large public libraries and in university libraries.\(^{200}\)

\(^{199}\) Winnifred G. Bamstead Lecture "Training for Librarianship in Ontario" 1934 Personal papers B79-0037 University of Toronto Archives. Unfortunately the source did not specify what the "certain reservations" were.

\(^{200}\) Bamstead lecture 1934.
Even with this caution, she argued, the library world was a welcome place for women. By the mid 1930's women were represented in almost all aspects of library work.

When the Library School opened in 1928 it operated over two terms. In each term students took eight required courses and one elective, this was augmented by the practice work of two weeks in the second term. In order to offer eight required courses, plus the electives (there were three to choose from each term) the full time instructors worked very hard. Bertha Bassam taught cataloguing three mornings a week, classification two mornings a week, two hours of lab work every afternoon, filing, shelf listing, history of printing, history of libraries and second numbering! She also taught the major part of library economy.

The weekly timetable was arranged on the general plan of three fifty-minute lectures each morning from nine until twelve o'clock, and a two hour laboratory period on five afternoons in the first term and on four afternoons in the second. The Staff and students were clearly busy in both terms. In the first few years of the program there was some continuity from the Provincial Training School, both in subjects taught and methods. There was for example, continuing stress on the practical aspects of library work, the vocational skills, even though everyone concerned referred to the school as professional. In the first class there were thirty-one graduates, twenty of whom had university degrees. In 1929 twenty-five students

---

202 Bertha Bassam Vocal Recording "Developments in Canadian Librarianship" course materials, 2135x, Libraries and Librarianship Faculty of Information Studies, University of Toronto.


204 Land p. 476.
registered for the course. They studied administration, college and university libraries and Book Selection. Occasional lectures were supplemented with lectures in English Periodicals, the Beginnings of Western Science and County Library Systems.\textsuperscript{205} This was in addition to a core group of lectures and varied from year to year based on availability of special lecturers.

Once the Library School opened at the U of T in 1928 the Inspector of Public Libraries devoted less space in his annual report for the Department of Education to education for librarianship. Professional librarians and the public now got most of their information regarding education and training from the \textit{Ontario Library Review}. This did not signify a loss of interest on the part of the Inspector's office only a change in responsibilities. The journal was funded and published by the Department of Education. Responsibility for reporting on the school's progress was now left to the Director of the Library School.

Registration continued to grow, twenty-seven students in 1930-31, forty-two in 1931-32, forty-two in 1934 and fifty-four in 1935. As well as attendance at lectures and practice work the students participated in at least one class trip each year, leaving the city to tour a library in another area. This was an innovation by the Director, she felt that students should have the opportunity to experience public libraries outside the city of Toronto. Staff, students and alumni also participated in an active round of social or "networking" events. Helping to bond the school together as a unit, they held teas, went to luncheons, played bridge and had an annual picnic. The library school alumni association was also very strong. The students maintained close ties to the school and Miss Barnstead and Miss Bassam. Social teas became a popular tradition which continued under the Directorship of Bertha Bassam. While it might be

\textsuperscript{205} \textit{Ontario Library Review} 14 (November 1929) p. 47.
easy to dismiss these social activities as pleasant but irrelevant to the school's program, that would be wrong. The social activities, especially those with in-service librarians, served to create community among librarians and add to their sense of being part of a trained professional group.

Each year's class elected student representatives who planned events. The classes appear to have been close knit groups who continued their relationships after graduation through active membership in the alumni association. The alumni kept track of where former students were employed, an excellent way to measure the successes of the professionally trained graduates. The minutes from the class of 1935 provide a clear indication of just how social the school could be. There were card, theatre and skating parties and teas with guest lecturers. The class of 1935 also hosted a number of guest lecturers. Some of these were; Mr. E.C. Kyte of Douglas Library, Queen's, "Modern Poetry"; Miss Florence Cameron of St. Thomas Public Library, "Administration of a Medium Sized Library"; and Mr. Fred Langdon of University of Western Ontario, "The Canadian Parliament in Action". 206

Each class seems to have hosted four or five teas over the course of the academic year. Even while socializing the students were given the opportunity to make professional contacts that could prove helpful as they moved into the library world as professional librarians. Students from the school came from all over the country to study and graduates spread around the world.

In addition, the library world in North America continued to have little regard for borders. Winnifred Barnstead approached many American librarians to speak at the Library School, in

---

206 1935 Class Minutes University of Toronto Library School Faculty of Library and Information Science A82-0028 Box 1 University of Toronto Archives.
the years 1928-1936 almost every session had a special guest from the States. "The visits of the lecturers from out-of-town were made occasions for tea parties when staff and students had an opportunity to meet the speaker."²⁰⁷

From 1928 until 1936 there were several changes made in the school, subjects were added or expanded and different professionals joined the staff. The staff needed help in 1931-32. As a result, Dorothy A. Thompson joined the staff as a part-time instructor in Circulation Work and as a part-time revisor. By 1933 students at the school had the opportunity to specialize; courses were offered in College and University Libraries, Administration and Children's work. Of the class of 1933 thirteen of the forty-five students specialized in Children's work, working with Lillian Smith and Frances Trotter. The school was able to hire one of its own graduates in 1935, when Sally Ballard became an instructor in Library Science and also worked as a part-time revisor.²⁰⁸ From the mid thirties the program began to change its focus. New electives were added open only to university graduates. At the conclusion of each session all students wrote exams.

The students were graded on their performance, weighted sixty percent on examination results and forty percent for course work. As the course changed so did the professional expectations of staff and students. At Staff Association meetings instructors began to raise the issue of granting a university degree and possible ALA accreditation, as was the case with a number of approved programs at American universities.

²⁰⁷ *Ontario Library Review* 3(August 1932) p. 95.
²⁰⁸ *Bassam* p. 27.
The Library School Staff Association became a major voice with the school. It held its first meeting in December of 1928. Members included the full-time teaching staff as well as regular lecturers. In the first years of the school the Association was mainly preoccupied with lesson planning, grading and teaching the students. At the third meeting in October of 1930 the group discussed correspondence with the ALA’s Board of Education for Librarianship. At that time the Director felt it was impossible to ask an American association to accredit a Canadian school run under the jurisdiction of the Department of Education at a provincially funded university. But professional accreditation was an issue which continued to be raised. In 1932 both Stewart Wallace and Dr. Locke suggested the possibility of differentiating the course of study to reflect the two types of students: those with a university degree and those with honour matriculation. The staff could not agree and tabled the issue over for another meeting. Some members of the staff felt it was wrong to make a distinction. They claimed that some of the high school graduates were more intelligent and more mature than some of the university graduates. But in March of 1933 Wallace gave the issue new life by raising the possibility of a degree granting course for university graduates. Successful candidates would receive a Bachelor of Library Science. Both Dr. Locke and Dean Pakenham supported Wallace. The Director, Winnifred Barnstead, was asked to create a possible degree level curriculum to be presented to the Department of Education. At the Association’s next meeting in October of 1933, the ALA standards were once again discussed. The Director was asked to compile information on university programs for librarianship.

209 University of Toronto Library School Staff Association Minutes October 1930 Library and Information Science A82-0028 Box 1 University of Toronto Archives.

210 McGill may have provided a model for the University of Toronto School. McGill had been accredited since 1927 and inaugurated graduate training in Library Science in 1930.
Although the Director was responsible for her program and in charge of the Library School her fellow staff members, particularly Locke and Wallace - lecturers not even full-time staff - felt comfortable leaning on Barnstead to create curriculum and compile information. It was an odd situation. The Director was not full mistress of her own house. It is unclear whether the situation arose from the dynamics of the Library School's position or the personalities of those involved. Perhaps this was due, in part, to Barnstead's and Locke's long association at TPL. Dr. Locke as the TPL's Chief Librarian had long been her boss. But Dr. Locke's "hands on" role was important for other reasons. It showed that his attitude toward education for librarianship had certainly shifted from his belief that TPL could provided the best training for employees to his leadership in the push for a Bachelor of Library Science. He backed the Staff Association marshalling information and arguments to present to the Council of the College of Education and the Senate of the University in favour of a degree in library science.

In the Spring of 1934 the Association's discussions centred on the degree program. The discussion centred around

a) the division of the class into university and matriculation students, and b) on the desirability of conferring a degree in librarianship on university students who were ambitious enough to continue their studies along certain prescribed lines.\(^{211}\)

At the November meeting in 1934 the possible degree, Bachelor of Library Science, was the subject of still further discussion. Again the Director was left to create a curriculum. A special meeting was held in March 1935 to once again debate the feasibility of a degree program. At the fall meeting of 1935 progress was reported toward the degree program. Dr. Althouse, Dean

\(^{211}\) Staff Association Minutes Monday, March 26 1934 Faculty of Library and Information Science A82-0028 Box 1 University of Toronto Archives.
of OCE and Pakenham's successor was delegated to approach the President and the Deputy
Minister of Education was also to be contacted. At the April 27, 1936 meeting Dean Althouse
reported that the Minister of Education was anxious for the school to seek ALA accreditation.
A degree program was in the offing. What had been impossible a few short years before was
now being encouraged by the Department of Education.

In the autumn of 1936 the Director had completed plans for the two courses by
rearranging, directing and adding to the subjects previously given. These
courses were approved by the Senate, Board of Governors of the University,
Minister of Education, and by the Inspector of Public Libraries. ²¹²

Once a degree program was approved the Staff Association had two further problems to tackle;
ALA accreditation, achieved in June of 1937, and what to do about university graduates who
had attended the school prior to 1936 and who had only received a diploma. The staff of the
Library School determined that previous diploma students wishing the Bachelor's Degree would
have to complete a special project to be reviewed and graded. Winnifred Barnstead made the
official announcement of the change in the course and the introduction of the Bachelor of
Library Science Degree in the November 1936 issue of the Ontario Library Review. The
creation of the degree program, however, did not mean the immediate end to the diploma
program. Students without a degree who wished to take library training could still attend the
school, leading to a diploma. Both degree and diploma streams also continued to receive a
Department of Education certificate. But with the introduction of the degree, interest in the
diploma fell.

²¹² Bassam p. 32.
Figure 5

Photograph of Winnifred G. Barnstead and Bertha Bassam at the first convocation for Bachelor of Library Science graduates of the University of Toronto Library School personal papers of Winnifred G. Barnstead B79-0037/001 University of Toronto Archives.
In the first year of the new program seven graduates received a diploma, thirty-one the degree. "The Diploma course was offered for the last time during the 1945/46 session and was formally withdrawn in 1954."\textsuperscript{214} The next step in the development of professional education for librarianship in Ontario was the lengthening of the one year general program by adding a second year of specialized training leading to a Master's Degree.\textsuperscript{215}

In 1933 Winnifred Barnstead reviewed the progress of the Library School. She felt the purpose of the year long course was to develop librarians "who could apply free, resourceful, unhampered intelligence to the comprehension of problems in all kinds of libraries."\textsuperscript{216} The University of Toronto Library School was indeed a degree granting professional school. It successfully instructed students in all areas of library work. The school relied heavily on experts, professionals brought in from the field who could give special lectures. It took some years for the Library School to develop its own faculty employed full-time at the University of Toronto. This was true for many of the schools in the United States.

In the early years much of the emphasis was still on public libraries, a hold over from the Provincial Training School. But as the course developed it adapted to serve different student and market interest. Students in the Library School were required to take certain core courses and fulfil practical work assignments. They could elect to specialize in an area of library work through careful choice of electives. By the time the first B.L.S. was granted at the

\textsuperscript{214} Land p. 477.

\textsuperscript{215} The University of Toronto developed Canada’s first Master of Library Science in 1950/51 with the Bachelor of Library Science as a prerequisite. A two year Master’s Degree was introduced by McGill in 1965.

\textsuperscript{216} Winnifred G. Barnstead "A Library School Survey" Lecture 1933 personal papers B79-0037 University of Toronto Archives.
U of T the Library School could quite rightly claim to be fully reflective of the larger library
field, and students had a sense of professionalism. Students at the School had the benefit of
visiting and special lecturers and were encouraged to network for job placements. Graduating
students also took part in a placement forum run by the Director to find professional positions
for her students. This was made easier by a growing recognition of the U of T's Library School
as a respected professional program.

By the mid-1930's the majority of students had a university degree before they entered
the Library School. The diploma course remained in place as long as it did because the
Minister of Education wanted to provide library education to those who were not able to or
could not afford to pursue a liberal arts degree, but few enrolled. In the end, the school had
come a long way from the three month course which had given it birth. The school was located
on the campus of the University of Toronto and students enjoyed all the attendant benefits. A
staff of professors and invited experts lectured at the school lending academic legitimacy to the
program. But even as the school celebrated its successes, the accomplishments of its students
and their new found degree, the school remained adjunct to the Ontario College of Education,
administratively it had made few gains. The faculty, headed by Winnifred Barnstead and
Bertha Bassam remained under the watchful eye of the Department of Education that paid the
bills, the Dean of the College of Education and of course the administration of the university
itself. It would take many years for the school to reach faculty status and gain the
administrative and physical autonomy desired by its faculty and students. However, the Library
School at the University of Toronto was a vital part of the professional education of librarians in
Toronto. It drew the threads of in-service training, library institutes and of course the Provincial
Training School into a fabric of training recognized outside the field. Yet entrance into the university alone gave education for librarianship further political and public legitimacy. By some definitions this also made it professional.
One would hesitate to predict what the future will hold for women in the libraries of Canada. In other professions such as medicine and law, women have invaded the fields held by men. It is very possible that the reverse may be true in the profession of librarianship. At the present time all professions are overcrowded. The young man fresh from the University who, two years ago would have entered the teaching or legal profession, is turning to librarianship as a possible opening for his talents and interests. But with the number of women already in the field, and the large number entering each year, it will be for some time a profession for the woman, who likes reading and also enjoys the contacts with people, which arise from a knowledge of books.  

This excerpt is from a lecture given by Winnifred G. Barnstead to the Canadian Federation of University Women in 1933. The field of librarianship had travelled a significant distance from a time when the libraries were manned with educated gentlemen to a time when women's control in the library was threatened by the encroachment of male librarians. By the mid 1930's librarianship in Canada was a "woman's profession". Training or education for the profession was available at either the University of Toronto or McGill University in Montreal. Most public librarians in the province of Ontario had professional training by the mid-1930's. To learn only on the job or by appealing through letters to experienced librarians for guidance was increasingly a thing of the past.

It had not always been thus. From the early years of the public library movement in Canada in the early 1880's until the beginning of the Second World War librarians received training in a variety of ways. In-service training remained popular with chief librarians and employees for

---

217 Winnifred G. Barnstead, lecture to Canadian Federation of University Women, 1933. "Women in Librarianship" personal papers of Winnifred G. Barnstead B79-0037 University of Toronto Archives.
many years. Employees were trained for specific tasks in specific libraries according to the chief librarian's standards and expectations. In the case of the Toronto Public Library there were only two chief librarians between 1883 to 1936, James Bain and George Locke. Locke was chief librarian for almost thirty years. His hand was everywhere in shaping the system and the people who worked in it. George Locke favoured both in-service and formal training. He hired staff that had been educated in the United States library schools and set up an enviable in-house training program. But eventually Locke came to prefer the formal training of the Provincial Training School and the University of Toronto Library School over his own in-house education. In fact, successful completion of the U of T program, or its equivalent gradually became a necessary condition of employment at TPL. But education continued. TPL staff gained additional professional training and education within the library system, through their Staff Association, at the Provincial Training School and for those who had no previous degree program, by returning to the University of Toronto Library School.

However well educated and trained graduate librarians were, they represented only a portion of all public librarians in the Province. Previously, librarians outside the TPL system, who could not afford the time or financial cost of schooling in the United States found professional education through the OLA's county Library Institutes, the Provincial Training School, and only after 1928 at the University of Toronto. And for these individuals or institutions shy of financial resources, the financial support the Department of Education made available to upgrade the training of in-service librarians or school the would-be librarian was invaluable.

Nor was there a shortage of demand. Librarians across the province wanted training. From its earliest beginnings the OLA made education a priority and the Inspector of Public Libraries
worked to improve education for librarianship. But why was the government so forthcoming with funding for training and encouragement for credentialling and education? Ontario could not be out of step with other comparable jurisdictions. The public library movement in North America successfully campaigned to give everyone access to a "free" library. Social uplift and nation building became the cry of supporters of the people's university. Once the public libraries were set up, it followed that they needed trained staff. A professional librarian, the partner of the school teacher, could advance learning and culture. And there were those ready to do the work. Educated young women quickly took up the challenge of a new career. Women filled the public libraries, influencing how the libraries were valued by the public and took command of the profession.

Librarianship became a career for women. Society had definite expectations about where women could and should work and how they should behave. When librarianship opened up as a career, it lent itself to what were defined as womanly skills. The "women's professions" of teaching, nursing and social work share much in common with librarianship. Now many years after the first female public librarians redefined the profession, those in the field battled residual gender stereotypes: the librarian as fussy, a spinster, shushing everyone. Whatever germ of truth there were to this stereotype, many women who worked as librarians in Toronto from 1883 to 1936 defied the stereotypes of their day. They were increasingly well educated, interested in continuing their professional education and more often than not passionate about their work.

Perhaps because it was mostly regarded as women's work, librarianship education did not always meet the usual guidelines for professional education, as outlined in chapter one, but for librarians it met their professional needs. As the education for librarianship demonstrated,
professional education can occur outside the narrow parameters of a university based education rewarded with a professional degree. In the case of education for librarianship in Toronto, in the years 1883 to 1936 it clearly did occur outside a university and without a degree granted. But like the more male dominated professions, the push was toward degrees granted by a university, toward university recognition comparable to the male dominated fields of law, medicine or the ministry. Library education may have been outside the universities for a long time - but in reflection the drift was clear. As librarianship became regarded more and more as a profession, and one in which there was established "scientific method," professional sights were set on university and degree programs. Librarianship might remain a woman's preserve, but it was a profession akin to teaching and nursing. The librarians who received training in Toronto between 1883 and 1937 regarded their education as professional and perceived themselves to be professionals. They entered a new area of employment that was exciting, vibrant and expanding.

When discussing the history of education for librarianship in Toronto from 1882-1937 it is virtually impossible to divorce it from a history of the Toronto Public Library. This symbiotic relationship dictated the form that the early education for librarians would take. There were the same people, same forces at work and the same issues demanded their attention. The TPL retained and exercised influence under George Locke until his death in 1937. In the same year a degree was granted for education in librarianship at the University of Toronto, a fitting place to end this chapter of the story.
EXAMINATION. DECEMBER 1, 1910.

Neatness, clearness and succinctness are qualities appreciated by those who read examination papers.

1. Explain clearly the difference between a biography and an autobiography. Name a distinguished example of each during the past 50 years.

2. An enquiry is made as to books suitable for a boy of 12 years of age; also a girl of like age. What would you recommend?

3. Name two daily newspapers which might be recommended to persons who desire to know the progress of events in:
   (1) Canada.
   (2) Great Britain.
   (3) United States of America.

4. Name four weekly journals treating of public affairs, one Canadian, one American and two British.

5. What works of fiction would you recommend to persons desiring illustrations of the early life in Canada.
   (1) French occupation.
   (2) War of 1812.
   (3) Rebellion of 1837.
   (4) Since 1837.

6. A teacher is preparing for celebration of Empire Day. How would you help her by suggesting books, etc.?

7. Write a business letter applying for a position in the
Examination, Toronto Public Library, 1911.

1. Write a letter to the Chief Librarian making application for a position in the Toronto Public Library, state your qualifications, and make out as good a case as you can for yourself.

2. What is suggested to your mind by the saying, "The Public Library is a power house not a museum?"

3. An enquirer asks - "What should I read to keep in touch with affairs in the United States?"
   (a) A daily paper.
   (b) A weekly paper.
   (c) A monthly paper.

4. A similar enquiry is made concerning affairs in Great Britain.
   (a) A daily paper.
   (b) A weekly paper.
   (c) A monthly paper, or
   (d) A quarterly paper.
   How would you answer these enquiries?

5. What ideas do you associate with: -
   (a) United Empire Loyalists.
   (b) Papineau.
   (c) Laura Secord.
   (d) Sir John A. Macdonald.
   (e) Joseph Howe.

6. An enquiry comes from a librarian in the United States asking for five of the leading Canadian prose authors, and one or two representative works of each; also of the three most prominent Canadian born poets.
   How would you answer this?

7. Supposing that we divide Library work into three great classes, reference, cataloguing and general, the general being made up largely of what is known as the circulating and lending department. Will you in a few words define these three emphasising particularly their powers for usefulness in the community.

8. Some one has said that the circulating department is vastly important because of its social or sociological possibilities. Can you explain this by illustrating what you would do if put in charge of the circulating department in a branch library in some section of the City of Toronto? In other words, explain how you would develop a library so as to make it more socially effective and reach more people.
Examination for Entrance upon the Work of the Public Library of Toronto

1. Write a letter to the Chief Librarian telling of your qualifications for a position in the service of the Public Library.

2. What part of the work of a Public Library interests you most? How would you prove your usefulness in a Public Library?

3. A patron of the Library tells you that he has read that there is a man in New York who thinks that there should be no fiction bought during War time and asks if you do not agree with him. What answer would you give him (complete acquiescence or complete disagreement are not accepted without adequate reasons)?

4. What periodicals would you recommend to a patron who wishes to follow the course of the war? Reasons must be given.

5. What answers would you give to men who ask you where or what and how further information can be found concerning the following: Gallipoli, Salonica, Vosges, Hindenberg, Marne, Lloyd George, Joffre, Heligoland, Haig.

6. Name three Canadian prose writers and two Canadian poets. Name their most famous works.

7. "To be a successful librarian, one must know her books and know her people." Explain how you would try to carry out this motto.

8. For a boy or girl of foreign parentage who knows little if anything of Canada, what books would you recommend so that Canada, her history, her customs, and her ideals might be best understood?
Toronto Public Library; address it to the Chief Librarian and mention among other qualifications,

(1) What educational advantages you have had.
(2) What occupation you have followed up to this time.
(3) Whether you are conversant with languages other than English.
(4) What qualifications you think are necessary and desirable in an assistant in a library.

8. A book is to contain 672 pages, and each page contains 257 words. The printer charges 82 cents per page for type and $1.17 for each 16 pages of printing. What is the cost of the volume, and how many words does it contain?

9. Name the self-governing colonies of the British Empire and one or more important public men in each.

10. Name at least two men who have been distinguished in the United States for their eminence in,

(1) Literature.
(2) Public life.
(3) Art.

11. Name four British novelists, two American novelists and two Canadian novelists, and some of their principal works.

12. What do you consider the best journal on,

(1) Art.
(2) Religion.
(3) Applied science.
(4) Household affairs.
(5) Public affairs.
Miss Gertrude M. Boyle  
*Toronto Public Library*

B.A. McGill University; graduate of the Faculty of Education, University of Toronto; assistant in the classifying and cataloguing division of the Toronto Public Library, 1911 to date; instructor in the Ontario Library School, 1916 to date.

**Instructor in Classification**

Miss Lillian H. Smith  
*Toronto Public Library*

B.A. University of Toronto; graduate of the Training School for Children's Librarians of the Carnegie Library of Pittsburgh; assistant, New York Public Library; head of the children's division of the Toronto Public Library, 1912 to date; instructor in the Ontario Library School, 1916 to date.

**Instructor in Work with Children**

Miss Lundia I. C. MacBeth  
*Toronto Public Library*

B.A. University of Toronto; certificate of the Ontario Library School; branch librarian, Toronto Public Library, 1916 to date; instructor in the Ontario Library School, 1922 to date.

**Instructor in Circulating Work**

Miss Frances Staton  
*Toronto Public Library*

Head of the reference division, Toronto Public Library, 1893 to date; supervisor of practice in reference work, Ontario Library School, 1916 to date.

**Supervisor of Reference Practice**

Special Lecturers

Dr. George H. Locke, chief librarian, Toronto Public Library.—Series of lectures on modern prose literature.

Mr. W. Stewart Wallace, librarian of the Library of the University of Toronto.—Series of lectures on Canadian bibliography.

Mr. Sykes, chief librarian, Ottawa Public Library; Dr. Hardy, secretary, Ontario Library Association; Mr. Landon, librarian of the Library of the University of Western Ontario, and two others to be chosen later will give from one to three lectures each.
ONTARIO LIBRARY SCHOOL

The ninth session of the Ontario Library School will be held September 3rd to December 12th, in the Public Reference Library, College and St. George Streets, Toronto.

The school is conducted by the Department of Education and is under the supervision of the Inspector of Public Libraries. Competent librarians and specialists act as instructors in the various subjects, the Toronto Public Library Board and Dr. George H. Locke, the chief librarian, furnishing facilities for practice work through the various departments of their library system.

Students have the opportunity of hearing some of the leading librarians of Canada and the United States on special phases of library work. These informal talks on current library topics afford inspiration and a broader professional outlook.

Objects

The objects of the school are, (1) to assist libraries, librarians and assistants by furnishing instruction that will improve the standard of librarianship in the Province; (2) to provide a system of training for persons who are inexperienced but under appointment to positions; and (3) to serve students who wish to secure junior positions in libraries where successful completion of the Departmental course is a necessary qualification for appointment.

A course of three months in itself is insufficient to qualify a person as a trained librarian. Its greatest value is in providing instruction for librarians and assistants who have had experience under favourable conditions; such persons are able to attain, in a short course, a knowledge of modern librarianship, which, with their experience, should qualify them as trained librarians. A course of three months is of great value to a person just before engaging in practical library work; practice immediately following the course impresses the instruction and offers opportunities for making a more thorough study of librarianship.

Librarians and assistants with little or no professional training are advised to attend the school for the purpose of acquiring the elementary qualifications that every librarian and assistant should desire.

Library boards are urged to encourage their librarians and assistants to take advantage of the school. Boards will be well repaid for granting leave of absence for attendance.

Application and Admission

Persons desiring to enter the school should write for an application form to W. O. Carson, Inspector of Public Libraries, Department of Education, Parliament Buildings, Toronto. A written notice of acceptance of application will be required of all candidates.

Persons over thirty-five are advised against taking the work. Local libraries have their own rules as to the age-limit at which they accept candidates. In the majority of cases this is thirty.

There are no fees in connection with the course and all necessary supplies will be furnished by the Department. Students having the "A.L.A. Catalogue Rules" and Dewey's "Decimal Classification" are advised to bring them to the school. Railway fares in excess of ten dollars will be paid to all Ontario students who complete a course.
Entrance Requirements

Matriculation or its equivalent is the minimum educational requirement. All candidates except university graduates are required to pass an entrance examination in literature, history, current events and general information. This examination will be held June 14th at Toronto. A second examination for later applicants will be held August 23rd. Candidates unable to come to Toronto may make arrangements for writing at other centres.

As a ready ability to use the typewriter is a requisite of modern library work, accepted candidates are recommended to acquire facility with the touch method.

In spite of the increasing use of the typewriter, some records must still be made by hand. Students are advised to practise the library hand before attending the school. A sample alphabet will be sent to accepted applicants.

Preliminary Practice

Students who have had no experience in library work are advised to practise at least one month in a good library before entering the school. A student who has had no insight into the organization and working of a modern library is at a disadvantage.

Certificates

Certificates will be issued to the students who complete the course and qualify on the examinations and practical work. They will be graded according to percentages obtained.

The Course

About forty per cent. of the time will be devoted to lectures and instruction and about sixty per cent. to practice. The major portion of the time will be given to the phases of librarianship that are the most difficult to learn without the aid of an instructor.

Introductory.—Lectures will be given on the problem of the public library and the scope of its work.

Simple Routine.—Rules and regulations of an approved public library; registration of borrowers; issuing borrowers' cards; renewal of membership; cancellation of membership; rules for initials in signatures, etc.; filing of applications; statistics of membership; shelving books; library handwriting and printing—joined and disjoined style, and proficiency in making figures; preparing books for the shelves—collation, marking ownership, equipping with loan system and book-plate, marking notation; reserving books; treatment of over-due loans; registration of patronage; minor repairs to books; preparing books for rebinding; registration of withdrawn and lost books; periodicals and newspapers—registration of receipts, treatment of errors and late delivery, placing in reading rooms, care of numbers other than current, preparing volumes for binding and filing.

Book-Selection.—Principles and methods of book selection as applied to large town and small city public libraries; working knowledge of the most useful trade bibliographies of books in print in English; working knowledge of the most important general bibliographies of books in English; working knowledge of an approved selection of special and subject bibliographies useful for book-selection in a large town or small city public library; knowledge of twelve approved book-reviewing periodical publications—four published in Great Britain, four in Canada, and four in the United States; the wholesale and publishing-house book trade in Ontario; book annotation;
practical problems in the selection of new books and books other than of current publication from bibliographies, reviews and other authorities, and in the evaluation of books intended for the use of the general reader.

**Evolution of Modern Prose Literature.**—In these lectures will be discussed the origin of the novel in relation to the development of social life, especially during the last century; the kinds of novels and the social power of the novel. Special attention will be given to the works of the so-called popular novelists of the day, inasmuch as the librarian in any community should be able to give sane advice on literature that is being discussed in the daily press and popular magazines and not be too sympathetic with the friends who think that nothing worth reading has been published since the days of Scott and Dickens.

**Reference Work.**—Organization of a reference department in a small city public library, including the selection and arrangement of unbound material; compilation of select, annotated, and classified bibliographies; methods of assisting patrons; compilation of special indexes and special guides to reference material; knowledge, but not in detail, of the scope, contents, authoritative value, special treatment, arrangement of matter, editions, dates of publication, of twenty-five standard reference books, including four general encyclopaedias, four dictionaries of the English language, five year-books—two Canadian, two English and one American, one educational reference work, two Biblical dictionaries, one Biblical commentary, one cyclopaedia of social reform, one work on the constitution of Canada, one cyclopaedia of horticulture, one encyclopaedia of music, a series of debating books, a large anthology of literature, one large biographical dictionary, one large Canadian historical work; knowledge of the general character of the Statutes of Canada and of Ontario, of the Sessional Papers of Canada and Ontario, the Patent Office Record, Debates of the House of Commons; periodical literature as a source of reference.

**Administration.**—Knowledge of the Public Libraries Act and of the Regulations; understanding of budget-making for libraries of places of various sizes up to 50,000 population; monthly and annual statistical reports; business and secretarial methods essential to a well-managed small city library; library furnishings; arrangement of departments.

**Classification.**—The theory and purpose of classification; practical application of the decimal system to problems met with in a small city public library.

**Cataloguing.**—Purposes and use of the card catalogue; types of catalogues; working knowledge of the “A. L. A. Catalogue Rules” and “A. L. A. Subject Headings,” and their accurate application to cataloguing problems of moderate difficulty including the various kinds of main entries, title and subject entries, reference and analytical entries; working knowledge of the works of reference required in cataloguing books of average difficulty; proficiency in filing according to rules recommended for library use by the Minister of Education; shelf-listing; application of the Cutter-Sanborn “Alphabetic-order Table”; subject-list, reference, and special rules memoranda. This is essentially a practice subject; the course allows for approximately twenty-four lectures and about seventy hours of practice work followed by revision.

**Circulating and Readers’ Advisory Work.**—In addition to matters pertaining to loan work appearing under “simple routine,” the keeping of circulation statistics and records of receipts; knowledge of at least three approved loan systems; compilation of reading lists on
subjects of general interest, using therefor a circulating book collection and selection guides used in book-selection; an appreciative understanding of the meaning and objects of readers' advisory work. Eight lectures of one hour each, and five days of supervised practice work are given to this subject.

Work with Children.—Value of a children’s department, its organization and equipment; working knowledge of the principles and methods of selecting children’s books for a small city public library; outline of the history of children’s literature; story-telling. The extent of the requirements in this subject is equal to that covered in ten lectures of one hour each.

Canadiana.—General outline of Canadian literature and of books pertaining to Canada.

Special Subjects.—Brief knowledge of library history; chief features of the modern public library movement; library associations, and publishers of bibliographical and other library literature useful to the librarian of the small city public library; brief history of the evolution of the book; brief outline of the best contemporary drama, poetry and fiction published in English; bibliography of the history of literature.

Special Lectures.—There are several special lecturers who come to the school each year to lecture on subjects of general library interest, and in addition a group whose personnel changes from year to year. From their experience, these librarians are able to give the students a broader outlook, and a deeper insight into the significance of library service. The students also have the advantage of meeting with the Toronto Public Library staff at their monthly meetings.

Librarianship as a Vocation

Librarianship as a vocation offers an attractive field for service to those who have the qualifications for the work. The qualities required include: a good general education, a taste for reading and research, a desire to serve others, and to these should be added vocational training.

The various types of position open to trained librarians are:

1. Librarian-in-chief in a large or small library.—For a position of this kind one should have a fairly forceful personality, a general knowledge of librarianship, talents for initiative, and executive ability including the gift of leadership;

2. Reference librarian.—This class of work requires a variety of interests, talent for research, a wide knowledge of books and other sources of reference, and a general knowledge of librarianship;

3. Cataloguer.—An exceptionally accurate type of mind is necessary for this class of work. While this qualification is desirable in all departments of the work, it is required to an unusually high degree in classifying and cataloguing which are highly technical. One should have more than an ordinary amount of "book-sense" for the examination of books for classification, choice of subject headings, and the application of standard cataloguing rules, etc.

4. Children’s librarian.—Work with children requires a wide knowledge of children’s literature and a good background of literature in general, natural talent for dealing with young people, a general knowledge of librarianship, and special practical training in work with boys and girls;

5. Circulation librarian.—The circulating department is the place where the books and the readers meet. The assistant should have a wide knowledge of books, a fondness
for assisting people, talent for advising readers, orderly habits, and general knowledge of librarianship;

(6) General assistant.—Positions of this kind are usually found in libraries in our larger towns and smaller cities where specialism is not practicable. The general assistant may be called upon to perform any duties, technical, bibliographical, literary or clerical. The qualifications for a general assistant include ability to deal with people, fairly wide knowledge of books, adaptability for performing duties involving library technique, and a general knowledge of librarianship.

All departments require as a background the educational standing necessary for entrance to a library training school. As in many other vocations, personality is a matter of first consideration with those who make appointments.

There is a certain amount of work in every library that is of a distinctly clerical character; such duties are usually performed incidentally by general assistants, but those who devote the major portion of their time to such work should be classified as clerks and not as librarians. One should never lose sight of the fact that librarianship itself is not a clerical vocation.

Public libraries are the chief interest of the Minister of Education in maintaining the Ontario Library School. These institutions are the largest employers of trained librarians, but there are other types of libraries that appoint library school graduates. The Minister has been pleased to accept as students persons wishing to serve in university, college, school, other institutional and special libraries.

The qualifications usually required for university library assistants are: university degree, general knowledge of librarianship, and special talent in reference work and in cataloguing.

The education required of school librarians is governed by the type of school. Normal school librarians must be graduates of a normal school and hold a library school certificate. The few who are employed as librarians in collegiate institutes are qualified high school teachers, but an appointing board might look with favour upon a person without this qualification. A general knowledge of librarianship and special knowledge of the work of the school are required of school librarians. Very few appointments have been made in our schools up to the present.

The special library, apart from law and governmental libraries, has not been developed to more than a slight extent in this country. Only twelve of the students of the Ontario Library School have obtained appointments in special libraries in eight years. For this work one requires a general knowledge of librarianship and special talent in the technical and reference branches.

All persons who wish to engage in library work whether in a general or a specialized way should receive training in all branches of librarianship. For general work the requirement is obvious. It is quite as important to the specialist. One phase of the work nearly always has an important bearing on another. One may wish a change of library employment or be ambitious for promotion, either of which will require knowledge of more than one branch of librarianship. Those who wish only limited instruction, expecting it to qualify them for a particular position are reminded that general knowledge is desirable for all positions and that they will not be encouraged to enter the Ontario Library School for part-time instruction.

Librarianship is largely a vocation for women in this country. The positions of chief librarian in the larger libraries are held by men. As a rule women occupy the librarian's chair in smaller cities, towns and villages and, with few exceptions, the assistants' positions in all libraries.

12

13
WHY TRAINING IS DESIRABLE

The trained librarian or assistant renders more effective and economical service than the person who attempts to perform library duties without first gaining an accurate knowledge of the several branches of librarianship. Ideas pertaining to library management and library service have developed greatly in the past quarter-century. Every person holding an important library position should be conversant with the best that has been accomplished in the library world, and make the best use of all that has been done to place modern librarianship in its present position. One should have a desire to benefit by the best ideas and best methods that have been developed up to the present.

The librarian who has gained an adequate knowledge of the several phases of his vocation is in a position to build or assist in the building of a thoroughly representative library in an approved and economical manner, such a person is qualified to organize the material according to the best methods known to library science, to bring out in bibliographical form the wealth of the library in a manner that will render it easy of access to the library’s patrons. Training enables one to operate the well-selected, properly-organized material in the most effective manner, and to render helpful advisory service to the library’s clientele. Through having gained a knowledge of the results of the best practice, the librarian will be in a position to give the people various types of superior service within the limits afforded by the library.

A library is an institution that is in a continuous process of growth. Its books and other printed and manuscript material, its scientifically compiled card catalogue which interprets the material to the readers’ needs, its other forms of organization of publications should be treated from the beginning according to approved methods; no library can attain anything approaching its possibilities without the application of modern library science.

Selection of books and other material for both home reading and reference is a continuous process of building; modern classification must be applied day after day, month after month, and year after year; the same is true in regard to modern cataloguing with all its niceties and exactitudes—all its technique. Library building in its several considerations is a work to be carried on according to principles that are accepted by librarians as standards. Certain of our library methods may be looked upon as a universal language by use of which several members of a staff may build and work to the same purpose, and successive appointees may continue the building process.

Modern librarianship is not only desirable in city, university and special libraries, it is of equal value in town and smaller public libraries. There is a vast difference between the quality and quantity of service performed by a trained and an untrained librarian. Training adds greatly to the personal influence of the librarian, and the application of library science multiplies the value of a book collection.

A satisfactory course of training emphasizes the literary and educational phases of library work. The library as an educational institution is treated in library administration, book-selection, reference work, work with children and circulating work, as well as in the subjects of a purely literary character. Modern library service in its various phases, administrative, bibliographical, technical, educational and literary, furnishes an important group of subjects upon which every librarian and library assistant should be informed.
THE LIBRARY FIELD IN ONTARIO

Probably the first and most important consideration for an enquirer is that of opportunity for securing an appointment. Librarianship is not a large employment in this country by reason of our small population and our comparatively few large libraries. Our smaller cities and larger towns require trained librarians and assistants, but the number of appointments made each year is not large. While we have 468 public libraries in Ontario, 390 of them are in smaller towns, villages and rural districts that are not in a position to offer adequate salaries to librarians with the general educational and vocational standing that should be demanded in the larger libraries. The annual appointments in public libraries with three or four in university, school and special libraries do not exceed the number that is necessarily placed as the limit for a class in the Ontario Library School.

With few exceptions those who take the course hold library positions or have definite appointments in view. The majority of appointments of trained, but inexperienced, assistants to the staffs in our city and town libraries are made from local candidates who have attended the school with reasonable prospect of obtaining a position. Opportunities for securing appointments outside one's home town or city are few in number. The average call for an inexperienced, trained librarian or assistant, where residence in the municipality is not especially required, does not exceed three or four in a year, and more than average standing is usually demanded in such cases. Enquirers with no opportunity for appointment in their own neighbourhood, who wish instruction in the hope of obtaining an appointment in one of the larger centres, are advised that such places favour their own talent.

The primary object of the school is to encourage and assist public libraries to maintain a high standard of organization and service; therefore, the libraries that candidates are likely to benefit are the most important consideration in dealing with applications. Appointments are made by local boards and, while the Department of Education assumes no responsibility toward students in regard to positions, care is exercised to confine acceptances of candidates to those who are most likely to obtain positions, and thus contribute to the strength of the library forces of the Province.

It is a source of satisfaction to render a service to students by training them for a vocation in the process of developing our library system, and it would please the Department of Education if positions were sufficiently numerous that large numbers of the admirably qualified applicants who wish to attend the school each year could be encouraged to train for librarianship with good prospects of obtaining suitable employment, but conditions do not justify such encouragement, and enquirers are entitled to a candid statement regarding the outlook.

The majority of our students come either directly or indirectly through libraries. Before making formal application for entrance all candidates should make enquiries as to prospects for appointment in their local public library and in any other library where they may expect favourable consideration.

The field being small, and the number of persons wishing to enter the work comparatively large, the average educational and personal qualifications of successful candidates are usually higher than the minimum requirements for entrance to the school. In fact, the general standing of a class is higher than libraries should expect for the fairly good rewards they have to offer. A typical
class is made up of twelve or more university graduates, about the same number with honour matriculation or one or two years’ university standing, and the remainder with junior matriculation. Matriculants and those with a year or two more of training, who have passed their examinations with low standing, rarely do creditable work in a library school; indeed, students whose performance in either secondary or higher educational institutions has been weak usually do work of a corresponding quality in a library school; such persons are not looked upon with favour by those who make appointments. As a general rule the students with higher academic standing do the best work at the school, but there have been notable exceptions.

The welfare of the libraries of the Province being the chief concern of the school, it is the desire of the Department of Education to see the limited class made up of representatives of various sections of the Province. It is necessary, therefore, to place a limit on certain centres where applications outnumber opportunities, and encourage the attendance of candidates in places where stronger staffs are needed. Conditions render it advisable to consider candidates from the point of view of the library that will be benefited as well as of the educational and other qualifications of the applicant.

The message that we wish especially to convey is that the field while attractive is small, and that there is little opportunity for the average candidate with no position in view who wishes to take a course in librarianship in the hope of finding positions awaiting consideration.

**SPECIMEN ENTRANCE EXAMINATION PAPER**

1. Describe briefly and in your own words, one of the following poems: *Elegy Written in a Country Churchyard*; *The Ancient Mariner*; *Michael*; *Enoch Arden*.

2. Name three great writers of drama; three of poetry; three of history; and three of essays. Give the nationality and mention one work by each.

3. (a) Explain five of the following terms: idiom, colloquialism, allegory, metaphor, epic, alliteration, antithesis.

(b) Name the authors of five of the following: *Faust*, *Odyssey*, *Le Morte D’Arthur*, *Seven Lamps of Architecture*, *Heroes and Hero Worship*, *Treasure Island*, *Robinson Crusoe*.

4. Give an appreciative account in approximately 200 words of the book that has pleased you most during your reading years.

5. What is the significance of the following terms: proportional representation; speaker of the House of Commons; church union; chain stores; planet; Tutankhamen; bituminous coal; protein; intelligence tests; K.C.M.G.; impressionistic painting; standard time. (Select 10.)

6. In a few words identify ten of the following persons: John Keats; William Caxton; Henry James; Joseph Howe; Adam Smith; Henry David Thoreau; Louis Riel; Pericles; Samuel de Champlain; William Henry Drummond; Johann Sebastian Bach; Alfred Nobel.

7. Give a brief and accurate account of the Rebellion of 1837 in Lower Canada. (Not more than 200 words.)

8. (a) Explain what is meant by ancient, medieval and modern history. Give approximate dates for each period.

(b) In a sentence or two describe five of the following: Indian Mutiny; Jacobite Rebellion; Checy Reserves; Wars of the Roses; Family Compact; Long Parliament; British North America Act.

9. Write an essay of from 250 to 500 words on one of the following subjects:

   - Possibilities of radio-telephony
   - Women in parliament
   - Self-education

**SUCCESSFUL STUDENTS, 1916-1925**

- Aiken, Marion A. (Mrs. W. H. Moss), 1919. Librarian, Public Library, Guelph, Ont., 1913-22.
- Alexander, Eunice L., B.A., 1923. Assistant, University of Toronto Library, Toronto, 1922—
- Allan, Beatrice, 1919. Librarian, Normal School, Hamilton, Ont., 1919—
ALLAN, Gertrude, 1922.
Children's librarian, Public Library, Brantford, Ont., 1923—

ALLEN, Zetta C. (Mrs. G. M. Stewart), 1917.
Assistant, Public Library, Toronto, 1917-23.

ANDERSON, Isobel M., 1918.
Assistant children's librarian, Public Library, Toronto, 1918—

ARQUE, E. Laura, B.A., 1919.
Librarian, Normal School, Ottawa, Ont., 1919—

ARROWSMITH, Olive, 1922.
Assistant, Public Library, Darlington and Sheffield libraries, Eng., 1918-22; assistant, Public Library, Toronto, 1923—

ASHBURN, Jessie C., 1920.
Assistant children's librarian, Public Library, Toronto, 1916—

BAIRD, Margaret M., B.A., 1917.
Teacher, Humbert's College, Toronto.

BALLARD, E. Ketna (Mrs. Hugh Phelps), 1921.
Librarian, Normal School, North Bay, Ont., 1919-22.

Assistant, 1899-1903; librarian, 1903-07; children's librarian, Public Library, Chatham, Ont., 1909-23.

BOGO, Dorothy L., 1923.
Assistant, Public Library, Toronto, 1922—


BELL, Irene, 1920.
Assistant, 1910-18; branch librarian, Public Library, Toronto, 1918—

BELL, Emma H., B.A., 1923.
Assistant librarian, University of Saskatchewan Library, Saskatoon, 1921—

BENNETT, Stanley, 1921.
Organized catalogue, Hart House, University of Toronto, 1922.

BISSELL, Hazel, 1920.
Assistant, Public Library, Toronto, 1922—

Assistant, Public Library, Toronto, 1922—

BOOTH, Louise, 1922.
Assistant, Public Library, Toronto, 1922—

Reference assistant, Public Library, Toronto, 1923—

BOWMAN, Hazel, 1916.
Assistant, Public Library, Kitchener, Ont., 1912-18.

BOXALL, Louise, 1916.
Librarian, Public Library, Simcoe, Ont., 1911—

BOYD, Margarita S. (Mrs. William Gibson), 1918.
Assistant, Public Library, Port Arthur, Ont., 1912-18.

BRAHMSREID, F., 1916.
Librarian, Department of Public Health, Toronto, 1917—

BREDIN, Ethel M. (Mrs. Herbert Stapells), 1919.
Assistant, Public Library, Toronto, 1919-22.

BROWN, Geraldine E., B.A., 1922.
Assistant, Public Library, St. Thomas, Ont., 1922-23.

BROWNLEE, Edith S. (Mrs. E. L. McInnis), 1919.
Cataloguer, Public Library, St. Thomas, Ont., 1918-23.

BROWNLEE, Frances M., B.A., 1921.
Children's librarian, Public Library, St. Thomas, 1921-22; assistant, Public Library, London, Ont., 1922—

BUCHANAN, Ethel, 1923.
Assistant children's librarian, Public Library, Toronto, 1923—

BULL, Hazel, 1923.
Librarian, Public Library, Brampton, Ont., 1923—

BURKARDT, Katie, 1920.
Assistant children's librarian, Public Library, Toronto, 1921—

Librarian, Public Library, Peterborough; not in library work.

BURNSTEIN, Nellie, 1916.
Assistant, Public Library, Owen Sound, Ont., 1916-17.

BURT, Kathleen (Mrs. D. A. Deacon), 1916.
Assistant, Public Library, Fort William, Ont., 1913-17.

BUSH, Sadie E., B.A., 1921.
Assistant children's librarian, Public Library, Toronto, 1921—

CAMERON, Mrs. C., 1916.
Children's librarian, Public Library, St. Catharines, Ont., 1916—

CAMERON, Florence L., 1923.
Librarian, Public Library, Preston, Ont., 1924—

CAMERON, Letitia I., 1919.
Assistant, Public Library, Kitchener, Ont., 1918—

CAMPBELL, Catherine, B.A., 1923.
Assistant, University of Western Ontario Library, London, 1922-23.

CAMPBELL, Kate, B.A., 1917.
Assistant, Public Library, Toronto, 1923—

CAMPBELL, Mary I., 1923.
Assistant, Public Library, Toronto, 1924—

CARRICK, Dorothy, 1916.
CAVERLY, MRS. CHARLES R., 1920.
Librarian, West China Union University, Chungtu, China, 1918—

CARSON, EDITH L., 1921.
Ottawa; not in library work.

CASWELL, ELIZABETH, 1922.
Assistant, Public Library, Toronto, 1920—

CHEVERS, ANNA, 1916.
Librarian, Public Library, Kemptville, Ont., 1916-20.

CLARK, MRS. GEORGE A., B.A., 1918.
Librarian, Methodist National Training School, Toronto, 1918-21.

CLARK, MABEL S., B.A., 1922.
Assistant, catalogue dept., Public Library, Toronto, 1922—

CLOW, MILDRED A., B.A., 1922.
Cataloguer, Public Library, Kingston, Ont., 1922—

CO LEC M, MARJORIE M., B.A., 1921.
Assistant, catalogue dept., Public Library, Toronto, 1922—

CONDON, F. M., 1919.
Assistant, Public Library, Toronto, 1912-22.

COOKE, BESSIE I., B.A., 1921.
Reference assistant, Public Library, Toronto, 1921—

Children's librarian, 1922-24; librarian, Public Library, St. Thomas, Ont., 1924—

CORLEY, MARGARET E., 1922.
Toronto; not in library work.

Toronto; not in library work.

COX, THEMA, B.A., 1922.
Assistant, Public Library, Detroit, 1923—

CRAIG, CHRISTINA, 1917.
Assistant, 1911-20; branch librarian, Public Library, Toronto, 1920—

DAVIDSON, JEAN, 1916.
Librarian, Public Library, North Bay, 1918—

DAVIS, ELEANOR A., B.A., 1922.
Reference assistant, Public Library, Toronto, 1922—

DEWEY, GLADYS, 1916.
Assistant, 1916-22; branch librarian, Public Library, Hamilton, Ont., 1922—

DICKSON, A. D. (MRS. WILLIAM DICKSON), 1916.
Assistant, Public Library, Windsor, Ont., 1913-18.

DIONNE, DOUGLAS V., B.A., 1919.
Assistant, Public Library, Toronto, 1919—

DINOLI, DOROTHY A., B.A., 1921.
Assistant, Public Library, Toronto, 1922—

DUNHAM, TURC S. (MRS. N. A. REID), 1919.

EDMONSON, LUCI A., 1919.
Librarian, Public Library, Kenora, Ont., 1918—

EMERY, ERNE ST., 1920.
Assistant children's librarian, Public Library, Toronto, 1916—

FARRELL, HESTIA J., 1919.
Librarian, Public Library, Guelph, Ont., 1920—

FERGUSON, M. DOROTHY, 1919.
Assistant children's librarian, Public Library, Toronto, 1914—

FERGUSON, ROSE, 1918.
Assistant, 1895-1902, 1906-12; branch librarian, Public Library, Toronto, 1912-21.

FERGUSON, OLIVE B., 1919.
Assistant, Public Library, Toronto, 1920-22.

FISHER, JENNIE L., 1921.

FINCH, MARY C. A., 1923.
Assistant, Public Library, Toronto, 1921—

FISHER, SARAH D. M., 1916.

FITZPATRICK, BEULAH A., 1922.
Robert Simpson Co., Toronto, 1922—

FLEMING, MARGARET I., 1919.
Assistant librarian, 1918-21; librarian, Public Library, Owen Sound, Ont., 1921—

FOLK, MARY M., 1920.
Assistant, catalogue dept., Public Library, Toronto, 1921—

FORD, MYRTLE E., 1920.
Librarian, Public Library, Guelph, Ont., 1914-20; assistant, Public Library, Toronto, 1920—

Assistant, National Training School, 1917-18.

FREDAULT, MARCELLA, 1917.
Assistant, 1917-19; librarian, Public Library, Walkerville, Ont., 1919-20; assistant, Public Library, Detroit, 1920—

GARROW, ADA, B.A., 1922.
Librarian, College of Education, Toronto, 1922-23.
GIBSON, Helen E., 1923.
Toronto; not in library work.

GILLESPIE, Kate M., B.A., 1921.
Assistant, University of Western Ontario library, London, 1921—

GLADMAN, Dorothy H., 1919.
Assistant, catalogue dept., Public Library, Toronto, 1920—

GOULDING, MARGARET L., B.A., 1922.
Assistant, Public Library, Toronto, 1923—

Teacher, Napanee Collegiate Institute, Napanee, Ont.

GRANT, Cherry, 1921.
Assistant children's librarian, Public Library, Toronto, 1921-22; assistant librarian, Normal School, Toronto, 1922—

Reference assistant, Public Library, Toronto, 1920—

GRANT, Lilian H., 1922.
Assistant, Public Library, London, Ont., 1910—

GRANT, Marjorie, B.A., 1923.
Assistant children's librarian, Public Library, Toronto, 1923—

GREEN, Margaret Y., 1920.
Assistant, Public Library, Sault Ste. Marie, Ont., 1919—

GROVE, Marion S. (Mrs. J. C. Montith), 1917.
Assistant, Public Library, Toronto, 1919.

GROUSE, Mrs. Aileen, 1919.
Assistant, Public Library, Niagara Falls, Ont., 1919—

HAMLY, Margaret, 1920.
Assistant children's librarian, Public Library, Toronto, 1920—

HARDY, Irene C., 1917.
Toronto; not in library work.

HARRIS, Zaida, 1918.
Assistant librarian, Dalhousie University library, Halifax, N.S., 1918—

Assistant, Victoria College library, Toronto, 1920-23.

HAYES, Douglas J., 1921.
Librarian, Public Library, Barrie, Ont., 1922—

HEAL, ELSIE E., 1918.
Assistant, catalogue dept., Public Library, Toronto, 1918—

HICKSON, BERTHA N., B.A., 1922.
Assistant, catalogue dept., Public Library, Toronto, 1922—

HILL, Ruth M., B.A., 1922.
Assistant, Public Library, Toronto, 1922—

HOOD, GERTRUDE D., 1922.
Children's librarian, Peterborough, Ont., 1922—

HOPPER, Pearl R., 1919.
Librarian, St. Christopher House and Scott Institute, Toronto, 1919—

HUFFMAN, Louise F., 1920.
Assistant, Public Library, Woodstock, Ont., 1919—

HUME, Annie I., B.A., 1919.
Cataloguer, Public Library, Fort William, 1919-20; librarian, Public Library, Walkerville, Ont., 1920—

HUME, Kathleen, B.A., 1922.
Toronto; not in library work.

IRELAND, Mary A., 1920.
Assistant, Public Library, Hamilton, Ont., 1917—

JACKES, Lilian M., 1917.
Assistant, 1911-15; branch librarian, Public Library, Toronto, 1916—

JACKSON, Annie M., 1919.
Assistant children's librarian, Public Library, Toronto, 1913—

JACKSON, H. Winifred, 1917.
Assistant children's librarian, Public Library, Toronto, 1917—

JACKSON, Genevieve, B.A., 1921.
Assistant, University of Alberta library, Edmonton, 1921—

JACKSON, Mrs. S. A., 1916.
Librarian, Public Library, North Bay, Ont., 1916-18.

JARDINE, Isabella, 1916.
Librarian, Public Library, Hespeler, Ont., 1904—

JOHNSTON, Agnes J., 1919.
Librarian, Normal School, Stratford, Ont., 1919—

JONES, M. Elizabeth, 1921.
Assistant, Public Library, Toronto, 1920—

Assistant, catalogue dept., Public Library, Hamilton, Ont., 1913—

KEIKONEN, Genevieve E., 1919.
Assistant, Public Library, Fort William, Ont., 1917-18; assistant, Public Library, Toronto, 1920—

KELLS, Emma M., M.A., 1919.
Teacher, Humber College Institute, Toronto.

KENNEDY, Mrs. A. M., 1916.
Librarian, Public Library, Kingston, Ont., 1908—

KINGSTON, SARA G., 1921.
Assistant, Public Library, Ottawa, Ont., 1921—

Assistant, Public Library, Toronto, 1920-22.
LANCEFIELD, AGNES I., 1917.
Assistant, 1909-13; branch librarian, Public Library, Toronto, 1913-18; librarian, Public Library, Windsor, Ont., 1918—

LEWIS, PHOEBE B., 1922.
Assistant, McGill University library, Montreal, Que., 1923—

LEWIS, RITA C., 1921.
Assistant children's librarian, Public Library, Toronto, 1915—

LILLIE, JEAN M., 1919.
Toronto; not in library work.

LINES, KATHLEEN M., 1923.
Assistant children's librarian, Public Library, Toronto, 1922—

LOVELL, RUTH, 1919.
Children's librarian, Public Library, London, Ont., 1918—

Assistant, 1916-18; branch librarian, Public Library, Toronto, 1916—

MCALY, E. JOSEPHINE, 1916.
Assistant, Public Library, St. Thomas, Ont., 1915-18; assistant, catalogue dept., 1918-21; branch librarian, Public Library, Toronto, 1921—

MACCOLL, CATHERINE C., 1918.
Assistant, Public Library, Sault Ste. Marie, Ont., 1918—

MCNAIR, EVA J., 1918.
Brantford; not in library work.

MACDONALD, MARY C., 1920.
Assistant, University of St. Francis Xavier's College library, Antigonish, N.S., 1920—

MCDOUGAL, JESSE, 1918.
Librarian, Public Library, Oshawa, Ont., 1921—

MACGREGOR, MARY H., 1917.
Assistant, Public Library, Toronto, 1908—

MCILROY, MAHON L., 1920.

MACKAY, KATHARINE M., 1923.
Children's librarian, Public Library, Owen Sound, Ont., 1922—

MACKAY, MARGARET E., 1923.
Assistant, Public Library, Hamilton, Ont., 1920—

MCKENZIE, CLARA G., 1917.
Assistant, 1914-24; librarian, Public Library, Niagara Falls, Ont., 1924—

MACKINTOSH, ELEANOR N., B.A., 1923.
Assistant, Public Library, Toronto, 1924—

MACLAUGHLIN, JEAN, 1921.
VanKleek Hill; not in library work.

Reference assistant, Public Library, Toronto, 1920—

MACLEOD, GEORGINA E., 1921.
Assistant, Public Library, St. Catharines, 1921-22; chief, cataloguing dept., Public Library, Hamilton, Ont., 1922—

Assistant, catalogue dept., Public Library, Toronto, 1922—

MACMULLEN, ALICE C., 1920.
Dixie; not in library work.

MCKEE, MARGARET W., 1922.
Assistant, Public Library, Edmonton, Alberta, 1916—

MACPHERSON, A. RUTH, B.A., 1921.
Assistant, catalogue dept., Public Library, Toronto, 1921—

MCFARLANE, LILAS S., 1923.
Assistant, Public Library, Orillia, Ont., 1922—

MCSWEENEY, HELEN C.M., 1921.
Assistant, Public Library, Toronto, 1921—

MCTAVISH, JEAN, 1916.
Stratford; not in library work.

MANNING, MURIEL, B.A., 1919.
Toronto; not in library work.

MARTIN, ANITA N. S., B.A., 1922.
Manufacturers' Life Insurance Company, Toronto.

Assistant, catalogue dept., Public Library, Toronto, 1922—

MELLOUGH, STELLA E., 1918.
Assistant, Public Library, Toronto, 1919—

MERCHANT, JEAN, 1918.
Librarian, Normal School, Toronto, 1918.

MURPHY, GRACE D., 1916.
Trustee, Public Library, Morrisburg, Ont.

MURPHY, ELSIE H. (Mrs. R. GREEN), 1916.
Children's librarian, Public Library, Brantford, Ont., 1912-21.

MILLER, FREDERICA A., 1919.
Assistant, Public Library, Toronto, 1919—

MILLER, GABRIELLE, 1917.
Toronto; not in library work.

MILLS, RUBY, 1919.
Assistant children's librarian, Public Library, Hamilton, Ont., 1919-23.

MILLS, RUTH K., 1923.
Assistant children's librarian, Public Library, Hamilton, Ont., 1923—
MINTER, ELLA S. G., 1921.
Assistant, catalogue dept., Public Library, Ottawa, Ont., 1916—
MISCELLANEOUS.
MORRIS, CONSUELO, 1920.
Assistant, Public Library, Toronto, 1921—
MULKEEN, ELSIE H., 1917.
Catholique, Public Library, London, Ont., 1917—
MUNDAY, KATE E., 1920.
Assistant, Public Library, London, Ont., 1920—
MURDOCH, MARGARET E., M.A., 1918.
Librarian, Normal School, Peterborough, Ont., 1918—
Assistant, Public Library, Orillia, Ont., 1919-23.
MUTTON, EINSTEIN H., 1920.
Assistant librarian, Macdonald College library, Ste. Anne de Bellevue, Que., 1921—
NELLES, DORIS, 1920.
Assistant, Public Library, London, Ont., 1919—
OBRIEN, ISABEL C., 1919.
Assistant children's librarian, Public Library, Toronto, 1919—
O'CONNOR, A. PATRICIA, 1918.
Assistant, 1900-10; chief, accessioning dept., Public Library, Toronto, 1910—
O'CONNOR, TERESA G., 1917.
Assistant; branch librarian, Public Library, Toronto.
ODELL, JESSE M. D., B.A., 1923.
Reference librarian, Rons and Mann, Toronto, 1924—
Assistant, Public Library, Ottawa, Ont., 1921—
OWEN, ALICE C., 1917.
Assistant, Public Library, Windsor, Ont., 1906—
PAGE, MARIE, 1916.
Assistant, Public Library, Hamilton, Ont., 1916-17; assistant children's librarian, Public Library, Toronto, 1917—
PAMPHLYN, ALICE, 1922.
Assistant, Public Library, Fort William, Ont., 1912—
Assistant, University of Western Ontario Library, London, 1920-22.
PHILLIPS, FLORENCE E. D., 1918.
Assistant, Public Library, Toronto, 1916-22.
Pierce, Mildred H., B.A., 1922.
Children's librarian, Public Library, Kingston, Ont., 1922—
Polk, Bessie, 1922.
Assistant, Public Library, Toronto, 1921-22; assistant, Public Library, Chicago, 1923—
Plewe, Lena E., 1918.
Assistant, Public Library, Toronto, 1918-19; assistant, Public Library, Vancouver, B.C., 1921-22.
Pointon, Marguerite T., 1918.
Assistant, Public Library, Toronto, 1918—
POOLEY, MABEL L. (MRS. R. A. BINGOEL), 1919.
RICHARDS, DOROTHY F., B.A., 1923.
Reference librarian, Public Library, Edmonton, Alberta, 1923—
Riley, M. EILEEN, 1923.
Assistant, Public Library, St. Catharines, Ont., 1923—
Robertson, Jessie M., 1917.
Assistant, Public Library, Aberdeen, Scotland, 1901-12; assistant, 1912-17; chief, circulating dept., Public Library, Vancouver, B.C., 1917—
Assistant, Public Library, Toronto, 1921—
Robinson, Susy R., 1918.
Assistant children's librarian, Public Library, Toronto, 1918—
Rogers, Jessie E., 1917.
Librarian, Public Library, Weston, Ont., 1917-19; branch librarian, Public Library, Toronto, 1919—
Ross, Ena M., 1920.
Assistant, Public Library, Ottawa, Ont., 1917—
Ross, MARY, B.A., 1918.
Librarian, Arts dept., University of Western Ontario, London, 1918—
Rothey, Ruth C., 1919.
Librarian, Public Library, Weston, Ont., 1919—
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royce, Jean L.</td>
<td>1923</td>
<td>Assistant</td>
<td>Public Library, St. Thomas, Ont.</td>
<td>1922—</td>
</tr>
<tr>
<td>Royse, A. Jean</td>
<td>1923</td>
<td>Moulinette; not in library work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scammell, Constance</td>
<td>1920</td>
<td>Assistant</td>
<td>Public Library, Kingston, Ont.</td>
<td>1917—</td>
</tr>
<tr>
<td>Scott, Juliet J.</td>
<td>1922</td>
<td>Assistant</td>
<td>Public Library, Calgary, Alberta</td>
<td>1922—</td>
</tr>
<tr>
<td>Shannon, M. Josephine</td>
<td>1919</td>
<td>Assistant librarian</td>
<td>Dalhousie University, Halifax, N.S.</td>
<td>1917—</td>
</tr>
<tr>
<td>Shaw, Eleanor A.</td>
<td>1922</td>
<td>Assistant</td>
<td>Public Library, London, Ont.</td>
<td>1922—</td>
</tr>
<tr>
<td>Simpson, Grace</td>
<td>1916</td>
<td>Assistant</td>
<td>Public Library, Hamilton, Ont.</td>
<td>1911—</td>
</tr>
<tr>
<td>Sinclair, Helen C.</td>
<td>1923</td>
<td>Belleville; not in library work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart, Mary W.</td>
<td>1919</td>
<td>Reference assistant</td>
<td>Public Library, Toronto</td>
<td>1919—</td>
</tr>
<tr>
<td>Smith, Helen J.</td>
<td>1922</td>
<td>Assistant</td>
<td>Public Library, Toronto</td>
<td>1922—</td>
</tr>
<tr>
<td>Smith, J. Margaret</td>
<td>1919</td>
<td>Assistant</td>
<td>Public Library, Toronto</td>
<td>1919—</td>
</tr>
<tr>
<td>Smith, Vivien M.</td>
<td>1920</td>
<td>Assistant</td>
<td>Public Library, Hamilton, Ont.</td>
<td>1919—</td>
</tr>
<tr>
<td>Stanfield, Eleanor A.</td>
<td>1921</td>
<td>Children's librarian</td>
<td>Public Library, Hamilton, Ont.</td>
<td>1922—</td>
</tr>
<tr>
<td>Stanfield, Kathleen M.</td>
<td>1918</td>
<td>Assistant</td>
<td>Public Library, Toronto</td>
<td>1918-23</td>
</tr>
<tr>
<td>Strong, Mrs. Ada E.</td>
<td>1918</td>
<td>Assistant</td>
<td>Public Library, Peterborough, Ont.</td>
<td>1918—</td>
</tr>
<tr>
<td>Strong, Marjorie S.</td>
<td>1921</td>
<td>Perth; not in library work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong, Ruth B.A.</td>
<td>1921</td>
<td>Assistant</td>
<td>Public Library, Toronto</td>
<td>1921—</td>
</tr>
<tr>
<td>Sullivan, M. Ethel</td>
<td>1920</td>
<td>Librarian</td>
<td>Medical library, University of Western Ontario, London, Ont.</td>
<td>1920—</td>
</tr>
<tr>
<td>Sullivan, Genevieve M. C.</td>
<td>1918</td>
<td>Assistant</td>
<td>Public Library, Peterborough, Ont.</td>
<td>1912—</td>
</tr>
<tr>
<td>Sutherland, Dorothy J.</td>
<td>1923</td>
<td>Children's librarian</td>
<td>Public Library, Walkerville, Ont.</td>
<td>1923—</td>
</tr>
<tr>
<td>Swann, Mary I.</td>
<td>1918</td>
<td>Assistant</td>
<td>Public Library, Windsor, Ont.</td>
<td>1917—</td>
</tr>
<tr>
<td>Tanner, Hazel G. (Mrs. R. E. Crouch)</td>
<td>1917</td>
<td>Children's librarian</td>
<td>Public Library, London, Ont.</td>
<td>1917—</td>
</tr>
<tr>
<td>Thompson, Dorothy A.</td>
<td>1919</td>
<td>Public Libraries Branch, Parliament Buildings, Toronto</td>
<td>1919—</td>
<td></td>
</tr>
<tr>
<td>Thompson, Eva</td>
<td>1919</td>
<td>Librarian</td>
<td>Public Library, Harrow, Ont.</td>
<td>1917—</td>
</tr>
<tr>
<td>Thompson, Ida M.</td>
<td>1921</td>
<td>Children's librarian</td>
<td>Public Library, Walkerville, 1921-23; assistant, Public Library, Hamilton, Ont.</td>
<td>1923—</td>
</tr>
<tr>
<td>Thompson, Margaret M.</td>
<td>1921</td>
<td>Assistant</td>
<td>University of Western Ontario library, London, 1921-22; assistant, Ontario Agricultural College, Guelph, Ont.</td>
<td>1922-24; assistant, Wells Ladies University library, Aurora-on-Cayuga, N.Y., 1924—</td>
</tr>
<tr>
<td>Thorne, G. Margaret</td>
<td>1923</td>
<td>Assistant</td>
<td>Public Library, Toronto</td>
<td>1923—</td>
</tr>
<tr>
<td>Twomey, Eileen M.</td>
<td>1923</td>
<td>Assistant</td>
<td>Public Library, Detroit, Mich.</td>
<td>1923—</td>
</tr>
<tr>
<td>Urquhart, Helen C.</td>
<td>1922</td>
<td>Cataloguer, Provincial Archives, Toronto</td>
<td>1923—</td>
<td></td>
</tr>
<tr>
<td>Vaughan, Estelle N.A.</td>
<td>1916</td>
<td>Assistant</td>
<td>1905-1914; librarian, Public Library, St. John, N.B.</td>
<td>1914—</td>
</tr>
<tr>
<td>Wainwright, A. Margaret</td>
<td>1922</td>
<td>Assistant children's librarian</td>
<td>Public Library, Toronto</td>
<td>1920—</td>
</tr>
<tr>
<td>Walker, Mary H.</td>
<td>1917</td>
<td>Assistant</td>
<td>Children's librarian, Public Library, Toronto</td>
<td>1917—</td>
</tr>
<tr>
<td>Walker, Dona G. C.</td>
<td>1919</td>
<td>Assistant</td>
<td>University of Western Ontario library, London</td>
<td>1919—</td>
</tr>
<tr>
<td>Walker, Dorothy O.</td>
<td>1921</td>
<td>Assistant</td>
<td>Children's librarian, Public Library, London, Ont.</td>
<td>1921—</td>
</tr>
<tr>
<td>Ward, Nelly</td>
<td>1920</td>
<td>Assistant</td>
<td>Public Library, Hamilton, Ont.</td>
<td>1907—</td>
</tr>
</tbody>
</table>
WARDE, RUTH M., 1918.  
Assistant children’s librarian, Public Library, Toronto, 1918—

WAUGH, ISODEL L., 1922.  
Assistant, Public Library, Toronto, 1923—

WESTMAN, WINNIFRED (MRS. J. BREEN), 1919.  
Assistant librarian, Dept. of Mines library, Ottawa, Ont., 1917-21.

Assistant, Public Library, Toronto, 1919-23.

WILSON, LEONORA R., 1919.  
Assistant, Public Library, Brantford, Ont., 1919—

Assistant, Public Library, Westmount, Que., 1917—

WOOD, NORA E., 1920.  
Assistant, Public Library, Toronto, 1921—

WORTHINGTON, EVELYN M., 1919.  
Assistant, Public Library, Toronto, 1919-20.

WRIGHT, FREDRITA, 1921.  
Provincial Health Dept., Toronto, 1916—

WRIGHT, VICTORIA M., 1917.  

YEOMANS, CLARA E., 1922.  
Assistant, Public Library, Belleville, Ont., 1922—

Seventeen students either failed or did not complete the course, 1918-20 inclusive. There have been no failures since the introduction of the entrance examination in 1921.
GOVERNMENT DOCUMENTS


——. Census, vol. IV, 1884.


PETITIONS, MINUTE AND LETTER BOOKS - Baldwin Room Metropolitan Reference Library

Petitions to the Municipal Council, City of Toronto, 1882.


Toronto Public Library. Board Minutes, vol. 1, Feb. 15, 1883-March 27, 1888.

Toronto Public Library. Board Minutes, vol. 2, April 13, 1888-May 12, 1893.


------------------------. Board Minutes. vol. 4, February 12, 1904-January 31, 1913.

**PRIMARY SOURCES**

Baldwin Room, Metropolitan Toronto Reference Library
Bound Volumes: Application for Chief Librarian, 1908.
Library Examination Book, 1887-1917.

Boxes: Secretary-Treasurer's Office, 1908-1937.
Toronto Public Library's Staff Association Minutes, 1910-1917.
Bylaws, 1911.
Certification of Librarians.
Staff Contracts.

Article by George H. Locke, "The Toronto Public Libraries".

Ontario Library Association (OLA)
OLA Minutes, 1900-1982.
OLA Unsorted Materials.
OLA Scrapbook.
E.A. Hardy Correspondence, 1926.

University of Toronto Archives.
Office of the President -- Falconer.
Office of the President -- Cody.
Office of the Chief Librarian.
Library.
Faculty of Education Papers.
Faculty of Information Studies Papers.
Winnifred G. Barnstead Papers.
Winnifred G. Barnstead -- Transcript of vocal recording.
H.H. Langton, Chief Librarian -- Private Diary.
W.S. Wallace, Chief Librarian -- Papers.
Department of Education Annual Reports

Provincial Archives of Ontario
Ontario Library Association Papers, 1900-1925.
Department of Education, Applications for Admission to Library School and Examination results.
Department of Education -- Correspondence.
Department of Education Materials, 1911-1937.

NEWSPAPERS


Toronto Evening Telegram. October 12, 1882 - March 10, 1883.

Toronto Globe. November 14, 1882 - March 1, 1883.

WORKS CITED

BOOKS


**ARTICLES**


**Ontario Library Review.**
Vol. XII, No. 2, November 1928.
Vol. XIV, No. 1, November 1929.
Vol. XVI, No. 3, August 1932.


**COURSE MATERIALS**


**THESSES**


**WORKS CONSULTED**

**BOOKS**


Clark, C.S. Of Toronto the Good: The Queen City of Canada as it is. Montreal: The Toronto Publishing Company, 1898.


Kovacs, Martin L. Ethnic Canadians: Culture and Education. Regina: Canadian Plains Research Centre, University of Regina, 1978.


-------------------. *The Public School In Ontario*. Published by the Author, 1977-78.


-------------------. *"The Complet Librarian" and Other Essays*. Cleveland: The Press of Case Western Reserve University, 1971.


ARTICLES


**Ontario Library Review.**

Vol. XII, No. 4, May 1929.
Vol. XIV, No. 1, August 1929.
Vol. XV, No. 1, August 1930.
Vol. XV, No. 2, November 1930.
Vol. XVI, No. 1, August 1931.
Vol. XVI, No. 2, November 1931.
Vol. XVII, No. 3, November 1933.
Vol. XIX, No. 1, February 1935.


COURSE MATERIALS


Stamp, Robert M. "Canadian Education and National Identity”. Course materials, 1428.

PUBLIC LECTURES

Lectures, Baldwin Room, Metropolitan Toronto Reference Library


Thomas, Alan M. "The Colour of a Great City”. Lecture presented for the 150th Celebration of Toronto Mechanics' Institute, November 13, 1980, Toronto Public Library.

THESSES


Thompson, Nancy Ramsay. "The Controversy Over the Admission of Women to University College, University of Toronto", M.A. Thesis, University of Toronto, 1974.
