THE ROLE OF EGERTON RYERSON
IN THE DEVELOPMENT OF PUBLIC LIBRARY
SERVICE IN ONTARIO

by

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ABSTRACT OF THESIS

Egerton Ryerson is remembered today mainly as an educational reformer and religious leader. His work in connection with the public library movement in Ontario has received little attention. Yet Ryerson himself attached great importance to the provision of free libraries for the general public, as an extension and completion of the school system. His object was to ensure that all citizens, both young and old, would be able to enjoy the fruits of education.

A study of the library system introduced by Ryerson is needed to shed light on a neglected aspect of his career. At the same time, it fills a gap by furnishing a connected account of public library history in Ontario from 1844 to 1876.

For source material, the chief documentary items are found in various works edited by J.G. Hodgins. Ryerson's own Annual Reports provide an abundance of valuable information. A search of newspapers and periodicals of the period has revealed some pertinent articles, which have been particularly useful in gauging the reaction in Ryerson's contemporaries to his library scheme.

The scheme was first formulated by Ryerson in his
1846 Report, two years after he became Superintendent of Education for Upper Canada. It was given government approval in 1850. School trustees and municipal councils were authorized to start libraries in their communities, and money could be raised for the purpose by an assessment on property. Many of the libraries were placed in school buildings, though they were intended to be used by the adult population of the surrounding district as well as by the students. Local initiative was emphasized. Once a library became established, a government grant was available for the purchase of books, on a matching basis with funds raised locally. All the books had to be selected from a list of authorized publications compiled and annotated by Ryerson, known as the General Catalogue. They were supplied at cost price from a central Depository in Toronto. Most of them came from British and American publishing firms.

For about twenty years, the libraries grew and flourished. In 1850 free public library service was unknown in Upper Canada. By 1870 there were over a thousand libraries circulating a quarter of a million volumes. The success of the scheme was partly due to the energetic backing Ryerson gave it. After his retirement in 1876, the libraries declined rapidly. Government support was withdrawn, and given instead to the libraries of the Mechanics' Institutes. Of all Ryerson's enterprises, this was one of
the few that did not survive. Its collapse was due partly to dissatisfaction with the material available in the General Catalogue, and partly to public apathy. There was also strong opposition from Canadian publishers, who resented the Department of Education buying books in bulk from foreign sources.

Even though the libraries disappeared, Ryerson's efforts had not been wasted. During his lifetime, the project filled an important need, and much praise was accorded to it at all levels of society. It was the first real attempt in Canada to extend free library service to the whole population. Though changed in direction during the final quarter of the nineteenth century, the movement started by Ryerson continued to advance at a steady pace through the work of the Mechanics' Institutes.
ACKNOWLEDGMENTS

I wish to thank the staff of the University of British Columbia Library for their valuable help and advice. While much of the research was being conducted, pneumatic drills were carving holes in the stacks, as part of a renovation programme to provide improved library facilities. In these circumstances, with books and periodicals scattered in unaccustomed places, the staff deserve a special word of praise for their unfailing ability to find the materials I requested. Service was cheerfully given during a trying time.

To the faculty of the School of Librarianship, who provided assistance in a variety of ways, I am also very much indebted.

Acknowledgments are due to the Libraries of the University of Washington, the University of Pennsylvania, and Queen's University for supplying materials on inter-library loan.
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CHAPTER I

INTRODUCTION

A. Scope and Purpose

Today, the public library has a recognized place in the cultural and intellectual life of Canada. A hundred years ago, library service had been established in some of the more populated areas, but in relation to modern standards the service was severely limited. The fact that it did exist at all was due, in large measure, to Egerton Ryerson. Through his influence the public library movement was beginning to grow in Upper Canada during the 1860's, and, once started, was destined to gather strength and spread gradually to other parts of the Dominion after Confederation.

This study will describe in some detail Ryerson's plan for the development of public library service in Upper Canada, and how the plan was put into effect. It will cover the years 1844 to 1876, when Ryerson was Superintendent of Public Instruction for Upper Canada.

Of Ryerson himself, much has been written. He is recognized as a key figure in Canadian education. His life and work have been the subject of numerous books and articles. While ample coverage has been given to the
reforms in school organization for which Ryerson was responsible, comparatively little has been written about the part he played in promoting libraries. It is often stated that Ryerson regarded the provision of public library service as an essential part of his educational programme; yet only scanty accounts can be found of the work he accomplished in this sphere.

What are the reasons for the neglect of this aspect of Ryerson's activities? In the first place, contributions to the study of Ryerson have been written, in the main, by specialists in the field of education, whose interest is centred on the changes he effected in school administration and curriculum. It might have been expected that the job left undone by educational historians would be tackled by library researchers. The fact is, however, that very little historical research of any kind has yet been undertaken by Canadian librarians. Up to the present, there is no work tracing the growth of the library movement either in Canada as a whole, or in the province of Ontario. Ryerson's library system is one of many unregarded monuments in a territory that has in general not attracted explorers.

To rescue it from obscurity will be valuable in a number of ways. Perhaps the most direct advantage will be simply to provide a connected account of library development in the province of Ontario from 1844 to 1876. At present the material dealing with the period exists only
in scattered and fragmentary form. By gathering together into a continuous narrative the work of Ryerson in this field, all important aspects of the public library movement will be dealt with, since Ryerson exercised a dominating influence and was the only leader of note.

Attention will also be focused on a question which was being discussed in Ryerson's day, and is still by no means settled: the question of control over public libraries and whether it should be exercised through the school system. Ryerson's public libraries were integrated with education and in many cases placed within the schools so that their facilities could be shared by the whole community, including the students and teachers of the school. The wisdom of such a practice has always been a matter of debate. Shortly after Ryerson's death, the public libraries were taken out of the schools and since then they have generally led their own independent existence. From time to time, there has been a renewal of interest in the feasibility of combining school and public library services. It will be rewarding to look at present-day opinions on this issue and relate them to Ryerson's experiences with school district libraries.

As far as Ryerson himself is concerned, the study will be useful in laying stress on a part of his work that has generally been little noticed. It will, in effect, add a new dimension to his career and accomplishments.
B. Sources

Three biographies of Ryerson, by Burwash,\(^1\) Putman,\(^2\) and Sissons,\(^3\) provide the basic material for an understanding of the outward circumstances of his life, the nature of his ambitions and achievements, and the place he occupied in his generation. There is also an autobiographical work, *The Story of my Life*,\(^4\) and a festschrift entitled *The Ryerson Memorial Volume*,\(^5\) both edited by J.G. Hodgins. *The Story of my Life* is a posthumous publication based on manuscript material left by Ryerson, but to a large extent actually written by Hodgins. Of the biographies, the work by Sissons is the most up-to-date and comprehensive. Putman dwells mainly on Ryerson's efforts to fashion a balanced system of education in Upper Canada. Nathanael Burwash, writing in 1903, nearer to Ryerson's own time, has done him a service by directing attention to the human side of his character, and has given us a clear insight into his highly individual personality.

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\(^1\) Nathanael Burwash, *Egerton Ryerson*, Toronto, Morang, 1903.


For specific information on the topic of this study, a wide variety of sources were consulted. Two dissertations were useful incidentally. One by J.W. Emery gives some interesting side-lights on the reading habits of Canadian students in the nineteenth century, and examines the educational benefits that can be traced to Ryerson's reforms. Another, by Sylvia Carlton, contains a section on the library system organized by Ryerson. While Miss Carlton's account presents the facts clearly and with good documentation, her evaluation of the success of the system is open to question. She tends to give it over-lavish praise, and fails to consider adequately its shortcomings.

In many publications connected with Egerton Ryerson, the hand of John George Hodgins will be evident, as author, editor, or compiler. Hodgins was a devoted friend of Ryerson, and for many years served under him as Deputy Superintendent in the Education Department of Ontario. To Hodgins we owe a number of indispensable volumes containing a wealth of documentary material which he sorted, codified

6 John W. Emery, The Library, the School and the Child, Toronto, Macmillan, 1917. (A Doctor's Dissertation, University of Toronto, 1917)


8 e.g. Ontario, Department of Education, Documentary History of Education in Upper Canada from 1791 to 1876, ed. by J.G. Hodgins, Toronto, Warwick and Rutter, 1894, 28 vols.
and arranged for publication in the years following Ryerson's death. Some of the material is concerned with legislation in the earlier part of the nineteenth century, but a great deal of it is related either directly or indirectly to the work of Ryerson.

Without Hodgins the task of a researcher into any aspect of Ryerson's life would be much more difficult. His admiration for his superior made him anxious to preserve seemingly trivial as well as valuable documents, and to add in copious footnotes many engaging and revealing details. Acknowledging our debt to Hodgins, we must nevertheless be prepared to make allowances for the hero-worship that led him to embark on his labours. Though there is no evidence that his quotations from official letters and public reports are anything but accurate, the comments that he sometimes interpolates, and the ubiquitous footnotes almost invariably place Ryerson and his enterprises in a favourable light. Hodgins was not an unbiased witness.  

To supplement the primary materials provided by Hodgins, it is necessary to go directly to the Journals and Sessional Papers of the Ontario Legislative Assembly, to newspaper reports of debates and speeches in the legislature, and to articles in educational and literary journals of the period. Ryerson's own Annual Reports on the

9In a review, W. Pakenham comments: "Hodgins' work . . . was the loving industry of a friend and co-worker rather than the balance and detachment of a historian." (Review of Historical Publications Relating to Canada, Toronto, W. Briggs, 1897-1919, Vol. 8, p. 216)
affairs of his department contribute much information that cannot be found elsewhere. This is especially true of the statistical summaries and tables supplied at the end of each report. In addition, Ryerson wrote extensively of the projects he wished to promote and the causes for which he stood, in articles and letters to newspapers and magazines, and in monographs published either by the Council of Public Instruction or, where the material was not of an official nature, at his own expense.

The sources mentioned so far have been mostly oriented to Ryerson and the educational policy of the Government of Ontario. From the point of view of the public library movement and its origins, Canadian materials are sparse; but a few pertinent references have been found in the pages of the *Library Journal*; and the standard works on library history published in Britain and the United States yield several items of interest on events in Ontario in the early days, seen against the broader background of developments elsewhere.

Finally, in order to present a balanced picture of Ryerson's work, it is necessary to read the opinions of his contemporaries, and find out what kind of impact the libraries made on the communities served by them. Many accounts survive, most of them written by school-masters,

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school board officials, local superintendents and religious leaders, expressing views that run all the way from warm approval to outright condemnation. A perusal of Matthews' bibliographical work Canadian Diaries and Autobiographies\textsuperscript{11} reveals some helpful references, but it also leads to the conclusion that comparatively little mention was made of reading and libraries by people outside educational circles. This may not necessarily be an index of public reaction, however. The writers of diaries and memoirs in pioneering days tend to give prominence to the activities involved in "taming the wilderness" rather than to affairs of the mind. There is ample evidence from other sources that the public library was a force to be reckoned with in society, even if the facilities it provided were imperfect and lacking in glamour.

C. Plan

The material will be presented largely in a chronological arrangement. First, some salient events prior to 1844 in the library history of Upper Canada will be recalled. Then we shall turn to Ryerson. At the beginning of his superintendency, Ryerson made a careful survey of the educational scene in Upper Canada, found it far from satisfactory and began to devise immediate measures for correcting the situation. One of his remedies was a

\textsuperscript{11} W. Matthews, Canadian Diaries and Autobiographies, Berkeley, University of California Press, 1956.
programme to promote reading by young and old. We shall examine his views on the importance of books, and outline the practical steps he took to bring reading material to the public. His recommendations to the Legislature were embodied in certain clauses of the Education Act of 1850, which set the public library scheme in motion. The provisions of this Act will be discussed, and the methods by which it was applied and implemented.

After summing up the successes of the first ten years we shall look at parallel developments in the United States. Ryerson travelled widely in the Eastern States, meeting government officials, attending conventions, and gathering ideas that might assist him in his efforts to bring enlightenment to the people of Upper Canada. An assessment will be made of the extent to which Ryerson benefited from the experience of American educational leaders.

Continuing from the year 1854, the progress of the library system will be reviewed, and some space devoted to the problems and obstacles that arose, and the consequent frustrations which Ryerson suffered. We shall cite examples of unfavourable comment. Having heard from Ryerson's critics, we shall hear from some of those who were willing to give him praise and encouragement.

Then the events of the last few years during which Ryerson held office will be reported. In order to give
perspective to Ryerson's work, it will be necessary to glance at the direction followed by the public library movement after 1876. When we have seen what happened in the last quarter of the nineteenth century we shall be in a better position to judge the quality of Ryerson's achievement. How appropriate were his methods? Were the institutions he created of any lasting value? What impetus did he actually give to the public library movement? A consideration of these questions will form the conclusion to our study.
CHAPTER II

BACKGROUND: THE SITUATION AT THE BEGINNING OF RYERSON'S ADMINISTRATION

The first half of the nineteenth century was a period of political unrest in Upper Canada. It was also a period that saw the steady growth of population through successive waves of immigration. The bulk of the population were able to make a living, but in order to do so they had to spend long hours in hard physical labour, often rising early and working late. Social conditions were generally rough and primitive. Comforts and refinements were rare.

Under these circumstances, the average citizen had little opportunity to read, even if he were fortunate enough to have acquired the art at school. Only in a few of the larger centres had attempts been made to set up public libraries. The first of these was founded in 1800 at Niagara, by a group of forty-one "proprietors" who agreed to contribute four dollars a year to take care of running expenses and the purchases of books. For a while the library flourished and the number of subscribers increased substantially. The book collection included numerous works on agriculture, history, travel and religion, and some items of fiction. At the time of the American occupation in 1813, the library suffered a severe setback when
part of its stock was destroyed by fire. It never did fully recover from the loss, being finally disbanded in 1820.\textsuperscript{12}

Similar circulating libraries were established later at York and Kingston and enjoyed a moderate degree of success. In addition to the usual borrowing privileges for members, the Kingston library offered a novel supplementary service by making available to the general public "useful tracts" which could be bought "either for clean rags or cash."\textsuperscript{13}

The intention behind these early circulating libraries was a worthy one. Books were to be "made accessible to all classes of the community on the most reasonable terms."\textsuperscript{14} To a limited extent they fulfilled this aim; but the annual fee, though not large, had the effect of maintaining a somewhat exclusive membership. There were not many patrons outside the business and professional communities. The vast majority of towns and villages, in any case, had no library facilities whatever. A person with the leisure and the desire to read would have to rely upon his home

\textsuperscript{12}Ontario, Department of Education, Documentary History, vol. 1, p. 167. The information reported here by Hodgins was derived from a paper read at the Canadian Institute by Miss Carnochan of Niagara in January, 1894.

\textsuperscript{13}Ontario, Department of Education, Documentary History, vol. 1, p. 84.

\textsuperscript{14}Loc. cit.
resources. The Bible and a few treasured classics would constitute his "library" and for variety he would arrange exchanges with his neighbours.

When Ryerson became Superintendent of Education for Upper Canada in October, 1844, he was fully aware of the magnitude of the task he was undertaking. As a circuit-riding Methodist Minister in the 1820's he had become well acquainted with conditions both in populated areas and in the backwoods. He had seen and deplored the lack of libraries, and the meagre instructional facilities in the schools. Public concern over the situation had prompted the government to appoint a four-man commission in 1839 to enquire into the subject of education in Upper Canada and make recommendations. Among other things, the commission advocated setting up fee-paying schools in every township, a quarter of the money raised to be allocated for the purchase of books and equipment.

The recommendations of the commission were put into force, with beneficial results. But it was not enough. What was needed was a vigorous and imaginative programme of reform. Ryerson applied himself in 1844 to the preparation of such a programme. In the next chapter we shall

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15 His title was actually Assistant Superintendent of Education, the Provincial Secretary being the nominal head of the Department. Two years later, Ryerson's duties were redefined and the word "Assistant" was dropped.

analyse the section of Ryerson's master plan that related to public libraries.

It will be useful at this point to take a brief look at Ryerson's background in order to understand the motives that lay behind his crusade for better education. On his appointment to the Superintendency, some critics were ready to draw attention to his own lack of schooling. The Globe protested loudly at the elevation to this office of a man "of such slender attainments in a few common branches of English education, and totally ignorant of mathematics and classics." The charge is not entirely just, since Ryerson had worked diligently at the study of Latin and Greek when he was attending the Gore District Grammar School in Hamilton. It is true, nevertheless, that his formal schooling was intermittent and far from thorough. He never attended University. His degree was an honorary D.D. conferred on him by the Wesleyan University of Middletown, Connecticut, and awarded for outstanding service in the cause of Methodism rather than for distinguished scholarship.

What, then, were his qualifications for assuming charge of the Department of Education in Upper Canada? In the first place, though not himself a brilliant student, he

17 Article in Globe, May 28, 1844, signed "Junius."

18 The biographical information in this and subsequent paragraphs is drawn largely from Burwash, op. cit. and Putman, op. cit.
set a high value on academic proficiency, and had a passionate conviction of the need for educational opportunities for all. Because of his home circumstances, much of his education was the product of his own reading, and he believed that the benefits of reading should be extended to all corners of the province. His aim was not only to reorganize the educational system, but also to raise the intellectual level throughout the whole country so that everyone could fulfil the obligations of self-government with wisdom and patriotism.\textsuperscript{19}

Ryerson's early career as a champion of Methodism had given him wide experience as an organizer and administrator. He had served as minister in a number of large parishes. From 1829 he was editor of the *Christian Guardian* and head of the publishing house that in later years became known as Ryerson Press.\textsuperscript{20} On behalf of the church he visited England twice to negotiate delicate matters of policy and to conduct fund-raising campaigns. When a charter was granted to Victoria College in Cobourg, he was appointed its first principal.

In all these varied duties, Ryerson showed himself to be a man of strong purpose. From early youth he displayed qualities of courage, firmness, resoluteness and tenacity. His work for the Church, giving him rapid

\textsuperscript{19}Burwash, *op. cit.*, p. 185.

advancement, quickened his native talents and gave him a sense of mission. At the same time, it brought him into contact with many different types of people in all ranks and stations, whose opinions he learned to treat with respect even when they differed sharply from his own. Though not intolerant, there were times however when his mind seemed to move in rather a narrow groove. In middle life, he grew less rigid than he had been in his youth, but unlike some other Canadian leaders, he never developed a talent for the art of compromise.

As he left behind his activities in the Church and entered the employment of the government in 1844, he took with him above all else a continuing sense of mission, of being a chosen instrument for the performance of a vital task. This thought remained with him, and often served to renew his confidence during the vicissitudes of the next thirty-one years.
A month after taking over the Superintendency, Ryerson set out on a tour of the United States and Europe. He wished to study at first hand the educational institutions of a number of European countries before formulating a new plan for Upper Canada. In his busy schedule he found time to visit some of the famous libraries of Europe, and he mentions in his journal with keen admiration the Royal Library at Rotterdam and the University Library in Leyden.\textsuperscript{21}

On his return in December 1845, Ryerson compiled a report for the government, summing up his findings and recommendations. The Report,\textsuperscript{22} which was published in 1846, covered a wide range of material and has come to be regarded as Ryerson's most important statement of policy.

"The story of Ryerson's administration is the story of his effort to make effective the views expressed in the report of 1846."\textsuperscript{23}

\begin{thebibliography}{99}
\bibitem{22} Ontario, Department of Education, Report on a System of Public Elementary Instruction for Upper Canada; by the Rev. Egerton Ryerson, Montreal, Lovell and Gibson, 1846.
\bibitem{23} Adam Shortt, \textit{Canada and its Provinces}, Toronto, Glasgow, Brook, 1913-1917, vol.18, p. 304.
\end{thebibliography}
With many of the innovations Ryerson proposed we are not concerned. One section of the Report, however, deals with the need for libraries, and since it presents with such vigour and clarity the ideas Ryerson had in mind, a portion of it deserves to be quoted:

To detail the individual efforts which tend to accomplish the objects of public instruction in connection with measures expressly required by law, would be foreign to the objects I have in view and would exceed my prescribed limits. There is, however, one more of so general and vitally important a character, that I cannot omit mentioning it. I mean the establishment of Circulating Libraries in the various Districts, and so far as possible in the School Sections. To the attainment of this object, local and voluntary co-operation is indispensable. The government may perhaps contribute; it may assist by suggesting regulations, and recommending lists of books from which suitable selections can be made; but the rest remains for individual and local effort to accomplish. And the advantages of the School can be but very partially enjoyed, unless they are continued and extended by means of books. As the School is the pupil's first teacher, so books are his second; in the former he acquires the elements of knowledge, in the latter he acquires knowledge itself; in the former he converses with the Schoolmaster—in the latter he holds intercourse with the greatest and wisest men of all ages, and countries and professions, on all subjects, and in every variety of style. The School creates the taste and the want, which books alone can satisfy. In conversing with the wise, the learned and the good, the mind cannot be unhappy, nor will it become vitiated; its views will be expanded; its standards of manners and men and things will be elevated; its feelings will be refined; its exertions will be prompted; its practical knowledge will be matured, and its intellectual wealth and power will be indefinitely multiplied. But in any community, few persons can be expected to possess the means necessary to procure anything like a general assortment of books; in a new and rural community, perhaps none. One library for such a community is the best substitute. Each one thus acquires the fruits of the united contributions of all; and the teacher and the poor man with his family participate in the common advantage.24

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This passage contains a number of significant points: local effort should be the first essential; government grants would probably follow; the government would participate also by framing rules and preparing a list of recommended books. We shall see how all of these ideas were developed later and incorporated in legislation.

An Education Act was passed late in 1846, giving practical form to some parts of Ryerson's Report, but no mention was made of circulating libraries. In a letter to Charles Fletcher of Galt, dated March 11, 1847, Ryerson speaks of his library proposals, and regrets that "no fund has yet been set apart and no legislative grant has yet been made for that object." While he was waiting for government action, Ryerson wrote to the local superintendents advising them that individual districts were to be encouraged to go ahead with their own plans for local libraries, improvising arrangements and raising funds by any means at their disposal. That there was some response to this appeal is evident from articles and letters appearing in the Journal of Education for Upper Canada, founded by Ryerson in 1848. One of the letters, from R. Bell of the United Counties of Lanark and Renfrew, stated that books were being bought there with the money from Tavern Licences, and suggested that the practice should be extended to the whole country by provincial law. "The sale of spirituous liquors is productive of much evil to the community, then why not

25Original draft, Department of Education Papers, Ontario Archives, cited by Carlton, op. cit., p. 228.
allow the tax on the traffic to be applied to so good a purpose as purchasing books? It would, to some extent, counteract the evil.\textsuperscript{26}

It was a plausible suggestion, which has found acceptance today with certain provincial governments—in spirit if not in substance. We do not know what Ryerson thought of the idea. But we have evidence that he was exerting strong pressure on the government between 1846 and 1850 to provide a grant for libraries. He began compiling statistics in 1847 so that when making representations to the government he would have actual figures to support his arguments. Local officials were sent blank forms on which they were required to supply information regarding their books, equipment, and other matters.\textsuperscript{27} The first statistical table is found in the Superintendent's Report for 1847, and includes the following data: \textsuperscript{28}

<table>
<thead>
<tr>
<th>Libraries</th>
<th>No. of Libraries</th>
<th>No. of Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common School Libraries</td>
<td>32</td>
<td>2729</td>
</tr>
<tr>
<td>Sunday School Libraries</td>
<td>33</td>
<td>3915</td>
</tr>
<tr>
<td>Public Libraries</td>
<td>20</td>
<td>3960</td>
</tr>
</tbody>
</table>

\textsuperscript{26} Journal of Education for Upper Canada, 3:81, June 1850.

\textsuperscript{27} Ontario, Department of Education, Documentary History, vol. 7, p. 170.

\textsuperscript{28} Ibid., p. 171.
A word of explanation is required here for the terms used. A "Common School Library" in Ryerson's terminology was a free public library operated by a board of school trustees, housed in a school building and available for use either by students and teachers or by the inhabitants of the district. A "Public Library" was found in some other building than a school. It was operated and financed by the council of a municipality, or occasionally by a group of interested citizens who charged a small fee for membership. "Sunday School Libraries" need no elaboration and are outside the scope of this study.

In the Report of 1847, Ryerson expresses satisfaction with the results of the new Education Act passed in the previous year, and compares the system of his own province favourably with that of the State of New York. However, he finds the library figures disquieting. Here is no cause for pride, he affirms—this is the one area in which the American state is pursuing a more generous and progressive policy.

In New York, the Legislature appropriates a large sum for libraries while not a farthing has yet been appropriated by our legislature for the same object in Upper Canada. I hope, before the beginning of another year, we shall have reason to congratulate our country in this respect also, in comparison with that of our American neighbours.29

Ryerson was over-optimistic. No action was taken in 1848, then in the following year a new government was formed.

29 Loc. cit.
which was actively hostile to Ryerson. Without consulting him, the Hon. Malcolm Cameron drafted a School Bill of a reactionary nature and introduced it into the House where it was rushed through. At this rebuff, Ryerson was furious, and threatened to resign. Such was his power, and so irreplaceable had he become, that the Attorney-General, Robert Baldwin, immediately urged the Governor-General to suspend the new act and invite Ryerson to prepare another one.\(^{30}\) The result was that Ryerson emerged from the incident with his position strengthened, and an opportunity was created for him to press his demands for a more vigorous programme of reform.

In a preliminary draft of "Measures for the Improvement of the Upper Canada School System," written in July 1849, Ryerson advocated a public library for each Township with branches in the School Sections. He maintained that if "a suitable selection of entertaining and instructive books" were available, "a vast and salutary influence would be exerted upon the entire population."\(^{31}\) Ryerson communicated these opinions to Robert Baldwin in a letter dated August 16, 1849,\(^{32}\) and requested Baldwin to ascertain how much support his colleagues in the Cabinet would give to such a scheme. He also mentioned in correspondence with


\(^{31}\)Ontario, Department of Education, Documentary History, vol. 8, p. 221.

\(^{32}\)Cited by Sissons, op. cit., p. 182.
Baldwin that during visits to the United States he had discussed library matters with school officials in New York and Philadelphia, and had been in touch with several publishing firms, including Harpers. The officials and agents he met had given him much helpful advice and encouragement.

At the same time as his negotiations with the government were going on, Ryerson was using the pages of the *Journal of Education* to spread far and wide through the province the doctrines in which he believed. Articles and editorials appeared drawing attention to the intellectual and social benefits of reading good books. A prominent place was given to news items on the progress of the Ewart Bill in the British House of Commons, which sought to establish public libraries supported by rates.  

The final version of Ryerson's submission to the government was completed late in 1849, and most of his recommendations were incorporated in the School Bill that was passed a few months later. The Act of 1850 marked a milestone in the history of Upper Canada. It effected many significant changes in the operation of the schools, and put into the hands of the central authority a much greater measure of initiative and responsibility.

Among the new duties assigned to the Chief Super-

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33 See *Journal of Education*, 2:150, October 1849. Subsequent issues reported the passage of the bill and explained its provisions.
intendent was the following:

... to apportion whatever sum, or sums, of money shall be provided by the Legislature for the establishment and support of School Libraries: provided always, that no aid shall be given towards the establishment or support of any School Library unless an equal amount be contributed from local sources for the same object.34

Another paragraph in the Act (Section XLI) authorized the expenditure on libraries of £3000 out of the Legislature School Grant, and stated that this amount could be increased at the discretion of the Legislature.

The Act also re-constituted the Board of Education, giving it a new title, "Council of Public Instruction," and requiring its members to assist the Chief Superintendent in connection with Normal Schools, text-books, libraries and other matters.

Besides its vital importance for the schools of Upper Canada, the 1850 Act was in a real sense the first library law of the province. The use of the term "School Libraries" in the Act is misleading, since it is evident from later developments that they were to be intended for the use of the general population. In a report published in 1854, the Governor-General, Lord Elgin, commented on this point and explained that the epithet "school" was used because the management of most of the libraries was

34Section XXXV of School Act of 1850, reproduced by Hodgins in Ontario, Department of Education, Documentary History, vol. 9, p. 46.
entrusted to school authorities. Ryerson foresaw the possibility of confusion between public libraries in schools and those located elsewhere and when it was necessary to make this distinction he referred respectively to "Common School Libraries" and "Public Libraries," following the definitions given earlier in this chapter.

Before describing the methods used to give effect to the library provisions of the 1850 Act, mention should be made of a matter which caused Ryerson some anxiety. Though a government grant was to be provided on a matching basis with local funds, only a limited degree of local taxation was permitted. In an editorial article in the Journal of Education, Ryerson criticized the omission of certain tax clauses that had appeared in his original proposals to the government. He continued to agitate for them to be re-instated, and three years later his opinion prevailed.

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CHAPTER IV

IMPLEMENTATION OF THE 1850 ACT

As soon as the 1850 school legislation received royal assent, Ryerson met with the Council of Public Instruction to decide on appropriate steps for implementing the Act.

One of their first decisions was to establish a central depot where school materials could be accumulated and stored, then sold at cost price to the schools. Known as the Depository, it was allocated space in a section of the Education Office at Toronto. Besides library books and text books, the Depository was intended to house equipment such as maps, globes, charts and blackboards.

Very little educational material was produced in Upper Canada at this time, therefore the Council was obliged to consider the question of importing some of it from abroad. Ryerson had already made useful contacts with representatives of the publishing trade in various countries. He expressed willingness to patronize any firm that could supply the right kind of literature at a reasonable price. Canadian agencies of the book-trade would not be ignored, but because of the large orders involved it would be necessary to use British and American sources for much of the material.
With regard to the American publishers, Ryerson's interest was tempered with caution. While the opportunities for doing business seemed good, there was the risk of bringing in literature that might be politically objectionable or morally debased. Ryerson had delivered stern attacks on more than one occasion against "the frightfulness of the press of our enterprising neighbours in producing corrupting works of fiction designated 'Yellow Coloured Literature.'" It would be important to screen the American publications with great care before placing definite orders. Early in September, 1850, Ryerson addressed a circular to selected publishers in the United States, requesting them to submit for approval samples of their wares. Since he planned to sail for England later in the month, he entrusted to Hodgins, now Deputy Superintendent, the task of examining and checking the books that came in.

Leave of absence having been granted by the Governor-General, Ryerson set off for England. The business negotiations he conducted there during the next three months were highly successful. He discovered that the Privy Council Committee on Education had an arrangement with certain large publishing houses in London and


38 Ontario, Department of Education, Documentary History, vol. 9, p. 192. This reference also provides the information in the following paragraph.
Edinburgh for discount at the rate of forty-three per cent to be granted on bulk purchases. The publishers were not prepared at first to extend the same advantageous terms to the Government of Upper Canada. Pressure being applied, however, at Ryerson's instigation, by the Colonial Secretary, Earl Gray, the publishers dropped their objections, agreed to the high discount rate, and made every effort to provide satisfactory service.

On his return to Toronto, Ryerson began work on a Catalogue of approved publications, from which local groups desiring libraries would select the books they wanted. In the preparation of the first edition of the Catalogue, Hodgins gave some assistance, but Ryerson himself was mainly responsible for the choice of titles and the writing of a descriptive annotation for each book, "requiring considerable thought, judgement and labour." 39 At the outset, it is unlikely that he realized the scope and complexity of the task, which, he reported later, "occupied most of my time out of office hours for nearly two years." 40

To establish a clear policy on selection, four directives were issued in 1850 by the Council of Public Instruction after consultation with Ryerson. These were:

1. No consideration would be given to works of a licentious, vicious or immoral tendency, or hostile to the Christian religion.

39 Ontario, Department of Education, Special Report, p. 34.

(2) No controversial works on theology or on denom­i­national disputation would be admitted.

(3) On historical subjects, an effort should be made to include works presenting a variety of differ­ent viewpoints.

(4) For the rest, the books selected should cover as wide a range as possible of all the major depart­ments of human knowledge.\(^{41}\)

Following these principles to the best of his abil­ity, Ryerson finally completed the compilation of the Catalogue early in 1853, and it was published as a special feature in the Journal of Education.\(^{42}\) About two thousand works were recommended in this list. Supplements of ad­ditional titles appeared regularly in the Journal of Educa­tion up till 1857, when it was decided to cumulate all the titles, now grown to nearly three thousand, in a single book.\(^{43}\) Copies were then distributed to the local super­intendents.

The Catalogue was one of the earliest examples of an "authorized list." It comprised three sections: first, books of general reading, classified according to subject; second, reference works; and third, a commentary on the library system and a complete schedule of rules and regula­

\(^{41}\)Ontario, Department of Education, Special Report, p. 39.


\(^{43}\)Ontario, Department of Education, A General Cata­logue of Books in Every Department of Literature for Public School Libraries in Upper Canada, Toronto, Lovell and Gibson, 1857. Part II of the General Catalogue will be found reproduced in Appendix A.
tions. In the light of present-day tastes in reading, it is interesting to note the type of book that qualified for inclusion. A wide range of subject matter was presented. Many of the titles are still remembered today, and some still enjoy popularity. These is a noticeable bias towards works of depth and solidity, and a preponderance of material concerned with different aspects of Christian virtue. The first subject, "History," begins with Josephus and includes Henry Liddell's *School History of Rome* and Macaulay's *History of England*. Very few of the titles listed under "Voyages and Travels" are known today, but two that stand out are Kinglake's *Eothen* and Perry's *Expedition to Japan*. Among the "Biographies" are Johnson's *Lives of the Poets*, Boswell's *Johnson* and the *Memoirs of Benvenuto Cellini*.

Under "Literature" we find translations of Homer, Plato and Aristotle, several editions of Shakespeare, and a representative selection of the great classical writers. Among nineteenth century authors, Washington Irving occupies a prominent place with an entry for the complete edition of his works in fourteen volumes. In addition to the acknowledged giants of literature are some minor writers who at that time were enjoying a period of popularity. There are also religious treatises such as the following:

*Noah and His Times*; embracing the consideration of various enquiries relative to the antediluvian and earlier post-diluvian periods; by the Rev. J. Munson Olmstead.
In "The Teachers' Library" are books on Philosophy and Method, and useful reference works such as the Chauncey Goodrich edition of Webster's *English Dictionary*, and the first edition of Roget's *Thesaurus*.

On scientific subjects there are manuals on chemistry and physics, and on astronomy and geology. Many of these works were new publications presenting the latest advances in various fields of knowledge. Then in addition to the theoretical works on science and natural history, numerous "How-to-do-it" books are featured, on such topics as gardening, fruit-growing, beekeeping, and rearing livestock.

Of the three thousand titles in the 1857 edition of the *Catalogue*, about a third are found under the heading "Practical Life." They are story books by popular writers of the period, including Maria Edgeworth, Hannah More, Mrs. Trimmer and Mrs. Sherwood. From their titles, the stories were evidently designed to illustrate some Christian precept or to impart some useful information. Typical examples are *Kindness to Animals*, *The Good Neighbours*, *Stories on the Lord's Prayer*, *Little Children's Duties*, *Letters to Young Men*, and *Noble Deeds of Women*.

No section of the *Catalogue* was devoted to "Fiction" in the modern sense of the term, though some of the material in "Practical Life" could be classified as fiction. The novels of Dickens are found in "Literature," along with *Uncle Tom's Cabin* and *Pilgrim's Progress*. A few fictional works are listed under "Miscellaneous," and *Robinson*
Crusoe turns up in "voyages and Travels."

In a later chapter we shall refer to the Catalogue again. It will suffice at the moment to say that in spite of occasional vagaries and inconsistencies, the Catalogue was a remarkable achievement. It fitted the purpose for which it was intended—to serve as an index to reading material on a wide range of topics, from the simplest to the most sophisticated, for the benefit of people with diverse backgrounds, tastes and interests.

While the Catalogue was still incomplete, it was not possible to put into full operation the provisions of the 1850 Act. Ryerson's Annual Report for 1852 stated that new library regulations were being worked out. It also revealed that despite the delay in issuing regulations, returns from various school districts were showing a steady increase in the number of library books in the province.44

Finally, in 1853, the Catalogue was ready, and was given formal approval by the Council of Public Instruction. Ryerson's plans could now go ahead. In the spring of 1853, he called a series of thirty educational conventions, embracing forty-two counties, to consider, along with other matters of topical concern, the practical details of organizing public libraries. Local groups had an opportunity of questioning Ryerson on his scheme. Expressions

of interest and approval came from many quarters—from councillors, clergy, magistrates, local superintendents and trustees. To give the fullest support to his cause, he conducted a vigorous campaign, in meeting after meeting, for the establishment of libraries.

After the conventions, Ryerson composed a circular for distribution to the municipalities of Upper Canada, presenting a comprehensive survey of the plans he had prepared. He began by stating that local initiative was the first essential. Municipalities and school boards were authorized by law "to do whatever they may judge expedient" for setting up a library in the community. They were to find suitable premises, and raise funds for the purchase of books. On application to the Chief Superintendent, books would be supplied from the Depository at cost price, and to the money raised by local exertion, the government would add a bounty of seventy-five per cent. The selection of titles could be done by an individual or group from the community, or if they wished to leave this matter to the Chief Superintendent, he was prepared to make up a collection of assorted items with the funds that were available. In either case, the choice must be made from titles in the General Catalogue. Ryerson pointed out that the libraries were securing very generous terms for the

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46 The circular is found in Ontario, Department of Education, Documentary History, vol. 11, pp. 29-34.
purchases made, and at the same time were assured of receiving nothing but good, wholesome literature. He warned the public against patronizing itinerant vendors, whose books were of poor quality, and whose business methods were often completely unscrupulous.

With each consignment of books sent out from the Superintendent's office a supply of paper would be included for covering the books, and a sufficient number of printed labels to be inserted on the inside covers. Also enclosed were a copy of the Regulations, and the most recent issue of the Journal of Education. The government was responsible for the expense of packing and cartage. The local authority was required to make arrangements for the books to be covered and marked with an accession number, and for the labels or book-plates to be pasted in. A librarian must be appointed to be in charge of circulation and to keep records. The supervision of the library was the responsibility of the county inspector. Both he and the trustees were to furnish an annual report.

Great elasticity existed in regard to where a library might be organized. School trustees of cities, towns, villages or rural sections were empowered to start one and provide accommodation for it in school premises. Councils of townships or counties could also make their own arrangements for general lending libraries. If large enough, a township or county library might set up travelling sections which would circulate among the schools, or
provide service for the public in outlying areas.

For raising funds, many different methods were employed. Reference has been made to the purchase of books in Lanark and Renfrew with the proceeds from liquor licences. Other districts followed their example. Some local officials came forward with donations. The Mayor of London was reported by the Journal of Education to have given £10.47 Municipal councils were permitted by the School Act of 1850 to levy taxes, at their discretion, for the support of lending libraries. The same Act did not extend comparable power to School Boards, but the situation was remedied by a section of the Supplementary School Act of 1853, which invested School Boards with the authority to raise money for libraries "by a general rate upon property, or otherwise."48 Taxation for this purpose was optional, and there is no evidence to suggest that Municipalities and Boards made widespread use of their taxation clauses.

Reviewing the main points in the circular, it will be seen that Ryerson is following closely the programme he outlined in his 1846 Report: where there is local exertion, government help will be forthcoming; there must be proper

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47 See Carlton, op. cit., p. 231.

supervision, based on rules laid down by the Chief Superintendent, and this will only be achieved by active cooperation between central and local administrative units; the choice of books must be restricted to the titles authorized by the Council of Public Instruction.

Before going on to discuss the manner in which the public responded to Ryerson's scheme, it will be useful to take a look at the General Regulations\(^49\) which controlled the operation of the Public School Libraries. The Regulations merit inspection for several reasons. They are a testimonial, for one thing, to Ryerson's concern for meticulous detail. Taken in sequence, they give us a complete picture of the progress of a book between its arrival from the Depository and its delivery into the hands of a borrower. They also enable us to make revealing comparisons between the practices of the present day and those of a century ago. Because of their unusual interest, the entire schedule of Regulations is reproduced in Appendix B.

One can readily understand why Ryerson went to such lengths to specify exactly how a library should be run, and to insist that his directions should be followed throughout the whole province. The local groups who participated in the scheme were in most cases ignorant of library procedures. They could hardly be relied upon, without full and explicit instructions, to operate in a business-like fashion. Govern-

ment money was involved, too, therefore Ryerson could not afford to risk the misuse or loss of books through inefficient management.

The Librarian was enjoined to record the titles of his collection in an accession book and to number each book according to the order of its accession. Books could be loaned only to residents of the district. Not more than one book could be borrowed at a time, and if the collection was small, only one would be allowed for each family. There was no age limit for borrowers. The period of loan was one week for each hundred pages in the book, the supposition being that the average person would manage to read a hundred pages a week. Renewal was permitted. A fine of a penny a day was to be paid on overdues. For damage sustained by a book, the scale of charges was stated with almost painful precision. Each spot of grease would be assessed three-pence half-penny. Each cut or tear would cost the borrower six-pence.

The original version of the Regulations, adopted by the Council of Public Instruction on August 2, 1853, remained substantially in force for the next twenty-two years. It had been Ryerson's intention to revise the rules from time to time, as experience and the circumstances might suggest. No major changes were ever made, however. They interpreted the 1850 Law fully and clearly. Subsequent legislation, though important, did not fundamentally alter
the structure of the library system. The Regulations continued to serve as an effective vade-mecum for librarians and other local officials whose enthusiasm was not always matched by knowledge or experience.
PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Education will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, and transmitted to him for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars. Catalogues and Forms furnished upon application; but a suitable selection can always be made by the Department, when so desired.

PRIZES IN THE PUBLIC SCHOOLS.

The Chief Superintendent will grant *one hundred per cent.* upon all sums not less than five dollars, transmitted to him by the Municipalities or Boards of School Trustees, for the purchase of Books or Reward Cards for distribution as Prizes in Grammar and Common Schools. Forms and Catalogues furnished upon application; but a suitable selection can always be made by the Department, when so desired.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. Forms and Catalogues will be forwarded upon application; but a selection of articles to be sent can always be made by the Department, when so desired.

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Figure 1. Copy of a Poster sent to the Schools to Announce the Library Project

(From a Reproduction in Ontario, Department of Education, General Catalogue, p. 251.)
No. 10. Form of the Label authorized by the General Regulations, No. IV.

Established and conducted according to the regulations adopted by the Council of Public Instruction for Upper Canada, dated the 2nd of August, 1853, under the authority of the Upper Canada School Act of 1850, sections 51, (16th clause,) 38, (4th clause,) and 41.

NOTE.—This Book shall always be known by the number entered above. If it be lost, its name and number must still remain on the Catalogue, and its place be supplied with another copy of the same work, as soon as possible. (See Library Regulations, No. 4.)

"F Every Work must be returned to the Library within as many weeks, after it shall have been taken out, as it contains hundreds of pages, under a forfeiture of one penny, for each day's detention beyond that time. (See Regulation 2, 8th and 10th divisions.)"

Figure 2. Book Plate used before 1867

(From a Reproduction in Ontario, Department of Education, General Catalogue, p. 252.)
ESTABLISHED and conducted according to the Regulations adopted by the Education Department for Ontario, under the authority of the School Acts of Ontario.

Note: This Book shall always be known by the number entered above. If it be lost, its name and number must still remain on the Catalogue, and its place be supplied with another copy of the same work, as soon as possible. [See Library Regulations, No. vi.]

Every work must be returned to the Library within seven weeks after it shall have been taken out to it, containing hundreds of pages, unless a forfeiture of two cents for each day's detention beyond that time. [See Regulations X, 9th and 16th divisions.]

Figure 3. Book Plate used after 1867

(From a Reproduction in Emery, The Library, the School and the Child, p. 124.)
CHAPTER V

EARLY SUCCESSES

The response to Ryerson's effort was most encouraging. This can be partly attributed to the novelty of the scheme, and to its timeliness: books were a scarce commodity in Upper Canada, eagerly desired by those who could read, but not readily available for the majority of people.

The initial successes scored by the library system were also due to Ryerson's skilful and energetic methods of promotion. He used every propaganda device known at the time--articles in newspapers and periodicals, speeches in the major centres, meetings with municipal officials, and a constant stream of circulars to local representatives. The Journal of Education was regarded by Ryerson as one of the most powerful instruments at his disposal. The articles it contained were made up of a judicious blend of information and inspiration. Columns frequently appeared outlining plans for the effective functioning of a library, with sketches of architectural designs, and hints on lighting and seating, the placement of shelves, and the size and arrangement of reading rooms. In addition to practical advice, an emotional appeal was provided by contributors such as T.O. Davis, inviting his readers to
look at that wall of motley calfskin, open those slips of inked rags—who would fancy them as valuable as the rows of stamped cloth in a warehouse? Yet Aladdin's lamp was a child's Kaleidoscope in comparison.50

The government was impressed by Ryerson's shrewd tactics and by the favourable response they evoked. In 1854 a government order increased the grant for library materials from seventy-five per cent to one hundred per cent. To assure the libraries of adequate funds, an annual sum of £3500 was provided in a section of the Grammar and Common School Improvement Act, passed by the Legislature in 1855.51

Ryerson was obliged to augment his office staff in order to deal with the demand for books. In his Annual Report for the year 1854, he quoted many messages of congratulation from district superintendents, and went on to assert that the library system "constitutes a new epoch in the intellectual and social history of Upper Canada."52 Between the publication of library regulations in August 1853 and the end of 1854, no fewer than 81,965 volumes had been sent out from the Depository. Libraries had been established in all but three of the forty-two counties of


52 Ontario, Department of Education, Report of the Chief Superintendent of Education . . . for the Year 1853-54, Toronto, 1854, p. 133. The statistics and citations that follow are from the same report.
Upper Canada, including some remote spots in the northern townships bordering the Ottawa River. While these results were all most gratifying, Ryerson chided some of the cities, notably Toronto, Ottawa and London, for not taking advantage of legislative grants. If they were to do so, he claimed, they might gain some relief from their problems with young delinquents, by providing wholesome literature for the "idle, listless, mischievous boys."

Praise for Ryerson's enterprise came from many quarters. The Chief Justice of Upper Canada, Sir John Beverley Robinson, declared at an address before the Canadian Institute on January 8, 1855:

There is good ground for expectation that, with the advantage of Public Libraries, selected as they are with care and judgement, a spirit of enquiry will be fostered, and an ambition excited to be distinguished in scientific pursuits.53

Even more flattering were the remarks of Lord Elgin, the Governor General. His report to the Secretary of State for Colonies, written in 1854, devoted much space to a description of the way in which library service had been organized and promoted. Summing up the educational advances in Upper Canada during the period 1847 to 1853, he said:

In the former of these years the Normal School, which may be considered the foundation of the system, was instituted, and at the close of the latter the first volume issued from the education department to the public libraries which are its crown and completion. 54


54 Ontario, Department of Education, Special Report, p. 38.
Lord Elgin used the same metaphor again in the reply to an Address presented by the Municipal Council of the Town of London, when he stated: "Township and County Libraries are becoming the Crown and Glory of the Institutions of the Province." These words were treasured by Ryerson and he quoted them on numerous occasions to confound his critics or to rouse a greater measure of public support.

From 1853 to 1857 the libraries continued to flourish, and fully justified the tributes paid by Lord Elgin. A glance at Table I will confirm the fact that during those five years the Depository was experiencing a healthy demand for books. The average sales per year were about thirty-two thousand. After 1857 sales declined and levelled off, partly because libraries had acquired their basic collections and were only needing replacements or new publications. There were other reasons, too, which will be discussed later. The general picture, however, in the early years was one of spectacular growth. A comparison of statistics for 1847 and 1860 illustrates the strength of the library movement at this time:

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<thead>
<tr>
<th></th>
<th>1847</th>
<th>1860</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>No. of</td>
</tr>
<tr>
<td></td>
<td>Libraries</td>
<td>Volumes</td>
</tr>
<tr>
<td>Common School Libraries</td>
<td>32</td>
<td>2729</td>
</tr>
<tr>
<td>Public Libraries</td>
<td>20</td>
<td>3960</td>
</tr>
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<td><strong>Totals:</strong></td>
<td><strong>52</strong></td>
<td><strong>6689</strong></td>
</tr>
<tr>
<td></td>
<td>No. of</td>
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<td><strong>Totals:</strong></td>
<td><strong>758</strong></td>
<td><strong>344,463</strong></td>
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56Taken from Table II.
### Table I

**Number and Classification of Public Library and Prize Books sent out from the Educational Depository of the Ontario Education Department, 1853-1874**

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<tr>
<th>Year</th>
<th>Number of Volumes Sent Out</th>
<th>Volumes to the Mechanics' Institutes and Sunday Schools</th>
<th>Total Volumes of Library Books</th>
<th>Volumes to the Depository of the Ontario Education Department, 1853-1874</th>
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</thead>
<tbody>
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<td>1853</td>
<td>21,020</td>
<td>19,072</td>
<td>Total Volumes of Lib. Books</td>
<td>4,158 1,602 207 906 598 234 910 132 102 807 2,694 1,141 2,817 5,178</td>
</tr>
<tr>
<td>1854</td>
<td>56,711</td>
<td>53,361</td>
<td></td>
<td>10,633 5,532 1,020 2,172 1,351 636 4,780 629 321 3,225 5,764 4,350 6,393 19,307</td>
</tr>
<tr>
<td>1855</td>
<td>28,639</td>
<td>26,182</td>
<td></td>
<td>5,476 2,053 315 558 663 200 1,808 207 76 1,452 3,301 2,926 3,061 6,049</td>
</tr>
<tr>
<td>1856</td>
<td>13,669</td>
<td>11,528</td>
<td></td>
<td>2,498 652 118 397 287 77 660 55 31 1,482 1,019 1,844 3,835 13,588</td>
</tr>
<tr>
<td>1857</td>
<td>29,834</td>
<td>26,922</td>
<td></td>
<td>5,296 1,763 321 662 817 195 1,729 134 67 1,257 2,391 2,253 3,518 9,219</td>
</tr>
<tr>
<td>1858</td>
<td>7,587</td>
<td>6,608</td>
<td></td>
<td>1,507 503 73 122 98 61 276 27 2 156 713 843 744 2,216</td>
</tr>
<tr>
<td>1859</td>
<td>9,308</td>
<td>8,750</td>
<td></td>
<td>1,679 551 136 209 192 130 432 87 18 300 1,169 714 1,127 2,401 172 12,080 21,397</td>
</tr>
<tr>
<td>1860</td>
<td>9,072</td>
<td>8,476</td>
<td></td>
<td>1,501 475 144 223 200 100 526 61 17 339 832 797 1,115 2,520 142 20,194 29,266</td>
</tr>
<tr>
<td>1861</td>
<td>8,458</td>
<td>7,947</td>
<td></td>
<td>1,273 302 59 101 72 64 223 36 2 172 601 760 850 1,826 117 23,931 33,419</td>
</tr>
<tr>
<td>1862</td>
<td>5,599</td>
<td>5,124</td>
<td></td>
<td>1,027 245 45 99 43 75 251 45 24 165 412 651 830 1,706 112 21,760 33,355</td>
</tr>
<tr>
<td>1863</td>
<td>6,274</td>
<td>5,670</td>
<td></td>
<td>1,079 304 43 97 80 67 282 26 6 292 547 652 564 2,256 112 32,890 39,164</td>
</tr>
<tr>
<td>1864</td>
<td>3,261</td>
<td>2,931</td>
<td></td>
<td>552 140 11 47 38 28 134 7 87 221 290 451 1,198 57 33,361 36,742</td>
</tr>
<tr>
<td>1865</td>
<td>3,889</td>
<td>3,523</td>
<td></td>
<td>618 208 20 62 53 50 283 17 19 291 652 776 1,706 2,200 58 44,601 48,403</td>
</tr>
<tr>
<td>1866</td>
<td>6,856</td>
<td>6,477</td>
<td></td>
<td>1,144 217 56 128 81 56 283 20 10 291 652 776 1,706 2,200 148 58,571 65,727</td>
</tr>
<tr>
<td>1867</td>
<td>6,432</td>
<td>6,079</td>
<td></td>
<td>1,003 152 20 78 65 15 189 7 111 524 595 650 1,971 66 64,103 69,529</td>
</tr>
<tr>
<td>1868</td>
<td>6,673</td>
<td>6,250</td>
<td></td>
<td>1,106 214 39 86 51 42 195 26 132 554 970 730 2,211 150 52,715 61,285</td>
</tr>
<tr>
<td>1869</td>
<td>6,423</td>
<td>6,014</td>
<td></td>
<td>1,148 268 51 96 91 36 128 18 19 162 499 1,172 882 1,257 491 60 54,657 61,052</td>
</tr>
<tr>
<td>1870</td>
<td>5,024</td>
<td>4,617</td>
<td></td>
<td>865 162 28 68 84 36 166 14 1 169 367 527 610 1,512 374 52 60,655 65,679</td>
</tr>
<tr>
<td>1871</td>
<td>4,823</td>
<td>4,416</td>
<td></td>
<td>839 152 28 46 41 35 145 18 3 149 368 681 624 1,691 247 37 60,420 60,243</td>
</tr>
<tr>
<td>1872</td>
<td>6,015</td>
<td>5,606</td>
<td></td>
<td>866 236 49 90 64 57 188 18 2 132 540 850 566 1,671 306 233 63,721 69,730</td>
</tr>
<tr>
<td>1873</td>
<td>5,367</td>
<td>4,956</td>
<td></td>
<td>771 176 32 78 74 59 164 23 2 178 420 734 409 1,757 171 357 71,557 76,924</td>
</tr>
<tr>
<td>1874</td>
<td>7,167</td>
<td>6,756</td>
<td></td>
<td>1,004 175 27 133 97 100 73 9 150 639 777 705 2,271 550 471 67,406 74,655</td>
</tr>
</tbody>
</table>

**Total:** 286,046 45,461 16,013 2,931 6,455 5,048 2,358 13,722 1,609 795 10,187 25,237 23,931 30,181 75,413 2,399 4,154 766,645 1,032,601

Volumes sent to the Mechanics' Institutes and Sunday Schools: 20,362

Grand Total Library and Prize Books despatched up to 31st December, 1874: $1,053,053

TABLE II

LIBRARY STATISTICS FOR THE YEARS 1847, 1860, 1870 AND 1875

ONTARIO, EDUCATION DEPARTMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Common School Libraries</th>
<th>Sunday School Libraries</th>
<th>Public Libraries</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Libraries</td>
<td>No. of Volumes</td>
<td>No. of Libraries</td>
<td>No. of Volumes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1847</td>
<td>32</td>
<td>2,729</td>
<td>33</td>
<td>3,915</td>
</tr>
<tr>
<td>1860</td>
<td>411</td>
<td>186,656</td>
<td>1756</td>
<td>278,648</td>
</tr>
<tr>
<td>1870</td>
<td>1146</td>
<td>239,062</td>
<td>2433</td>
<td>345,855</td>
</tr>
<tr>
<td>1875</td>
<td>1390</td>
<td>273,790</td>
<td>2557</td>
<td>382,302</td>
</tr>
</tbody>
</table>

Source: Annual Reports of the Chief Superintendent of Education.
CHAPTER VI

INFLUENCES FROM THE UNITED STATES

Whatever other merits Ryerson may have possessed, he is not remembered as a man of outstanding originality. He himself freely acknowledged that his gifts were practical rather than creative. "He boasted that his educational system was eclectic, with its law from Massachusetts, its finance from New York, its teacher-training from Germany, its text-books from Ireland, and its museum and depository from England." We might add that as far as library service was concerned, the pattern he followed was the one that had been adopted in the New England States.

Libraries had existed in many of the larger cities of the United States since the early years of the eighteenth century. The first, and most famous, was Benjamin Franklin's "Library Company" of Philadelphia, founded in 1731. Like the library at Niagara, the American institutions were financed by membership dues, and therefore had a limited clientele. They were not open to the general public.

57 Shortt, Canada and its Provinces, vol. 18, p. 317. The ideas contained in Ryerson's 1846 Report were sometimes criticised for their lack of originality. The Report was referred to by the Globe as "a wretched document, made up of the opinions of other people, stitched together by a few sentences." (Globe, January 6, 1847)
In the nineteenth century, the first stirrings began to be felt of a movement to place educational opportunities within the reach of all. The most prominent figures in building the new system that was to offer schooling as a right rather than a privilege, were Horace Mann and Henry Barnard. Both men considered the subscription library to be a relic of a bygone age. To extend the benefits of reading to all people, they advocated public libraries in the school districts.

Ryerson was well acquainted with the work of Mann and Barnard. He read their reports, and travelled extensively in the United States to observe at first hand the educational reforms that were being introduced there. His study of the writings of Horace Mann, in particular, left a deep and lasting impression, and there is no doubt that Ryerson's views on the beneficent effect of reading were based, or at any rate confirmed and reinforced by the theories of Mann. One of his favourite quotations, often placed at the head of memoranda and reports, with due acknowledgement to Mann, was:

Had I the power, I would scatter libraries over the whole land as the sower sows his seeds.

The purpose of libraries, Mann believed, should be to disseminate knowledge, because knowledge confers authority.

Knowledge the world over has been possessed by the few and ignorance has been the lot of the many . .
Just so far and so fast as education is extended, true democracy is ascendant.

Reading the right books, according to Mann, would help to redeem wayward human nature. What were the right books? Those that imparted information and conveyed good moral lessons.

Such a philosophy is found quite clearly reflected in the choice of material for the General Catalogue of Books authorized for use in the libraries of Upper Canada. A heavy stress was placed by Ryerson on works that were serious and instructive; and for over ten years the various editions of the Catalogue deliberately excluded the category of "Fiction," though as we have seen in Chapter 3, a few examples of this branch of literature found their way in by being classified under a different name. Suggestions were received from time to time at the Superintendent's Office that some works of an entertaining and popular nature should be featured. In December 1867, following a


59 Hubbell, (ibid, p. 122), describes an interesting encounter between Mann and Richard Henry Dana. The latter had been asked by Mann if he would consider rewriting Two Years Before the Mast, adding statistical information and facts as to the countries visited, their resources, products, and the habits of the people. Dana's own comments were: "I suggested . . . that to make it statistical and didactic would destroy its character. . . . I said it had life, and that the course he proposed would stop the circulation of the blood. . . . But he had only one idea in his head, and that was the idea of a school-master gone crazy, that direct instruction in matters of fact was the only worthy object of all books."
recommendation from the District Superintendents of Simcoe and Durham to reduce the number of uplifting tales by minor writers, and include more books by leading novelists, Hodgins approached Ryerson with the proposal that a Fiction List should be introduced in the next supplement to the Catalogue. The authors mentioned by Hodgins as worthy of consideration were Scott, Dickens, Thackeray, Judge Haliburton, Trollope, Lytton, Charlotte Yonge and John Galt. Ryerson had misgivings, but under pressure he consented to the change. The Council of Public Instruction also gave their approval.  

Not only on questions of what to read, and why, but on matters of practical organization, Ryerson showed a close affinity to Horace Mann. Both Ryerson and Mann published educational journals, held conventions and public meetings for expounding their programmes of reform, and devoted much care to the collection of statistics. 

Though Mann was a pioneer for school district libraries, his own state of Massachusetts was not the first to acquire them. New York led the way in 1835 with a law enabling school districts to raise by tax twenty dollars in the first year and ten dollars in any subsequent year, for the purpose of financing local libraries. Ryerson watched the developments in the State of New York with keen interest,

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60 Ontario, Department of Education, Documentary History, vol. 20, p. 93. Table I shows that in 1868, the first year that the Depository dealt in works of fiction, one hundred and fifty copies were sold.
ready to learn from their experience, and, if possible, to improve upon their methods.

The systems adopted in New York and in Upper Canada bore a close resemblance in certain respects. They had a common aim in the establishment of circulating libraries for the use of all citizens. In Upper Canada, as in New York, local support was a sine qua non, yet in neither case was there any compulsion on local authorities.

Ryerson found fault with some features of the New York libraries. For example, purchases could be made without restriction from local agents, who, according to Ryerson, charged unreasonably high prices and unloaded on the libraries "an immense amount of trash." In Upper Canada the choice of books was limited and controlled, and prices were kept to a minimum. Government grants were available in New York from 1838, to match funds raised locally, but the government money set aside for this purpose could be directed into other channels if the Department of Education found it expedient to do so. An effective safeguard existed in Upper Canada to ensure that the government appropriation should be spent exclusively on libraries.

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61 Ontario, Department of Education, Documentary History, vol. 10, p. 30. A list of recommended books, known as the "State Regent's List" was circulated among local authorities in New York State, and in fact it was this publication that prompted Ryerson to compile the General Catalogue. He went a stage further, however, in not merely recommending, but requiring that all selections should be made from the titles in the Catalogue in order to qualify for a government grant.
While New York favoured a minimum of supervision and dictation, some states went to the opposite extreme. The Indiana School Law of 1852, for example, provided for libraries in selected townships which would each receive identical collections of books, bought in bulk from a large distributor in the East. The standard set comprised three hundred and twenty-one volumes. To augment the collection extra copies would be supplied, but no variation was permitted from the approved titles. 62

By 1860 the majority of the states were operating school district libraries, differing widely in form as to organization, administration and financing. 63 Against this background of activity in the United States, the methods employed by Ryerson, to a large extent derivative, were nevertheless aptly chosen, with an understanding of the particular needs of Upper Canada at that time. Borrowed ideas were not drawn upon piecemeal, but fused into a consistent whole; and the ruling principle, applied also through the entire system of education, was "the development of individual self-reliance and local exertion, under the superintendence of a central authority." 64

63 In Michigan, books were purchased with the revenue from penal fines. See Oliver Garceau, The Public Library in the Political Process, New York, Columbia University Press, 1949, p. 25.
64 Ontario, Department of Education, Special Report, p. 39.
CHAPTER VII

PROBLEMS, OBSTACLES, CONTROVERSIES

During his tenure of office, Ryerson received many bouquets. But there were brickbats, too. As a wielder of power, it would have been surprising if he had not aroused antagonism among certain groups in the province. Criticism of his library scheme came from different quarters. Some of it was intended to be helpful and constructive, some was calculated to inflict injury on his reputation. Of all the groups that clashed with Ryerson, the strongest, most persistent, and most acrimonious was the publishing trade of Upper Canada.

From the start, Ryerson entertained a low opinion of Canadian publishers and especially of their local agents. It was he who first went to the attack, in one of the earliest issues of the Journal of Education:

Booksellers, especially in small towns, exercise no small influence in the choice of books—yet they are generally unfit to do so. They are like agents for the sale of patent medicines—knowing the prices but not the ingredients, nor the comparative worth of their goods, yet puffing them for the commission sake.65

The whole machinery that was set up to supply books to the public libraries was designed to by-pass the book-

sellers, in whom Ryerson had no confidence. The *General Catalogue* deprived the booksellers of any opportunity to give advice as to the selection of materials. The Depository, buying heavily from publishing businesses in Great Britain and the United States, prevented the Canadian trade from reaping the financial rewards to which it felt it was entitled.

For over twenty years the Canadian publishers fought a running battle with Ryerson. In 1858, they petitioned the government for the abolition of the Depository. Ryerson pointed out that the Depository bought from Canadian firms when they could supply the books that were wanted, but that much of the material required for the Depository was only obtainable from abroad. He also quoted figures to demonstrate that the publishing business, far from suffering from restrictive government policy, was growing and thriving.  

The government supported Ryerson and turned down the petition. Bitter attacks followed, the *Globe* and the *Canadian Monthly* willingly providing space for articles endorsing the publishers' point of view. The following is a typical passage from one of these articles:

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*Ontario, Department of Education, Documentary History*, vol. 13, p. 295. A memorandum from Ryerson's office states that the value of books imported into Upper Canada increased from £35,425 in 1850 to £106,998 in 1856. The proportion of the latter figure spent by the Department of Education only amounted to two per cent, the rest representing the value of books that would be sold through regular retail channels.
In regard to the abuse and injustice of the Government Book-shop, and the follies and expense of its management, criticism and invective have, hitherto, been levelled at them in vain. For around this monopoly, so vicious in principle and so indefensible in practice, its conductors seem always to be able to throw the gloss of plausibility and the fiction of the public good. Hence, its management has, for many years, become responsible to no one, its rules and regulations have been freed from all higher interference, and its accounts and balance sheets held sacred from the vulgarity of an audit. . . . Its repression and abolition have been loudly called for; and as, unquestionably, not a solid argument can be advanced for the continuance of the Government Book Depository, except the personal benefit of those directly interested in its maintenance, it is with no surprise we learn that there is every probability of the institution soon being swept away, and its peripatetic functions, at last, brought to a close.67

The points raised here were by no means frivolous ones. In the 1860's, the Depository was attracting criticism not only in the popular press, but also in the Legislature. The main objections to it could be summarized as follows:

(a) an agency of the government held an almost complete monopoly over the supply of all library books, as well as text books, maps and other school materials;

(b) as a result the Canadian booksellers were being deprived of their legitimate share of orders for the schools and libraries; and

(c) there was a danger of financial loss to the province through bureaucratic methods or through peculation.

In reply, Ryerson claimed that the Depository was performing a service that was beyond the capacity of private

67From the April 1866 issue of Canadian Monthly, quoted by Ryerson in his Defence against the Attacks of the Hon. George Brown, Toronto, Copp Clark, 1872, p. 86.
enterprise. He gave instances of library systems in the United States that were ineffective because they relied for their materials upon booksellers, whose stocks were limited and often of indifferent quality. To prove that the Depository was being managed in a business-like fashion, Ryerson referred his critics to reports of the Committee of the House of Assembly and financial statements of the Provincial Treasurer, giving positive evidence of careful accounting. 68

Though he was reluctant to make concessions, Ryerson was nevertheless obliged to modify some of his policies. 69 From about 1855, more and more of the text-book orders were handled through private companies. The Depository became more selective, also, in the type of customer it would accept. Requests from abroad (they came from as far away as Japan), though flattering, were politely turned down. Even within the province, books would only be supplied to public bodies. Many worthy organizations that were not under public auspices, such as the Sons of Temperance, were asked to buy elsewhere, for fear of aggravating the charges of interfering with private trade.

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68 Ryerson answered his critics at some length in the work just cited, Defence against the Attacks of the Hon. George Brown. He also defended his position in numerous articles in the Journal of Education and other periodicals.

69 The information in this paragraph and the next is derived from the Annual Reports of the Chief Superintendent.
The booksellers presented a second formal petition to the government in 1870, reiterating their arguments against the continued existence of the Depository, whose activities they maintained, were "a violation of the fundamental principles of political economy and of the social compact." There was no immediate result, but the booksellers won a partial victory four years later when the law was changed to grant the hundred per cent bounty for books purchased either from the Depository or from an independent agent. All titles still had to be approved by the Department of Education. Trustees dealing with an agent were required to obtain a voucher showing the title, edition, publisher and price of each book. The voucher was then sent to the Department and half the cost was refunded.

To Ryerson, the Canadian publishing business was a thorn in the flesh throughout his career as Superintendent. He aroused angry opposition among other groups, too, in connection with the distribution of money derived from the sale of Clergy Reserve Land. Over a million dollars was available from this fund in 1854, and municipalities could spend their share of the proceeds on any object to which they had authority to apply other funds. In circulars to the municipal councils, Ryerson exhorted them to use the money for school purposes and the purchase of books for

70 One of the provisions of the Consolidated School Act of 1874. After the Act came into force, the booksellers claimed that Ryerson made the procedure for collecting the government grant unnecessarily complicated in order to thwart their trade.
libraries. He repeatedly pointed out the advantage of devoting the funds to projects where the hundred per cent government grant would apply, thereby doubling the amount.

Many municipalities followed Ryerson's advice. Complaints were sometimes heard, however, that other causes more urgent than libraries were needing financial assistance. This attitude is found characteristically expressed in the swelling phrases of the Rev. J.M. Bruyère:

Let these resources with which a kind Providence has blessed us be spent in improving our Cities, Towns and Villages, in draining and macadamizing our streets, digging sewers, where wanted, in founding institutions of general beneficence such as common baths for the use of poor people, in erecting shelters for the aged, the infirm, the widow, the orphan and the immigrant. . . . When sickness and pestilence breaks out in your midst, will you be able to relieve suffering humanity by scattering around you books of "useful and entertaining reading" such as Dr. Ryerson suggests to purchase with the money placed under your control? Are the fathers of our towns and cities to waste and squander away public money intended for general purposes, because the dictator of the schools bids them to do so?71

Amid the emotional overtones, one can discern here a familiar theme—the argument that physical needs must be satisfied first, then intellectual needs can be taken care of in due course. Ryerson's contention was that Upper Canada was ready to leave behind the "bush" mentality that

71Rev. J.M. Bruyère, Controversy between Dr. Ryerson and Rev. J.M. Bruyère on the Appropriation of the Clergy Reserves Funds; Free Schools vs. State Schools; Public Libraries and Common Schools Attacked and Defended, Toronto, Leader and Patriot Steam Press, 1857, pp. 21-22. This work contains a series of letters submitted to The Leader by Ryerson and Bruyère over a period of four months. It was edited by Bruyère and published at his own expense.
had sufficed in early pioneering days. In fact, the province could not afford now to neglect the development of its intellectual resources, which in the future "would tell powerfully upon the advancement of the country in knowledge, wealth and happiness." 72

In the expenditure of Clergy Reserve funds, Ryerson's voice generally prevailed. Much of the money was applied to school and library purposes. The availability of these funds partly accounts for the heavy demand for materials from the Depository, already noted, between its foundation and 1857.

Attacks on the library system frequently revolved around the question of titles to be selected, and the regulation that only books appearing in the General Catalogue could be acquired. In compiling the Catalogue, Ryerson foresaw the possibility of rousing antagonism in certain religious groups, especially the Roman Catholics, and for that reason he was careful to exclude publications that gave strongly doctrinal viewpoints in any religious persuasion. To the best of his ability, he "tried to pursue a generous course towards the Roman Catholics." 73 He invited some members of the clergy, including Bishop Charbonnel, to recommend titles on historical subjects, 


73 Bruyère, Controversy, p. 27.
and incorporated their suggestions in the Catalogue. Yet in spite of these precautions, the Catalogue received a hostile reception in Catholic circles. One of Bruyère's letters to The Leader assailed it for giving prominence to "the most rabid anti-Christian writers, such as the infidel Hume and the sceptical Gibbon." The reading of such books was "calculated to corrupt the budding mind of youth with the venom of infidelity." In another letter, he stated that "lately in several localities, Protestants, in a spirit of conciliation towards Catholics, their fellow Christians, have already sold out their Public Libraries, judging wisely that these Ryersonian contrivances do not meet the present wants and taste of our community." If this did actually happen, it was only in a few isolated instances. Yet there is no doubt that the Catalogue caused some irritation and embarrassment, in an area where Ryerson had taken particular care to avoid giving offence to anyone.

Besides the complaints arising from religious issues, there were objections to the principle of compelling the libraries to choose their books from a standardized list. The list was admittedly an extensive one, not a mere handful of titles as in the state of Indiana; but choice was not free, and on no account would any books be supplied that were not in the Catalogue. This regulation was

74 Dated December 9, 1856.
75 Bruyère, Controversy, p. 75.
strictly enforced. On one occasion the Board of Trustees at Perth ordered some novels by a popular writer called Lever, only to be informed by Ryerson that the Council of Public Instruction could not sanction the spending of public money on stories that glorified the adventures of "rollicking, drunken heroes." The Trustees maintained that the books they had requested could have no harmful effect, and their cause was taken up in the editorial columns of the Globe:

The complaining parties have dared to question the propriety of that index librorum prohibitum which this Canadian Pope has instituted. The absurdity of this literary dictatorship is too gross to escape ridicule, and the sooner it is done away with the better. 76

The same subject was discussed in the columns of Canadian Monthly:

By some [the authorized books] are seen as a blessed reservoir for the irrigation of the Province with a wholesome, useful, entertaining literature; by others the question is asked whether teachers and parents, including farmers, mechanics, business and professional men, are to have their choice of literature limited or suggested by a few individuals, who certainly are in no appreciable respect wiser or better than themselves. 77

Despite public pressure, Ryerson insisted on retaining the Catalogue as the one inviolable authority for book

76 This quotation, and an account of the whole incident, is found in Ryerson, Defence against the Attacks of the Hon. George Brown, pp. 89-90.

selection. He believed that placing a limitation on freedom of choice was necessary in order to guard against admitting into the libraries books "of a vicious or immoral tendency." This was the principal reason he gave. It is quite evident that Ryerson had little confidence (perhaps with justification) in the ability of local trustees to make a wise selection of material for their libraries. His official utterances on the subject are phrased diplomatically: the purpose of the Catalogue was not to impose dictatorship, but to provide guidance where it was needed. New titles were added periodically to enlarge the scope of the Catalogue and give greater flexibility. A revised edition published in 1860 contained four thousand entries, double the number of the original list. Yet the chorus of criticism continued.

On certain issues, then, the public library system became a gathering-point for disagreement and dispute. Ryerson found himself frequently involved in minor skirmishes and occasionally in serious engagements. The most bitter attacks on his administration came from the editor and staff of the Globe, who were always ready to castigate his policies with regard to both schools and libraries:

73 The 1860 edition was prepared by Hodgins. On Ryerson's recommendation that he should receive a special grant for his labour, Hodgins was awarded the sum of £18.15s. (Proceedings of Select Committee, House of Assembly, March 1860; Ontario, Department of Education, Documentary History, vol. 15, p. 241.)
From all the leading journals . . . of the Province [Ryerson wrote] the Globe is distinguished as the . . . common sewer through which are poured upon the Education Department and its Head all the accumula-
tion of dissatisfaction and animosity of every dis-
appointed man under the operations of the school
system from Sarnia to the Ottawa and from Lake Erie
to the Georgian Bay. 79

It is to his credit that he had the force of charac-
ter to fight back vigorously on issues which he considered
vital to his educational programme. Undeterred by strong
and often abusive criticism, he remained convinced that a
provincial library system was essential, and that his
method of organizing it was basically the correct one.

It would give a false impression to overstress the
weight of adverse opinion; but the obstacles Ryerson en-
countered cannot be overlooked. After a very propitious
start, the libraries provided him with many unexpected
problems. We shall now trace the development of the
library movement in the latter part of Ryerson's Super-
intendency, and discover by what means, and with what
success, he handled these problems.

79 Ryerson, Defence against the Attacks of the Hon.
George Brown, p. 9.
CHAPTER VIII

EVENTS TO 1870: PROGRESS AND EXPANSION

The money realized by the sale of Clergy Reserve Land gave a strong impetus to the public library movement. When these funds began to dwindle, around 1858, there was a tendency for interest to lag, and libraries to be neglected. Perhaps the greatest continuing problem that confronted Ryerson after 1858, certainly matching the intrigues of booksellers and religious groups, was public apathy. The novelty of the scheme had worn off. To keep it going, energetic and imaginative measures were needed.

The instrument of propaganda that Ryerson found most effective for this purpose was the organization of County School Conventions. It was the 1853 Convention that enabled Ryerson to spread news of the initial library legislation. Further Conventions were held in 1860 and 1866. In both of these Ryerson played a leading role, visiting many rural areas as well as the major centres, and speaking untiringly and persuasively on the educational needs of the province. During the 1866 Conventions, he addressed no fewer than forty meetings in the course of a seven-week tour.

There is no doubt that the Conventions helped to
put new life into districts that would otherwise have been victims of inertia. In between the Conventions, Ryerson maintained contact with local centres by means of official circulars, articles in the *Journal of Education*, and occasional excursions into specific areas that required encouragement or advice. The arguments Ryerson advanced in favour of public libraries, both in speech and in writing, were based on the belief he shared with Horace Mann, that reading was the key to a fuller and better life. It will be useful at this point to look a little more closely into the claims that were made by Ryerson and many of his contemporaries for the practice of reading.

First, there was the educational aspect, stated clearly by Ryerson in his *1846 Report*, and elaborated in the *Report of 1853*:

> Through the medium of books, the sons and daughters of our land may contemplate the lives of the good, the wise and the great of both sexes and of all ages, survey the histories of all nations, trace the rise and progress of all sciences and useful arts, converse with the sages and bards of ancient Greece and Rome, as well as with the philosophers, poets, scholars, discoverers, inventors, artists, travellers and benefactors of mankind of all times and countries. 80

The "sons and daughters" to whom he refers are those who have completed their school careers and will continue to learn through reading. Since Ryerson's time, the same theme has been echoed again and again in articles, speeches and official documents. It is found expressed in a recent

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80 *Ontario, Department of Education, Documentary History*, vol. 11, pp. 93-94.
Once formal education has ended and the personal contribution of the teacher has ceased, books remain the most significant of all educational media.\(^1\)

More debatable, yet a persistent feature of certain segments of nineteenth century thinking, was the belief in the value of a book as a source of moral benefit as well as intellectual gain. We have here a carry-over from the eighteenth-century doctrine of the perfectibility of man.\(^2\)

Reading good literature was one of the methods by which mankind could raise his spiritual level and attain greater happiness. Not only would the virtuous be made better, but evil-doers would be redeemed. Libraries were placed in the prisons of Upper Canada, so that by reading, "a new bias might be given to the feelings and tastes" of prisoners, and "a purer and nobler ambition" might inspire those who had embarked on a career of crime. Through the influence of public libraries, fewer men would find themselves in trouble. "As you educate the people, you proportionately diminish crime."\(^3\)

If good books contributed to the well-being of society, then bad books had the opposite effect:

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The reading of disreputable books affords . . . a species of unusual gratification. The taste thus vitiated grows by what it feeds upon; and the descent, it is well known, is easy from familiarity with the over-wrought pictures of imaginary crime to the actual perpetration of it.  

An important duty of those in positions of authority in education, therefore, was to keep a watchful eye on what was read by both children and grown-ups. At several meetings of the 1860 County Conventions, Ryerson repeated this quaint little story to illustrate the point:

In one of our towns, a Boys' Association was formed at School, for the purpose of bad books, to the amount of about $100; when discovered, it was broken up, the books burnt, and a good library substituted.

For the pursuit of knowledge and for spiritual enrichment, the communities of Upper Canada were urged to cultivate the habit of reading. A third reason, less emphasized, but acknowledged to carry some weight, was the element of recreation and relaxation. During the long winter evenings, a book would while away the hours pleasantly for many people whose days were spent in hard physical toil.

The effectiveness of Ryerson's campaigning was proved by the remarkable growth in the number of libraries between 1860 and 1870. Combining the figures for libraries

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85 Ontario, Department of Education, Documentary History, vol. 16, p. 84.
organized by school districts and by municipalities, the number more than doubled in those ten years, rising from 758 to 1535. While sales from the Depository declined after the peak years of 1853 to 1857, the demand for books was sufficiently steady to bring the total number of volumes in the libraries from 344,463 in 1860 to 413,503 in 1870. In his Reports to the government, Ryerson expressed satisfaction with the evidence of continued interest in library development. It was a source of pride that by 1870 the combined resources of Public and Sunday School Libraries provided nearly one volume for every two inhabitants of the province. In twenty years, from 1850 to 1870, the number of volumes had increased ten-fold.

There are no important changes to note in the legislation affecting libraries during this period. The system set up in the early 1850's proved capable of handling the greatly-expanded network of libraries stretching across the province. In his Report of 1866, Ryerson featured a map of Upper Canada, with red dots to show where libraries were located. The map indicated a generally healthy situation. He commented on the existence of gaps in certain areas, but added that it would be a mistake to "force the pace." New developments should come from "the spontaneous

86 See Table II. The population of Ontario in 1871 was 1,620,851.
expression of the felt wants of the people.  

The Rules and Regulations prepared by Ryerson in 1853, were reprinted year after year with no significant alterations, and they remained in force until his retirement. If he had been less preoccupied with other matters some changes might have been made. Writing to the government in 1868 with a proposal that he should be permitted to retire in favour of a Minister of Education, he offered to continue working in a voluntary capacity on various projects he wished to carry out, including a revised schedule of library regulations.  

The government persuaded him to remain in office, however, and nothing more was heard of the projects he mentioned. The weight of official duties allowed time only for the most pressing matters.

Public approval of the library system was demonstrated in the highly satisfactory statistical returns. It can also be gauged in some of the comments made by district superintendents in their Annual Reports to the Education Department. As one might expect, the comments varied greatly in tone. Some were enthusiastic, some registered mild approbation, some were openly critical. It is difficult to make an assessment of the actual degree of support

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87Ontario, Department of Education, Documentary History, vol. 20, p. 140. Ryerson describes the map fully in his Report and refers to it as a "supplement," but it is omitted from the Documentary History.

88Ibid., vol. 21, pp. 139-140.
they denoted. The general tenor was commendatory, and in Ryerson's view they were an adequate endorsement of his scheme. The following are a few characteristic statements from areas that had had some success with their libraries:

Libraries in the townships under my supervision are not very numerous, but where they are found in sections they produce the same effects as in families. That is, they create a spirit of enquiry, a thirst after knowledge, and give a death blow to all low, grovelling and outwardly vicious habits.\textsuperscript{89}

As to the influence of libraries, I am fully satisfied a great deal of benefit is derived from them.\textsuperscript{90}

We have one School Section library open to the public, the books are in good condition, the regulations are strictly carried out . . . readers are increasing.

Books are well read and disseminated and have exercised a very favourable influence.

The books are generally covered, numbered, well cared-for, and better still in many instances, constantly read.

\textsuperscript{89}Report from Elgin, cited in the Chief Superintendent's Report for 1858.

\textsuperscript{90}This and the next three examples are taken from Ontario, Legislative Assembly, Sessional Papers, Toronto, 1870-71. The Reports were for the year 1869, and came respectively from Simcoe (p. 76), Essex (p. 105), Haldimand (p. 85) and Norfolk (p. 90).
CHAPTER IX

THE LIBRARIES LOSE GROUND, AND FAIL TO SURVIVE: END OF THE DEPOSITORY

Right to the end of his career, Ryerson continued to express confidence in the viability of his public library system. He appeared not to notice the unmistakable signs that from about 1870 it was beginning to lose momentum. There were setbacks, such as the concessions he unwillingly made to the booksellers in 1874. Mixed reports came in from district superintendents. Yet at no point did Ryerson confess to any doubt that the structure he had planned and set up would not form a permanent part of the educational system.

Though he remained optimistic in his pronouncements, he spoke of the libraries less frequently, and when he did refer to them in articles and memoranda, his remarks tended to be repetitive. After his visit to Europe in 1866-67, the ensuing report on measures recommended for the new province of Ontario contained proposals for free and compulsory education, and for improved teacher training, but there was no mention of library service. Perhaps we have in this negative evidence a hint that Ryerson was losing

interest or entertaining some misgivings, even though he does not seem to have acknowledged the existence of any such thoughts. It may have been partly a matter of diminishing energy. Approaching the age of seventy, with departmental duties pressing heavily upon him, he was no longer able to conduct vigorous campaigns to muster public support. The libraries had responded well to the aggressive methods employed by Ryerson for nearly twenty years, but without strong backing they soon began to falter.

The last chapter concluded with some instances of favourable impressions reported on the library situations in certain areas. Other districts had less rewarding experiences. The local superintendent at Perth, for example, stated with candour that there were "only a few libraries, and while some people avail themselves of the advantages, the masses do not appreciate the opportunity nor cultivate the taste for reading, hence their influence is scarcely perceptible." In the District of Bruce, the libraries were "not well kept up," and "in some cases nearly out of existence." From Middlesex: came the comment: "Very little influence is exerted by the libraries and I never met a community less inclined to read." The Superintendent of the County of Lambton reported:

In regard to libraries, the returns are very defective. The chief reason appears to be that the books are old and are little read; and the trustees think it hardly worth while making any return in regard to them. The primary object of establishing libraries was, no doubt,

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that it might lead the youth attending the schools to form habits of reading, which they would carry with them after leaving the Common School. In this, the libraries have been almost a failure.93

After 1870 more and more similar complaints were coming in from superintendents in areas that had at one time shown a sincere interest in acquiring and circulating books. Such phrases as "little used" or "very neglected" or "most discouraging" kept recurring when the subject of libraries was being discussed. A mood of disillusionment began to replace the bright promises of the fifties and sixties.

Ryerson retired in 1876. The Education Department, over which he had presided for over thirty years, became a branch of the Executive Government, with Adam Crooks as Minister of Education. It was felt that responsibilities of such weight and importance could no longer be kept out of the arena of party politics. In general, these administrative changes did not affect the major educational reforms with which the name of Ryerson is linked. The school system he had built up had a firm foundation, and its basic principles were not challenged. In fact, among the items which Ryerson regarded as essential features of his legislative programme, the public library scheme was one of the few casualties. Declining already before his retirement,94

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93 Ontario, Legislative Assembly, Sessional Papers, 1869, p. 38.

94 There was actually a slight gain in the total number of libraries between 1870 and 1875, from 1535 to 1554, but in the same period the number of municipal libraries fell from 389 to 164.
the final demise of the libraries was hastened by the fact that no one in authority sympathized with them or exercised much faith in their usefulness. After 1876, they continued to receive over five thousand dollars a year, but it seems to have been taken for granted that the project was a failure and that the libraries should be allowed to die as quickly as possible.

The Depository shared the fate of the libraries. It was an institution in which Ryerson took particular pride, and it undoubtedly played a vital role in equipping schools and libraries. However, the Depository was a means to an end—a quick source of supply, performing a function for which commercial firms in the mid-nineteenth century were probably not equipped. In 1876, the government could see no reason for holding back any longer the private interests that were eager to capture the trade once monopolized by the Depository. Agitation in the press for its abolition became increasingly insistent. The following is part of a feature editorial that appeared in the Globe, entitled "The Provincial Book Store":

We should hope that the days of the Provincial Store in the Normal School Buildings are numbered. There is absolutely so little that can be said in defence of that concern, viewed either educationally or economically, that we cannot imagine the Government consenting to its continuance or the Minister of Education acquiescing in the idea that in addition to his other duties he must turn bookseller and look after all the petty details of a huckster's stall. The Provincial Store has been doing the work of an ordinary bookshop and a hardware store and it has been doing that work in a highly unsatisfactory manner.95

95Globe, December 16, 1875.
The business of the Depository steadily dwindled, and in 1880 the government grant for books and apparatus was reduced from one hundred to thirty-three and a third per cent. Finally, on July 1, 1881, the Provincial Educational Depository came to an end. All its stock, amounting to about twenty-seven thousand dollars worth of goods, was distributed free to various organizations. Among the beneficiaries were teachers' associations, prisons, asylums, the Ontario Agricultural College, and Toronto University. 96

In spite of all that could be said against the Depository, it became apparent after the emotional atmosphere had cleared that a great deal had been accomplished. The summary of its transactions, found in Table III, shows a record of very solid achievement in twenty-eight years of operation from 1853 to 1881. "Ryerson projected this plan of supply on a purely commercial basis, and so arranged and successfully carried out his scheme that while there was distributed nearly a million dollars' worth of school material and books up to the time when the Depository was closed, it did not cost the country anything for the expenses of its management, as it more than paid its way." 97


97 John George Hodgins, Ryerson Memorial Volume, Toronto, Warwick and Sons, 1889, p. 92.
sixteen hundred libraries were supplied with more than three hundred thousand volumes, apart from the million volumes sold to schools as prizes. Besides paying its way, the Depository had indeed justified its existence.
TABLE III

OPERATIONS OF THE ONTARIO
PROVINCIAL DEPOSITORY, 1853-1881

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To the School Libraries</td>
<td>307,743</td>
</tr>
<tr>
<td>2. To Mechanics Institutes and Sunday Schools</td>
<td>35,402</td>
</tr>
<tr>
<td>3. To Schools as Prize Books</td>
<td>1,068,995</td>
</tr>
<tr>
<td><strong>Total, 1853-1881</strong></td>
<td><strong>1,407,140</strong></td>
</tr>
</tbody>
</table>

Value of School Libraries supplied by the Department: **$183,790**

- Of this sum there was remitted to the Department: **$93,273**
- Added from the Library Grants: **$90,517**

Net Profits made by the Depository: **$71,054**

CHAPTER X

PUBLIC LIBRARIES IN ONTARIO AFTER RYERSON

Writing in 1917, J.W. Emery stated:

Few people in Ontario today know anything about [Ryerson's] libraries or the three hundred thousand books sent out to them from the People's Depository. Over thirty inquiries made from inspectors and teachers who were in active service during the sixties and earlier elicited only a small amount of information. The replies all confirm the suspicion that the books fell into disuse and gradually became scattered and lost.98

If this enterprise of Ryerson's proved abortive, how was it possible for the public library movement to continue its advance and make significant progress before the end of the nineteenth century? The answer lies in the fact that while the school district libraries were losing ground, those of the Mechanics' Institutes were growing and flourishing. The Mechanics' Institutes had been receiving financial assistance for their libraries since 1851, when an act was passed providing government grants of two hundred dollars a year for selected institutions. The Minister of Agriculture was responsible for distributing the funds. In some cases, the Institutes purchased books from the Depository though they were not entitled to the hundred per cent subsidy. By

98 Emery, op. cit., p. 134. A selection of the replies received by Mr. Emery will be found in Appendix C.
the time of Ryerson's retirement, many of the Institutes possessed library collections of a thousand books or more from which the public could borrow, on payment of a membership fee that was usually a dollar a year. The only further step needed was legislation to make it possible for money to be raised by taxation so that the fee could be abolished. An Act "to Authorize the Formation of Free Libraries" was passed in 1882. Under its terms, a tax of one half per cent on annual assessments could be levied by local authorities for the purpose of providing free library service and to administer the service at the provincial level, a new agency was created within the Department of Education, known as the Public Library Branch. The cities of Toronto, Hamilton and London were the first to take advantage of the legislation. Once the trend was started by these three cities, other areas soon followed their example, so that by the end of the nineteenth century, there were about a hundred free libraries, large and small, scattered across Ontario. The great majority of them had been formerly attached to Mechanics' Institutes. Special provision was made in the law to facilitate the conversion of Mechanics' Institute Libraries into public bodies. In a few instances, libraries were established where none existed be-

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99 James Bain, "Canadian Libraries," Canadian Magazine of Politics, Science, Art and Literature, 16:28-32, November 1900. According to Bain, Toronto had the largest collection with 110,000 volumes in 1900. Over the whole province, the average size was about 2,000 volumes.
fore, or grew out of small private collections. There is no evidence of any of the libraries under Ryerson's jurisdiction maintaining their independent existence and becoming transformed into units of the new system created by the Act of 1882. A good many of them were probably disbanded, as Emery suggests, with little ceremony and not much thought for the use that might be made of the books. Some of their materials, however, were undoubtedly absorbed into the libraries of the Mechanics' Institutes, so uniting the two streams which, in spite of their different characters, were both leading in the same direction towards effective library service for the people of Canada.
CHAPTER XI

ASSESSMENT OF RYERSON'S LIBRARY SCHEME

If Ryerson's libraries are represented as a stream, it was indeed reduced to a mere trickle before its confluence with the strong current of the libraries organized by the Mechanics' Institutes. The scheme put forward with so much idealism in Ryerson's master plan for education in Upper Canada, after a period of useful activity and considerable success, found itself abandoned when its author retired. Can we label the scheme a failure since it failed to survive? What exactly had been accomplished?

These questions will be best approached by considering first the reasons why it foundered. Many ideas have been suggested to account for the decline of the libraries, some recurring in different sources, and some presenting quite contradictory views. Emery, for example, stated that the books "were too advanced for the readers,"\(^{100}\) while Hallam, writing in 1882, maintained they were "too elementary."\(^{101}\) This is not very helpful, but at least it does point to an area where there appears to have been a general lack of satisfaction: the choice of books for the collec-

\(^{100}\) Emery, op. cit., p. 134.

\(^{101}\) John Hallam, Notes by the Way on Free Libraries, Toronto, Globe, 1882, p. 28.
tions. In a paper read before the Royal Society of Canada in 1882, Alpheus Todd singled out the matter of book selection as a major weakness in the school district libraries. He referred to the Free Libraries Act which had just become law, paid tribute to Ryerson for his energy and foresight, and outlined the plans made by Ryerson thirty years earlier for giving each community a collection of books to suit its individual needs. Todd claimed that this objective had not been realized. The collections sent out, he said, were too stereotyped, not enough provision being made for satisfying local tastes and specialized interests.

It seems quite clear that the regulation limiting books purchased to titles listed in the General Catalogue did impose a damaging restriction on the district libraries. It prevented one evil—the circulation of immoral books, and created another—an inflexible, paternalistic control that eventually had a stifling effect. What the editor of the Globe called the index librorum prohibitum imposed a type of censorship, and no sanctimonious exposés of the depraved tastes and sharp practices of the private booksellers could hide the fact that selection was not free.

An incident involving the Board of Trustees at Perth has

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been cited. The resentment of the trustees at their wishes being overridden provides a typical reaction of local leaders to the experience of being told by a higher authority what is good for them.

A strong case can be made for the appropriateness of Ryerson's dictatorial methods in the reorganization of an antiquated school system. Without his dynamic leadership, the process of reform would almost certainly have been delayed. There were occasions, however, when his highly personal approach to problems became an impediment. The General Catalogue was perhaps a useful instrument at the outset of the library scheme, a necessary aid when reading was not a widely-practised art; but as the libraries grew there was less justification for retaining it, even though its scope was enlarged. Through its agency, Ryerson in effect set himself up as an official censor of the literature that people should be allowed to read in public libraries. However many titles it contained, the Catalogue acted as a screen, only admitting the "good books" sanctioned by the Chief Superintendent, and keeping out equally "good books" that did not appear in its pages. Furthermore, not everyone was prepared to accept Ryerson's belief that books can be neatly segregated into "good" and "bad." Intelligent criticism demands a less black-and-white approach to the subject.

Besides the need for more freedom of choice in their collections, the libraries faced other difficulties.
Librarians were often not interested in their duties, and paid little heed to the Rules and Regulations. There was a lack of proper supervision. Money was scarce after the first few years when Clergy Reserve funds were available, so many of the libraries were not kept fresh with regular supplies of new books.

These were some of the reasons why Ryerson's scheme was unable to survive. The success it did enjoy for about two decades was due in large measure to Ryerson's personal influence in soliciting support from the public, and arranging government grants to match local contributions. It has been suggested by Alpheus Todd that although Ryerson always stressed the importance of local initiative, he was in fact inclined to force his wishes on the public. The library scheme, in Todd's opinion, was premature. The result was a hot-house growth not really rooted in the spontaneous effort of the community, lacking in stamina, and therefore doomed to a short life.

There may be an element of truth in Todd's thesis. Perhaps Upper Canada was not ready for a public library system in 1850. Ryerson recognized that he was often confronted with a solid wall of indifference, but to him this meant a challenge and an opportunity, not an insurmountable obstacle. We may find fault with Ryerson's methods; we may question his sense of judgement; but it is difficult not to

103 Loc. cit.
admire his crusading spirit in resolving that, however diffi-
cult, the campaign against ignorance should embrace the
older generation as well as the children in school.

His efforts were not wasted. Admittedly, they only
went a short way towards achieving his objective, which
was to create a more enlightened public, better able to
exercise their responsibilities as citizens in a democratic
society. But it was a start. The public library movement
was launched. Later pioneers in the library field, work-
ing through the Mechanics' Institutes in Ontario, looked
to Ryerson, "the enlightened and far-seeing Superintendent
of Education," as the father of their movement.104

104H.H. Langton, "Canada and Public Libraries,"
CHAPTER XII

PUBLIC LIBRARIES IN SCHOOLS:
A FINAL NOTE

Should a public library be located in the public school? School administrators, school and public librarians, and laymen have asked, and will continue to ask, this question.

So begins the Preface to a recent monograph of the American Library Association. No attempt can be made here to pursue the question in any depth, but it is instructive to note that the pros and cons are still being debated. Since the 1880's there has been a steady trend in the United States towards taking public libraries away from direct control by school trustees, and out of school buildings. Combined school and public libraries are generally not in favour today, though they exist here and there. A few areas in the United States in which school and public libraries have been quite separate are experimenting now with various schemes for closer liaison, which may include the sharing of premises. The ALA Survey on The School-housed Public Library, quoted above, states that the main advantages reported from shared premises are the chance to coordinate all community educational program-

mes involving books, and to operate more economically through eliminating the duplication of buildings and services.

Disadvantages are not far to seek. "Although both public libraries and schools are educational institutions with similar aims, the approach, specific purposes, and methods of operation are different." A public library provides for all ages, whereas a school library caters to the needs of a particular group of students. Problems arise from adult patrons coming in at inconvenient times, from librarians feeling a division of loyalty between student and public demands, and from many other causes.

In Canada, the school-housed public library all but disappeared with the eclipse of Ryerson's library system. From time to time, the issue is brought up and discussed, and recommendations are sometimes found in official reports. For example, a clause of the Cameron Report on education in Alberta proposes "that the possibilities of making the school library accessible and of service to the general community be explored." Similarly, the Chant Report on education in British Columbia contains a suggestion that "more integration of Public Library facilities with School Library"

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106 Ibid., p. 1.

107 Alberta, Royal Commission on Education, Report. . . . 1959, Edmonton, Queen's Printer, 1959, Article 238.
facilities be considered."^108

No action has been taken so far in either province, and Canadian librarians are usually somewhat sceptical of such arrangements. The strongest grounds for joint libraries are economic ones. When money is scarce, it might be preferable to give public library service in a school rather than none at all. The gains and losses would have to be weighed—but in this country the consensus of opinion comes down emphatically in favour of separate facilities.

Ryerson's libraries were not all school-housed, but the majority of them were. They were conceived as an extension of the school system, therefore it was entirely consistent to place them in schools, and the interests of economy were served at the same time. The arrangement must have resulted in inconveniences similar to those experienced with joint premises. Yet contemporary accounts seldom mention complaints arising from this cause. Perhaps it was felt to be a matter of small importance compared with the multitude of problems and frustrations that must have existed in many schools at that time. Critics of Ryerson have stated on occasion that the money poured into the school district libraries would have been better devoted to the Mechanics' Institutes to enable them to build up their collections. In most cases, however, this was

"wisdom after the event." Between 1850 and 1870 the objections raised against Ryerson's scheme were mainly the ones described in Chapter 10, and did not usually include any disapproval of the principle of public library service sponsored by the schools. It seemed to be a logical partnership. If the libraries had kept going, there would probably have been some agitation for the partnership to be dissolved in the latter part of the nineteenth century. However, this did not prove to be necessary, since they attained a more independent status by means of a period of co-operation with the Mechanics' Institutes, after Ryerson's plan was abandoned. They are likely now to retain their independent status. In recent years, public librarians and school authorities have found it to their mutual advantage to work closely together. There is no sign in Canada, however, of any desire on their part to combine their functions as fully as they did under the regime of Egerton Ryerson.
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D. ENCYCLOPEDIA ARTICLES


APPENDIX A

A GENERAL CATALOGUE OF BOOKS IN EVERY DEPARTMENT OF LITERATURE FOR PUBLIC SCHOOLS IN UPPER CANADA—PART II

PART II.

BOOKS OF REFERENCE—HISTORY.

(Not designed for general reading.)

I. PALESTINE AND THE JEWS.


II. GENERAL HISTORY.


204. Taylor's Ancient and Modern History—(2 v. 12mo. Am. Edi.) Price for the two volumes $2.20, as follows:


III. HISTORY OF GREECE


213. Becker's Works—(2 v. Svo. Eng. Edi.) Price for the two volumes $3.30, as follows:


IV. HISTORY OF ROME.


215. Ibid.—(In 6 v. 12mo.) Sheep, pp. the same, psc. Price $2.50.


217. Arnold’s Roman Histories—(3 v. 12mo. Eng. Ed.) Written for the English “Encyclopaedia Metropolitana.” Price for the three volumes $5.90, as follows:


V. MEDIEVAL HISTORY, &c.


Or an historical account of the manners, customs, religion and laws, maritime expeditions and discoveries, language and literature of the Ancient Scandinavians (Danes, Swedes, Norwegians and Lapps) with incidental notices respecting our Saxon ancestors. Translated from the French of M. Mallet. By Bishop Playfair. Revised and enlarged, with a translation of the Prose Edda from the original old Norse text; and notes critical and explanatory. By L. A. Macdowell, Esq. To which is added an abstract of the Trylogia Eosc. By Sir Walter Scott, Bart. Cloth, pp. 352, 6th. Price $1.

225. Brand’s British Antiquities [175]—(3 v. 12mo. Eng. Edi.)


226. Thierry’s Historical Essays [203]—(8vo. Am. Edi.)


227. Thierry’s Norman Conquest—(2 v. 12mo. Eng. Edi.)


VI. MODERN HISTORY.

228. Schlegel’s History (2 v. 12mo. Eng. Edi.) Price for the two volumes $1.10, as follows:

(1.) Schlegel’s Philosophy of History [159]—In a course of Lectures, delivered at Vienna. By Frederick von Schlegel. Translated from the German, with a memoir and portrait of the author. By James Beeton Robertson, Esq. Cloth, pp. 378, 6th. Price 90 cts.

(2.) Schlegel’s Modern History [160]—A course of Lectures on Modern History; to which are added Historical Essays on the beginning of our history, and on Caesar and Alexander. By Frederick von Schlegel. Translated by Lindsay Fyfe and R. H. Whitley, Esqs. Cloth, pp. 426, 6th. Price 70 cts.


VII. BRITISH HISTORIES.


237. Robertson’s Works [38-40]—(3 v. Svo. Am. Edi.) Price for the three volumes $3.50, as follows:
(1.) Robertson’s Scotland and India [39-40]—(Svo. Am. Edi.) History of Scotland during the reigns of Queen Mary and of King James the Sixth, till his accession to the crown of England. With a review of the Scottish History previous to that period, with an appendix containing original letters. And an Historical Disquisition concerning the knowledge which the ancients had of India, and the progress of trade with that country, prior to the discovery of the passage to it by the Cape of Good Hope. With an appendix containing observations on the Civil Policy—the laws of Judicial Proceedings—the Arts—the Sciences, and religious institutions of the Indians. By William Robertson, D.D. The two in one volume. Sheep, pp. *409* 14*409* 570=002, 65. Price $1.20.


238. Robertson’s America and Charles V.—(5 v. Xtn. K. Soc.) Price for the five volumes $2.25, as follows:

(3 to 5.) Robertson’s Charles V. [38]—(3 v. 16mo. Xtn. K. Soc.) History of the Reign of the Emperor Charles the Fifth, with a view of the progress of Society in Europe from the subversion of the Roman Empire to the beginning of the sixteenth century. By William Robertson, D.D. In three volumes. Cloth, pp. 1,300. Price $1.10.


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(1.) Gould's Church Music in America—(12mo. Am. Edi.)—History of church music in America treating of its peculiarities at different periods, its tentative use and its abuse. With criticisms, eulogies and notices relating to composers, teachers, schools, choirs, societies, conventions, books, etc. By NATHANIEL D. GOULD. Cloth, pp. 326, pl. Price 35 cts.

143. Miscellaneous—(2 v.)—Price for the two volumes $1.05, as follows:

(1.) Gould's Church Music in America—(12mo. Am. Edi.)—History of church music in America treating of its peculiarities at different periods, its tentative use and its abuse. With criticisms, eulogies and notices relating to composers, teachers, schools, choirs, societies, conventions, books, etc. By NATHANIEL D. GOULD. Cloth, pp. 326, pl. Price 35 cts.
(2.) **Spencer's Treatise of Music** [51-13]—(16mo. Eng. Edi.)


144. **Miscellaneous**—(4 v. 16mo. Am. Edi.) Price for the four volumes $2.75, as follows:

(1.) Overman's *Manufacture of Steel* [118-2]—Containing the practice and principles of working and making steel. A hand-book for blacksmiths, and workers in steel and iron, wagon-makers, dies-makers, cutlers and manufacturers of dies and hardware, of steel and iron, and for men of science and arts. By FREDERICK OVERMAN. Cloth, pp. 250, mb. Price 55 cts.


(3.) Overman's *Moulder's and Founder's Guide* [118-4]—A treatise on moulding and founding in green sand, dry sand, loam and cement; the moulding of machine frames, mill- gear, hollow-ware, ornaments, trinkets, bells, and statues, description of mould for iron, bronze, brass, and other metals, physician of Paris, sulphur, wax, and other articles commonly used in casting, the construction of melting furnaces, the melting and founding of metals, the composition of alloys, bronze, varnishes and colours for castings, also, tables on the strength and other qualities of cast metals. By FREDERICK OVERMAN. With forty-two wood engravings. Cloth, pp. 252, mb. Price 70 cts.


145. **Miscellaneous**—(3 v. 16mo. Eng. Edi.) Price for the three volumes $2.40, as follows:

(1.) Templeton's *Steam Engine* [119-2]—The practical examiner on steam and the steam engine. With instructive reference relative thereto, arranged for the use of engineers, students and others. By WILLIAM TEMPLETON, Engineer. Cloth, pp. 123, hcb. Price 60 cts.


(3.) Kentish on *Box of Instruments* [119-3]—A treatise on a box of instruments and the slide-rule. For the use of gangers, engineers, seamen and students. By THOMAS KENTISH. With a plate and numerous figures. Cloth, pp. 228, 229. Price 80 cts.

146. **Miscellaneous**—(3 v. 16mo. Am. Edi.) Price for the three volumes $2.40, as follows:

(1.) Smeaton's *Builder's Companion* [119-5]—The builder's companion; containing the elements of building, surveying, and architecture. With practical rules and instructions connected with the subject. By A. C. SMEATON, CE, Ac. With illustrative figures. Cloth, pp. 273, hcb. Price 80 cts.

(2.) Painter, Gilder, and Varnisher's Companion [119-8]—Containing rules and regulations in everything relating to the arts of painting, gilding, varnishing and glass-staining; numerous useful and valuable receipts: tests for the detection of adulterations in oils, colours, &c., and a statement of the diseases and accidents to which painters, gilders and varnishers are peculiarly liable; with the simplest and best methods of prevention and remedy. With illustrations. Cloth, pp. 180, hcb. Price 60 cts.

(3.) Arrowsmith's *Paper Hanger's Companion* [119-9]—A treatise on paper-hanging; in which the practical operations of the trade are systematically laid down, with copious directions preparatory to papering; precautions against the effect of damp on walls, the various elements and poisons adopted to the several purposes of the trade; observations on the polishing and cementing of papers, &c. By JAMES ARROWSMITH. Cloth, pp. 109, hcb. Price 60 cts.

147. **Miscellaneous** (3 v. 16mo. Am. Edi.)—Price for the three volumes $2.40, as follows:

148. Miscellaneous (3 v. 16mo. Am. Ed.)—Price for the three volumes $1.50, as follows:

(1.) Dyer and Colour-Maker's Companion [119-10]—Containing instructions in the application of dyeing proper, on the different styles of cloth, and series of rules and directions for working the dyes, in black, red, and blue, with a number of receipts, particularly useful to workmen generally. With explanatory and illustrative engravings. By J. STOKEs. Cloth, pp. 167, hcb. Price 60 cts.

(2.) The Turner's Companion [119-7]—Containing instructions in perspective, elliptical, and eccentric turning, and various plates of clocks, tools, and instruments, directions for working with the eccentric cutter, drill, vertical cutter, and circular rest. With patterns, and instructions for working them, illustrated by four fig. folding plates engraved on steel. Cloth, pp. 123, hcb. Price 50 cts.


152. Knapen's Mechanics' Assistant [81]—(12mo. Am.Edi.) The Mechanics' Assistant: a thorough practical treatise on mensuration and the sliding rule, containing the manner of drawing all regular superficies, and the most concise and accurate method of finding the area of all regular superficies, and the contents of all regular solids, both by numbers and by the sliding rule. The strength of materials—Mechanical Powers—The Elasticity and Force of Steam—Specific Gravities—Leveling—The Pendulum, &c., adapted for the use of carpenters, shipwrights, wheelwrights, surveyors, mechanics, students and artisans generally. By J. D. KNAPP, A.M. Cloth, pp. 576, roc. Price 75 cts.


155. Napier's Chemistry of Dyeing [117]—(12mo. Am. Edi.)—Comprising practical instructions in the art of dyeing silk, cotton, wool, and worsted, and woolen goods, as single and two-colored damasks, stripes, camlets, batons, shot cobourgs, silk striped Orleans, plain Orleans from white and colored warps, mercers, woolens, yarns, &c. Containing nearly eight hundred receipts. To which is added a treatise on the art of padding; and the printing of silk warps, skeins, and handkerchiefs, and the various mordants and colors for the different styles of such work. By JAMES NAPIER. Illustrated by engravings. Cloth, pp. 326, hcb. Price $1.20.

156. Smith's Dyer's Instructor [115]—(12mo. Am. Edi.)—Comprising practical instructions in the art of dyeing silk, cotton, wool, and worsted, and woolen goods, as single and two-colored damasks, stripes, camlets, batons, shot cobourgs, silk striped Orleans, plain Orleans from white and colored warps, mercers, woolens, yarns, &c. Containing nearly eight hundred receipts. To which is added a treatise on the art of padding; and the printing of silk warps, skeins, and handkerchiefs, and the various mordants and colors for the different styles of such work. By DAVID SMITH. Cloth, pp. 333, hcb. Price $1.20.


158. Scott's Cotton Spinner [112]—(8vo. Am. Edi.)—The practical cotton spinner, and manufacturer; the manager's, overlooker's, and mechanic's companion. A comprehensive system of calculations of mill gearing and machinery, from the primary moving power, through the different processes of carding, drawing, slubbing, roving, spinning, and weaving, with the recent improvements in machinery. To which are added comprehensive tables of yarns and reeds for silk, linen, worsted and wool. By R. SCOTT. Corrected and enlarged, with plates of American machines. By OLIVER BRYCE, C. M. E. Cloth, pp. 577, hcb. Price $5.80.


160. Silk, Cotton, Linen, &c [5]—(8vo. Am. Edi.)—The History of Silk, Cotton, Linen, Wool, and other vegetable substances; including observations on spinning, dyeing and weaving. Also, an account of the pastoral life of the ancients, their social state and attainments in the domestic arts. With appendices on PRIESTLY'S Natural History; on the origin and manufacture of linen and cotton paper; on felting, netting, etc., deduced from copious and authentic sources. Illustrated with engravings. Cloth, pp. xxiii + 604 = 627, hcb. Price $2.90.


162. Kenten's Soaps—(12mo. Am. Edi.)—The art of manufacturing soaps, including the most recent discoveries: embracing the best methods for making all kinds of lard, soft, and toilet soaps; also olive oil soap, and others necessary in the fabrication of cloths. With receipts for making transparent and camphine oil candles. By PHILIP KENTEN. Cloth, pp. 240, hcb. Price $0.80.


APPENDIX B

GENERAL REGULATIONS FOR THE ESTABLISHMENT AND MANAGEMENT OF PUBLIC SCHOOL LIBRARIES IN UPPER CANADA

(Enclosure): GENERAL REGULATIONS FOR THE ESTABLISHMENT OF PUBLIC SCHOOL LIBRARIES IN UPPER CANADA.

Adopted by the Council of Public Instruction on the Second of August, 1853.

The Council of Public Instruction for Upper Canada, as authorized by the Thirty-eighth Section of the School Act of 1850, makes the following Regulations for the Establishment and Management of Public School Libraries:

I. There may be School Section Libraries, or Township Libraries, as each Township Municipality shall prefer. In the case of the establishment of a Township Library, the Township Council may either cause the Books to be deposited in one place, or recognize each School Section within its jurisdiction as a Branch of the Township Library Corporation, and cause the Library to be divided into parts, or sections, and allow each of these parts, or sections, of the Library to be circulated in succession in each School Section.

II. Each Township Library shall be under the management of the Township Corporation; and each Branch, or School Section, Library shall be under the management of the School Section Corporation. The Township Council shall appoint, or remove, the Librarian for the Township, and each Trustee Corporation shall appoint, or remove, the Librarian for the School Section, as already provided by the Seventh clause of the Twelfth Section of the School Act of 1850.

III. Each Township Council and each School Section Corporation receiving Library Books, must provide a proper Case for these Books, with a lock and key; and must cause the Case and Books to be kept in some safe place and repaired when injured; and must also provide sufficient wrapping-paper to cover the Books, and writing paper to enable the Librarian to keep Minutes of the delivery and return of Books, and write the needful Notes, or Letters. The Members of the Township and School Section Corporations are responsible for the security and preservation of the Books in their charge.

IV. When any Books are taken in charge by the Librarian, he is to make out a full and complete Catalogue of them; and at the foot of each Catalogue, the Librarian is to sign a Receipt to the following effect:

"I, A.B., do hereby acknowledge that the Books specified in the preceding Catalogue have been delivered to me by the Municipal Council of the Township of , or, (as the case may be,) by the Trustee of School Section Number, in the Township of , to be carefully kept by me as their Librarian, for the use of the inhabitants within their jurisdiction, according to the Regulations prescribed by authority of the Statute, for the management of Public School Libraries, to be accounted for by me, according to the said Regulations, to said Council, (or Trustees, as the case may be,) and to be delivered to my Successor in office, Dated at , 185 .

Such Catalogue, with the Librarian's Receipt, having been examined by such Council, or Trustees, or some person, or persons, appointed by them, and found to be correct, shall be delivered to such Trustees, or Council, and shall be kept among their official papers.
DUTIES AND RESPONSIBILITIES OF THE TOWNSHIP, OR SCHOOL SECTION, LIBRARIAN.

V. The Librarian is accountable to the Trustees, or Council, appointing him, for the cost of every Book that is missing, or for the whole series of which it formed a part. The Librarian is also accountable in like manner, for any injury which a Book may appear to have sustained by being soiled, defaced, torn, or otherwise injured; and can be relieved from such accountability only by the Trustees, or Council, on its being satisfactorily shown to them, that some resident within their jurisdiction is chargeable for the cost of the Book so missing, or for the amount of injury so done to any work.

VI. The Librarian must see that in each Book belonging to the Library, the number of the Book and the name of the Library to which it belongs shall be written, either on a printed label pasted inside of the cover of the Book, or on the first blank leaf of it; and he is, on no account, to deliver out any Book which is not thus numbered and identified. He is also to cause all Books to be covered with strong wrapping paper, on the back of which is to be written the title of the Book, and the number in large figures. As new Books are added, the numbers are to be continued, and they are in no case to be altered; so that if the Book be lost its number and Title must still be continued on the Catalogue, with a note that it is missing.

VII. The Librarian must keep a blank Book, which may consist of a few sheets of writing-paper stitched together,—ruled across the width of the paper, so as to leave five columns of the proper size, for the following entries,—to be written lengthwise of the paper; In the first column, the title and number of the Book; in the second column, the name and residence of the person to whom delivered; in the third column, the date of delivery; in the fourth column the date of its return; in the fifth column, remarks respecting the condition of the Book, as good, injured, torn or defaced, &c., in the following form,—

<table>
<thead>
<tr>
<th>Title and Number of the Book</th>
<th>To whom delivered</th>
<th>When delivered</th>
<th>When returned</th>
<th>Condition of the Book</th>
</tr>
</thead>
</table>

As it will be impossible for the Librarian to keep any trace of the Books without such minutes, his own interest, as well as his duty to the public, should induce him to be exact in making his entries at the time any Book is delivered; and when returned, to be equally exact in noticing its condition and making the proper minute in regard to it.

VIII. The Librarian is to act at all times, and in all things, according to the orders of the Corporation appointing him; and whenever he is removed, or superseded, he is to deliver to his Successor, or to the order of his Trustees, or Council, all Books, Catalogues and papers appertaining, or relating, to the Library; and if they are found to be satisfactory, his Trustees, or Council, or Successor in office, shall give him a Receipt to that effect. But, if any of the Books shall have been lost, or in anywise injured, the Librarian shall account and pay for such loss, or injury, unless released from the obligation to do so by his Trustees, or Council.

IX. The Trustees and Council are to attend faithfully to the interests of their Library; they are, at all times, when they think proper, and as often as possible, to examine the Books carefully, and compare the Books with the Catalogue, and note such as are missing, or injured; and to see that all forfeitures are promptly collected, and that injuries done to Books are promptly repaired, and that the Library is properly managed and taken care of.

X. The following are the Regulations for the care and use of the Books in the Library:—

1. The Librarian has charge of the Books, and is responsible for their preservation and delivery to his Successor, or to the order of his Trustees, or Council, appointing him.

2. A copy of the Catalogue of the Books is to be made out and kept by the Librarian, and open to the inspection of all persons entitled to get books from the Library, at all seasonable times, or at such times as may be determined by the Trustees, or Council.

3. Books are to be delivered only to residents of a School Section in which a Library, or Branch Library, is established; or to the residents of a Township, where Branch School Section Libraries do not exist.

4. Not more than one Book can be delivered to a person at a time; and any one having a Book out of the Library must return it before he can receive another.

5. No person, upon whom a forfeiture has been adjudged under these Regulations, can receive a Book while such forfeiture remains unpaid.

6. Each individual residing in a School Section, of sufficient age to read the Books belonging to the Library, shall be entitled to all the benefits and privileges conferred by these Regulations relative to Public School Libraries; but no person, under age, can be permitted to take a Book out of the Library, unless he resides with some inhabitant who is responsible for him; nor can he receive a Book, if notice has been given by his parent, or guardian, or person with whom he resides, that he will not be responsible for Books delivered to such minor. But any minor can draw a Book from the Library, on depositing the cost of such Book with the Librarian.
7. When there is a sufficient number of Volumes in a Library to accommodate all the residents of the School Section who wish to borrow, the Librarian may permit each Member of a Family to take Books as often as desired, so long as the Regulations are punctually and fully observed. But where there are not Books enough to supply all the borrowers, the Librarian must accommodate as many as possible, by furnishing each Family in proportion to the number of its readers, or borrowers, or by delivering not more than one Book at a time for each Family.

8. Every Book must be returned to the Library within as many weeks after it shall have been taken out, as it contains hundreds of pages—allowing one week for the reading of a hundred pages; but the same person may again take the same Book, if application has not been made for it, while it was so out of the Library, by any person entitled, who has not previously borrowed the same Book,—in which case, such applicant shall have the preference in the use of it. And where there have been several such applicants, the preference shall be according to priority in the time of their applications, to be determined by the Librarian.

9. No Book shall be renewed or borrowed by the borrower, or by any person entitled, who has not previously borrowed the same Book, or by any application has not been made for it, while it was so out of the Library, by any person entitled, who has not previously borrowed the same Book, or who have been several such applicants, the preference shall be according to priority in the time of their applications, to be determined by the Librarian.

10. If a Book be not returned at the proper time, the Librarian is to report the fact to the Trustees, and he must exhibit to them every Book which has been returned, injured by soiling, defacing, tearing, or in any other way, before such Book shall be again loaned out, together with the name of the person in whose possession it was when so injured.

11. For each day's detention of a Book beyond the time allowed by those Regulations, the forfeiture of one penny shall be incurred by the borrower, and shall be payable forthwith to the Librarian.

12. For the destruction, or loss, of a Book a forfeiture shall be incurred by the borrower equal to the cost of the Book, or of the set, if the Book be one of a series. And, on the payment of such forfeiture, the party paying it shall be entitled to the residue of the series.

13. If a leaf be torn out, or so defaced, or mutilated, that it cannot be read, or if anything be written in the volume, or any other injury done to it, which renders it unfit for general circulation, the Trustees shall consider it a destruction of the Book, and the forfeiture shall be incurred accordingly, as above provided, in case of the loss of a Book.

14. When a Book shall have been detained seven days beyond the time allowed by these Regulations, the Librarian shall give notice to the borrower to return the same within three days. If not returned within that time, the Book may be considered as lost, and the forfeiture imposed in such case as incurred accordingly.

15. When, in the opinion of the Librarian, any forfeiture has been incurred by any person under these Regulations, he shall refuse to deliver any Book to the party liable to such fine until the Trustees shall have decided upon such liability.

16. It is the special duty of the Librarian to give notice to the borrower of a Book that shall be returned injured, to show cause why he should not pay the forfeiture incurred. Such notice may be given to the agent, or child, or sent to his house, of the borrower who returns the Book; and it should always, if possible, be given at the time the Book is returned.

17. The Librarian is to inform the Trustees of every such notice given by him, and they shall assemble at the time and place appointed by him, or by any notice given by them, or any one of them, and shall hear the case. They are to keep a Book of Minutes, in which every forfeiture which, in their judgment, has been incurred, shall be entered and signed by them, or the major part of them, or by their Secretary on their order, and these Minutes, or a duly certified copy of them, shall be conclusive evidence of each of the facts recorded in them.

18. It shall be the duty of the Trustees to prosecute promptly for the collection of the forfeitures adjudged by them, and all forfeitures shall be applied to in defraying the expenses and increasing the Books of the Library.

XI. The foregoing Regulations apply to Branch School Section Libraries, as well as to School Section Libraries; also to Township Councils, the same as to Trustees of School Sections; and to Township Libraries, and to the residents in a Township, in which there are no School Section Libraries, the same as to the residents of a School Section; likewise to the Librarian of a Township, the same as to a Librarian of a School Section.

XII. When a Township Councillor, or School Trustee, shall be notified as having incurred a forfeiture for defacing, injuring or destroying a Book borrowed from the Library, he shall not act as a judge in his own case, but such case shall be decided upon by the other Members, or a majority of them, of the Township Council, or School Corporation authorized to act in the matter. In all cases the acts of a majority of the Corporation are to be considered as the acts of the Corporation.
XIII. In order to prevent the introduction of improper Books into the Libraries, it is required that no Book shall be admitted into any Public School Library, established under these Regulations which is not included in the Catalogue of Public School Library Books, prepared by the Education Department, according to law.

XIV. The Council, or Trustees, have authority, if they shall think proper, (according to the common practice of Circulating Libraries), to require the borrower to deposit with the Librarian a sum equal to the cost of the Book taken by him, as a security for its safe return and the payment of any injury which may be done to it.

XV. These Regulations shall apply to Cities, Towns, and Incorporated Villages, the same as to School Sections. By the Fourth clause of the Twenty-fourth Section of the School Act of 1850, the Board of Public School Trustees in each City, Town, or Incorporated Village, has the same authority to establish and maintain "a School Library, or School Libraries," as the Trustees of a School Section have by the Seventeenth clause of the Twelfth Section of the same Act, to establish and maintain a School Library.

XVI. The foregoing Regulations, being made under the express authority and requirement of the Thirty-eighth Section of the School Act of 1850, are binding upon all parties concerned in the establishment, support, management, and privileges of Public School Libraries; and all parties act with a full knowledge of those Regulations.

XVII. The Local Superintendents of Schools should inspect and enquire into the state and operations of the Libraries, or Branch Libraries, within their respective jurisdictions, and give the results of their observations and inquiries in their Annual Reports; and each Township and School Section must report annually, at the time of making the annual School Reports, on the condition of their Libraries, with the number of Volumes in each, and the success and influence of the system.

XVIII. These Regulations will be subject to reconsideration and revision from time to time, as experience and the circumstances of the Country may suggest.

TORONTO, August 2nd, 1853.

REMINISCENCES OF RYERSON'S LIBRARIES

(the result of enquiries made by
J.W. Emery in 1917)

Dr. James L. Hughes, formerly Chief Inspector of schools, Toronto, writes: "I remember very well the township circulating school libraries founded by Dr. Ryerson. A strong box was provided for each school section in the township. Each school had to exchange boxes at stated periods. I often drove with my father when he went to exchange one box for another. When I became inspector of schools in Toronto in 1873, I found a heap of books in each school not used at all. I had them sorted into useful and useless. The useless were sent to the second hand store, the useful were divided among the schools of the city, the principals in turn choosing a book till all were divided. They were made the basis of libraries to which we added annually."

Dr. Strang of Goderich, whose experience goes back over fifty years, states that one of the old libraries still exists in the Central School of that town and several others in the rural schools of Huron county. "The books as a rule were all serious, and as the modern demand for story books spread the scholars voted them dry and neglected them."

Dr. William Scott, principal of the Toronto Normal School, states "In the first school in which I taught in 1862, there was a little library procured with funds obtained from the sale of Clergy Reserves. It was set up in a cupboard and consisted of about 300 volumes. These were of a solid kind, there were very few story books amongst them. I learned a good deal of History from this library. It was also used extensively by the young men of the neighbourhood, not by the pupils. It was too difficult for the pupils, but the young men who took a genuine interest in improving their minds read continually from books in that library."

Mr. John Dearness of the London Normal School remarks: "The school libraries that I remember as a youth were kept at the secretary's home in a trunk. When I became inspector in 1874, I found here and there remnants of similar libraries occasionally, but they had practically
ceased to exist as means of circulating books in the section."

Dr. D.J. Goggin, formerly text-book editor of the Department of Education, Toronto, writes: "I had knowledge of two of these libraries. The first was in a little log school in the township of Cartwright, Durham County. The books had been purchased out of the Clergy Reserve Fund allotted to the school section. The subject matter was far beyond public school pupils, but the library was of much service to the older men and women, and I still recall with pleasure what an amount of helpful reading I did there. When I went to Port Hope in 1873, I found a small collection of books in the Central School. These had been purchased from the Depository. There were books dealing with the History of Education, School Management, Philosophy, and Ethics. I recall Lewes' History of Philosophy, and books in geography, history, and natural science."