



Gratia A. Countryman and Family Papers.

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RADIO TALK * PRESENT DAY PROBLEMS OF THE LIBRARY

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M. P.

July 14, 1933

PRESENT DAY PROBLEMS OF THE LIBRARY 6-8-33

A library is a lighthouse, or perhaps it may better be called a power house. It is both of these; it furnishes both enlightenment and dynamic power to the minds of men through books. But for fear you may think that a librarian is prejudiced in her judgment of its value and importance, we want to quote from some well known people who look at the library from the outside.

Once Teddy Roosevelt said, "After the church and the school the free public library is the most effective influence for good in America."

Mr. Newton Baker recently said, "In times like these the services of a public library are simply indispensable if we are not to start a relentless march backward towards barbarism."

Perhaps no one has seen the whole purpose of a library better than William Allen White. He says, "Ignorance is the menace of civilization. If America continues to grow, the minds of her people must grow. And the schools alone cannot satisfy this need for continuing the intellectual growth of American citizens. After school what; must mental growth cease when school doors close behind our youth? There must be some way out. Some way to continue the educational growth of the people.

And there is a way. That way is the Public Library. It is America's Continuation School."

And he is right. The Library is a continuation school. *open the year around, to every class and age*
People have been re-discovering their public libraries *and race of people* these past few years, and millions over the country have discovered the library for the first time. The use has increased beyond any parallel in library history. Reading rooms have been crowded beyond capacity; the book knowledge of librarians has been tested to the limit, and the supply of books has been drained. There is certainly no *other* institution which has had such a heavy burden of public service laid upon its shoulders, a service which has helped men to keep up their courage, to fill their leisure time and to prepare them *serve* for new or different jobs. *As*

Just to indicate how heavy the increase has been *using* in the Minneapolis Library, *as an example* there were 27,600 new people last *registered* year who *and* for the first time began to borrow books. The first five months of this year 15,000 more new people registered as borrowers; 42,600 new people during these *past 18 months* ~~hard~~ years. There are now 183,000 people borrowing books, *from this library.* and we do not know how many *additional are* more using the various central and branch reading rooms. They want information on every possible subject, often furnished after long and patient research by the librarians.

Let us think of the ³ library first as a vocational ^{School}

Many are here to fit themselves for new jobs. Here is a man who never before studied chemistry, but who is at it making experiments on his kitchen stove. He has produced several articles of commercial value. One woman working away at recipes has produced a water softener and laundry powder which have found a local market. One boy, after reading all he could find, is raising fish bait. ^{for sale. Men have been studying location} There is no end to the things men ^{I have} have been helped to make or repair or invent, ^{minia and} ^{method} ^{of} ^{people} ^{for the} subjects which they have called for in their efforts to write saleable articles for magazines. Stenographers and clerks have been reading courses on good English, business correspondence, and word building.

^{Numbers} ^{* Patent documents have been in great demand.}

Business men have sought books on investments; they have wanted books which analyze present conditions and causes and remedies, on politics, on world problems. So much so that the Los Angeles Times says that the Public Library has become a "Public Utility."

^{But} We might say, I think, that self education, the opportunity for continued study is the most important service a library renders. Men and women literally by the thousands have come to us to use their time for profitable reading. Never has there been so much

serious reading, and libraries now have assistants

whose ^{chief} work it is to help form reading courses for people.

Courses just fitted to individual tastes have been worked out for many people

One woman wanted a course on the history of the world,--

a large order, but a course was planned out, and she has

kept right at it. Many young men have asked for courses

in history, in drama, in literature and other cultural

besides professional + hand-craft subjects.
subjects. One mechanic settled down with an algebra,

declaring that he had always wanted to study it, but

had never before had time. We might name hundreds of

cases taken at random to illustrate the great amount of

self education going on throughout the library. Mr.

Raymond Fosdick says that this by-product of hard times

may bring a new revival of learning.

For men are turning now to books, who would have done so in former times

But libraries have still another function besides

furnishing vocational ^{assistance} help and educational. Reading is a recreation.

Many people have said to us this winter, "We can't afford

to go to shows and we haven't a car, but we are reading

aloud at our house, and we don't know what we would do

without this Library." One woman, carrying away a great

load of books, said that she was out of work and so were

her father and two brothers, so she came down for the

family on one car fare, and carried home enough books ^{to do them all} for

a week. She explained that reading was the pleasantest

thing they could do. One young girl explained that she

had lost her job at the telephone exchange and didn't know what to do with herself. Some one had suggested that she borrow books at the Library. She explained that she had never read a ^{whole} book in her life, but she might try a short story. She was given one, and was persuaded to try a whole long story. She came back a few days later quite radiant. She had read a whole book through, ^{for the first time} and had gained a new self respect and confidence. Now she is ^{books} reading travel/and a whole new world has opened up. She is typical of hundreds. ^{who come to the library and who need personal help.}

Perhaps it is the need for recreation that creates such a demand for detective and adventure stories. A good mystery tale can take the mind off from itself and furnish more distraction than anything else. At any rate, there is no keeping up with the demand.

We believe we do not exaggerate when we say that the ^{Serving 18,000 borrowers} Library is the greatest single force in the community for preserving morale and for keeping alive the smoldering embers of self respect. ^{in men who for the first time in their lives are facing financial distress.}

We must add to the other functions of the Library that it is a great relief agency. Times without number people have said to us, "I would go crazy if it wasn't ^{for the Library.}" ~~for the Library.~~ ^{in contrast with other Public Relief Agencies} The Public Relief agencies relieve the basic physical needs, the General Hospital furnishes

care for the sick, but the Library furnishes relief for harassed and discouraged minds. It has saved the sanity of many men and the integrity of many others by furnishing wholesome mental occupation.

And on hand time here to even mention what it does for

In this long period of unemployment, of depressed spirits, of social and political unrest, the library has strained every resource to meet the unprecedented need

of the people. This has been a time when libraries

should have been given special subsidies as a constructive

social force, their book funds greatly increased, their oppor-

tunities for community service greatly enlarged to meet

the demands *of the people.*

Can one think that this would be the time to deflate library service just when the unemployed can use it,

just when young people must give up regular education,

just when men in dire need are turning to books for *comfort*

✓ relief? But that is just what has happened. We are

deflated. We must say to people, our budget is cut to the

bone, our hours of service must be shortened, our

trained librarians must be drastically cut in numbers

and salaries, our book fund must be reduced to nearly

nothing. *Just for example* Our budget for 1933 is less in actual money

than in 1923, but our service has increased more than

100%. We ask, can any public institution with so

to a little almost 4 million issues of books *a year.*

heavy a load and so indispensable a service stand
up long under so impossible a condition?

This is our internal problem, to double the
Libraries have always given the most unstinted *library*
service, on the least possible amount of money. They *business*
have never been accused of waste or extravagance. *with the*
budget
of ten years
ago

Why, in this period of enforced leisure should the people's
continuation school be strangled? And we ask in all

will the people allow their public libraries to
seriousness, *why* strangle the public libraries? *be strangled*

It is a lighthouse, it is a power house.
It is the refuge of thousands.

For

STAFF MEMORANDUM

From

Date

The Public Library Board
will have a ~~meeting~~ ^{meeting} on
Thursday afternoon to consider
how to get through the year on
a budget smaller than last year.
~~After~~ After the budget for 1930 was
allotted in the fall of 1929, the library
work gained ^{that next year} so much that 217,000
more books were circulated in 1930 than
in the year before. Again in the first three
months of 1931, there has been a gain
of 100,000 When one realizes that the largest
branch library in the city circulates only
— books in a year, that gain means
(Reply over) more work than the addition
of another large library branch. ^{Already}

To

STAFF MEMORANDUM

From

Date

For

STAFF MEMORANDUM

From

Date

In the first 3 months of 1931, the library has loaned ~~been~~ 102334 more books than in the corresponding months of last year. ~~The Library Board~~

But the Library Board is asked to keep up this continuous growth on a smaller budget. The Library Board always practices the most rigid economy in order to carry library privileges as widely as possible. To cut the library budget is to compel ~~some~~ the withdrawal of work it has already started. It would have been ^{very} difficult to keep up this increasing work on the same budget as last year, but it is ~~impossible to keep up with the~~ ~~increase on 10000 less.~~

(Reply over) ~~The time when retrenchments~~
~~will hurt patrons the least is in~~

To

STAFF MEMORANDUM

From

Date

For

STAFF MEMORANDUM

From

Date

One it cuts work to the bone to do it on any less. Many retrenchments and economies have already been made, but we are still \$10,000⁰⁰ ~~below~~ short of actual necessities. The time when retrenchments & shorter opening hours will disturb people the least is in the summer time, and the Board will consider this week, how much since now to be closed to bring the expenses down to the budget.

(Reply over)

To

STAFF MEMORANDUM

From

Date

Shall We have a Museum

What shall be done with the
Museum in the Public Library Building.

This has been one of the problems before
the Library Board for many years, and has
been met by a waiting policy.

Articles occasionally appear in the papers
of a semi-humorous quality about the
Snakes, and their care, which would lead
people to think that reptiles were the only
specimens in the Museum. This is
very far from the truth, for the
Museum was started and kept up by
scholarly men interested in scientific
activities and contains much material in
the way of minerals. It is true that
corals, shells, fossil collections of butterflies, birds &c
the live specimens have much more
appeal to the children and to the
average man and woman than the
dead material and serve to bring them
to the Museum in large numbers. But
then come children who come in

Classes with their teachers, and the
older people who also come and spend
hours, are interested ~~to~~ ^{also} they come to
study the various cases of specimens as
well as to enjoy the live turtles, lizards
Chameleons, snakes and other snakes and
sometimes rare ~~live~~ ^{specimens} which the
curator has gathered together.

Because many people now living in
Minneapolis may not know how the
Museum began, I would like to sketch
its history quite briefly ~~and~~ before
discussing its future. As early as
January 1873, a few nature lovers formed
a group for "the cultivation of Natural
Science in general and especially the
Science of Geology and Archaeology". It
was called the "Minnesota Academy of
Natural Science" and was afterwards
incorporated under that title. They
held monthly meetings at which many
fine papers were read ^{and discussed}, some of which
were published as bulletins of the
Academy. Such men as Prof. Henshaw,
Dr. Hatch, Dr. Elliott, Prof. Roberts and

Many other contributed valuable
papers to the meetings on various
subjects were of personal study
and observation. Moreover the members
contributed and collected specimens
which were preserved in Dr Johnson's
office. At the end of the third year
they considered the "propriety" of moving
the museum to a more central location.
Their idea was to awaken interest in
the collection which already filled
ten cases with some thousand specimens
of ~~illustrations of the geology & paleontology~~
of minerals, fossils, ~~archaeological~~ bones
and implements in the archeology of the Iroquois
shells or a few native birds; and the
of the scientific spirit and enthusiasm
of the feminine nature loving founders
of the Academy. They moved into
a room formerly occupied by the
YMCA at 214 Nichols Avenue on
the Post office where the museum
continued to increase by many gifts and
exchanges. The Academy remained
here until 1887, when it moved
back to the East side 100 Central Avenue

(now Enos Hemphill) for one year
returning to the 3rd floor of the
Anthony Kelly Block 110 Hemphill Ave.
The expansion of this room and of filling
up new cases ^{for the many new specimens} was met by Mr J. B.
Walker who has been a member since
~~Feb 1879~~ 1879. Many times during the
years that followed Mr Walker came
to the rescue with contributions ~~and met~~
and finally became the Academy's president
a position which he held at the time
of his death.
~~Early in 1880 a proposition was made~~
The Academy had been considering for
several years a proposition to ~~build~~
erect a building for its growing museum
~~and in 1884 when the Athenaeum Library~~
was considering a building for its collection
of books, and the newly organized Art
Association was talking of a building to
house a gallery, the Academy ~~proposed~~
~~proposed a proposition~~ offered to ~~join~~
Co-operate in a joint building for all
three to house all three organizations.
Just then the Public Library plan of
Coordinating these three educational

function was proposed and later
carried ^{out} in the building now
occupied by the Public Library -
when the Library Building was
completed ^{in 1889}, the Museum at last
found a home and ceased its
wanderings.

Since 1907, the Library Board
has paid the salary of the
Museum curator, in order that
people might visit the Museum
without any admission fee. The
Academy ~~has~~ ^{has} retained ownership
but ~~has been~~ ^{has been} unable to maintain the
Museum. This loss falling, the ~~rest~~
~~remaining~~ ~~members of the Academy~~
~~met and decided to dissolve~~
~~the organization as to give their~~
~~property in the shape of the Library Board.~~
In the meantime, the last
curator Mrs. Grace O. Wiley has

The last Curator Mrs Grace Wiley, has considerably changed the nature of the Museum by the addition of Lin specimens. She herself, a scientific entomologist, but a real nature lover, is related in spirit to those early nature lovers who founded the Academy of Natural Sciences, and who like her, felt that it was an indispensable part of human culture to know nature at first hand. She has gradually collected various ^{Lin} specimens of lizards, chameleons, ^{all} ~~various~~ ^{Tropical} ~~specimens~~ ^{etc.} arriving here in great numbers. ~~are~~ often brought to the Museum. When Mr Beebe became here, he came to the Museum purposely to see a beautiful tropical tree toad which he had never seen before.

The paper has given much
publicity, - Benji Lumorum, on
the snakes and their habits.

which perhaps, I am drawn
undue attention to that part of
the Collection. But ^{the} has brought
the Museum to the attention of
people and thousands of visitors
come annually, many of whom spend
hours at a time going through
the whole ~~collection~~ Museum. And
families spend Sunday afternoon here. And
children are school classes with their
constant bringing their parents
teachers visit the Museum very often
by appointment, and are given
scientific talks by the curator. Some
of these classes come from out-
of town schools. The curator
has given talks by request to the
~~nature classes~~ visited the nature
classes in our schools and given
talks by request. ~~Articles in~~
~~the case~~ ~~There has been an~~
This fall the few remaining members
of the Academy of Science met and
decided to dissolve the organization

and to give their property to the
Library Board. ~~The Academy has~~

~~not held any meetings for years,~~
~~as an organization of the original members~~
~~has passed away, and the~~

The Museum was already in the Library
Building and the curator was paid
employed and paid by the Library
Board. It seemed the most
natural disposition of the Museum
to give it to the Library.

But the Library Board has been
loath to accept it! Altho the
Museum is educational, ~~and~~ it is
not quite in line with the work
which a Library Board is organized
to carry on. The Museum needs
much reorganization, specimens
need to be cleaned and re-labeled.
~~It needs much more room if it is~~
~~going to develop.~~ It has been
neglected by the Academy because
that organization has not been
functioning for some time, and by

the Library Board, because the
Collection did not belong to them.
If the Library Board ~~assumes~~
~~has~~ accept it and assumes
responsibility for it, they will ~~not~~
~~to~~ want to administer it ~~as~~ in
as effective a way as they would
any other department of the library.
That means a good deal of
additional expense and more space
in which to develop the work.

When the Library Board paused
to consider the wisdom of accepting
the Museum, the natural history
Classes in the Schools, the principles
of many schools and the Supervisors
of Nature Study sent many letters
to the Library Board urging that
the Museum be retained. Kept.
Naturally enough the plea was for
the children, and it was the love for
of the Museum which was spoken of
most enthusiastically in their letters.

The Library Board realized
that the Museum could not be
closed, and as there seemed
nothing else to do, they have
accepted the gift, ~~for the~~ and
will continue its care for the
present. Hoping that the
School Board would help in its
maintenance because of its close
relationship to the Nature classes,
the Library Board applied to them
for a small ~~sum~~ annual sum ⁽¹⁰⁰⁰⁾,
but the School Board has not felt
that it could assist.

But looking forward to the
future, what is the best thing to be done
^{with} the Museum and how can it be
made a useful part of our
educational system. We call
to mind the Oplundia Museum in
connection with the Milwaukee
which has a separate municipal
fund, also the Chesham Museum

as Brooklyn, the ~~one~~ ~~as~~
~~the~~ Field Museum or Chicago and
other museum museums. I have
Minneapolis look forward to such
a municipal museum, and with
the maintenance of our present
museums lead to this desirable
result. The Library Board would
be ~~justified~~ amply justified in
taking care of this ~~one~~ former
collection, if there were later a
movement to ~~enlarge~~ ~~it~~ enlarge
it and put it into a separate
organization.

Better yet, why should Minneapolis
not have a fine zoologic
garden. It is the lin part
of this museum that attracts
the children, yes, and the grown ups
too. Wherever the alligator are
fed, every day old and young
go fathers around the tank to

* Members of the Library Board are contributing out of their own pockets for cases to ~~care~~ properly care for these little treasures which the children loan. From the Kindergarten age up through High School classes children come in groups ~~to~~ to study them. An extra room on the fourth floor is being fitted up to house them. But with the best of intentions and the help of individual members cannot the Library Board cannot do very much for the Museum unless there is a special city appropriation to maintain it. There is nothing appropriated for this year.

enjoy the sight; the children love
the turtles and even the snakes. And
listen with ~~attention~~ brotherly interest to
talks about their habits and usefulness.
~~The~~ ~~little~~ ~~but~~ that feed out of their
hands and ~~broken~~ broken winged birds
which they ~~children~~ bring to Mrs. Wiley
for her care and which become as tame
as household pets give the children
the most thrilling & exciting pleasure.

* Almost all cities the Region of
Minneapolis have ~~zoos~~ their
Zoo. Even towns like Minn. D. Park
or Virginia Minn have good zoos.
It seems to us who have watched
the interest in this small museum
that the time is ripe for a
movement to establish a zoological
garden or a municipal museum
or a combination, even if ~~the~~ it
begins in a small way, as it is
just beginning in St Paul.

~~In the same way that the~~
~~early Academy began, with a group~~
~~of nature lovers, who wanted~~

We would like to suggest a way by which a movement may be started and encouraged. Nothing is ever done unless the people themselves show an interest and make a persistent and sometimes long-continued effort to accomplish it. There must be hundreds of people in Minneapolis who are interested in some form of Nature Study and would willingly get behind a movement for a new municipal museum or zoological garden. There was just such a group when the old Academy was ~~formed~~ ^{organized} and began to form a museum.

Such an organization of Nature lovers, ~~consisting of people with a~~ ^{Lefty and teachers of Science} ~~Lefty and teachers of Science~~ ^{Senior and young naturalists as well as} ~~Senior and young naturalists as well as~~ ^{as University professors open to} ~~as University professors open to~~ ^{every one from the young} ~~every one from the young~~

open to everyone. Whether
they have a hobby, theme or are
interested only in a general way,
could have open meetings every
month with interesting speakers,
or could in proper seasons organize
field trips, for personal study. A small
membership fee ~~must cover~~ might
help to ~~back up~~ to maintain the
present museum, and the members ^{might} back up the
Library Board in securing a maintenance
fund for it. But most of all
such an interested group could
be a nucleus around which
any interest in the larger project
could crystallize. ~~Even now~~

There may be even now some
fervent spirited persons ready
to help with their gifts. Such an
enterprise with benefactors, if
they once see evidence of
interest.

If any parent or teacher who
reads this article feels any
interest in seeing such an
organization started, it will
be of great assistance if they
will make their ideas known to
the Editor of the Broadcaster.
~~We are hoping that some~~
~~one of the same group~~
~~already interested may plan~~
~~a meeting at which~~ We cannot
at this time say anything definite
but we believe that within a
short time some group will call
a meeting for the purpose of
discussing the matter.

The question is still before
us, what shall be done with the
Library Museum. The Library
Board cannot under present
conditions develop a museum of any
size or importance. The future
must be decided by the people
who are interested.

The city of today

Why does a city levy a tax of millions to support its public schools, why does it set aside valuable land for parks and driveways. Why does it maintain Art Institutes, and Public libraries. What is it that justifies these great public expenditures. Is it simply to give pleasure to its people, is it to ~~educate them in book knowledge or~~ activities furnish them with the information found in books, or the beauty interpreted through the picture. No, the social body supports these ~~agencies through~~ as agencies for ^{the purpose of} fostering and developing good citizens. The social structure can perpetuate itself only by fostering the growth of its on-coming members. These public ~~Does education alone produce~~ institutions are not supported simply for the sake of pleasure or book knowledge. Education ^{in its} alone does not produce honorable, just, highminded, patriotic citizens which the state must have. So it has always seemed to me that any

All educational institutions must
have a bigger vision, a deeper
purpose than the cultivation of the
intellect. Education must be a means
to a splendid end - the development of the ^{higher} life.

As a servant of this people in the
~~Capacity~~ Charge of one of its public institutions
it has been a never-forgotten purpose to
make the library serve the highest good of
the people who pay for it. Books have
been a means to an end. They have
been the tools, the medium through which
the moral, physical, social, moral and
spiritual ^{betterment} of this people have been sought.

In what ways have we used these tools.
We can barely suggest, in the time allotted

1 - The library has co-operated with every other
~~possible~~ agency, for good.

We cannot preach but we buy whatever
is desired to help the man who does preach.
Many a minister in this city depends
upon the library for his material.
Last year 47 ^{hundreds of} lantern slides were
passed 327 times
for pulpit lectures.

We cannot take part in missionary Bazaar
meetings, but on our Circulation desks
are lists of the best missionary literature
to help the cause along.
No club in the city uses our sheets more

than the various missionary societies of the city.

We cannot do S.S. work, but we buy all of the best S.S. Leaps, we have printed and distributed as valances lists of S.S. literature. We keep a collection of books at the office of the Humpin Co S.S. Assn for teachers to examine.

We are not in a specific cause, social workers, yet there is no social work started in settlements, or by various organizations that we do not assist materially ~~by~~ ^{furnishing}. Take the Infant Welfare Society for instance. We printed instructions to mothers in various languages and placed them in the milk stations. These foreign mothers could not read our English books, they could read their Indian directions in their own tongue. And for many months we sent a postal recommending paper books on the care of infants to each mother whose name appeared in the birth record printed daily. These books were always out.

I choose this case only as a sample.

We co-operate with Housing Committee, with City-Planning Commissions, with industrial surveys, with every civic body that is studying to better conditions.

Is it not a moral influence to Leap, possibly to stimulate all the other uplifting forces and to quicken the spirit of other workers.

— But not only do we co-operate with other
moral agencies, ~~but we do much~~
~~for various classes~~ But we do independently—
much for various classes.

We are
contributing
the nickel
libraries

Take the children;—aside from guiding
their reading and directing their interests
we have formed Civic Clubs, Boy
Scouts, Camp Fire girls etc. We
cannot teach them religion, but by
~~personal contact we lead~~ every legitimate
way we lead them right thinking ~~and~~
Then the foreigner. We buy him literature
in his own tongue, until he learns ours.
We furnish him with many books for
learning English, and lists of books that
will assist in Americanizing him.
These are distributed throughout the
Night Schools.

Then the working people. — the library is
open until 10 o'clock and on Sundays
chiefly for his sake. Technical books
quite out of the range of the wage
earner are furnished to him, to help
him to his best and most intelligent
hand labor.

Visit the Seven Corners Branch where
the homeless men and the Street
Children Congregate not only for the
books but for the recreational privileges
furnished to keep them ~~out~~ off the streets.
There were over 1200 in this room at last
year. ~~Yes~~

Inserts

But what we try to do for the
benefit of various classes, is not to
be compared to the continual
daily leap and attention given to
individuals. Our Good Books are
flown out daily for home use, and
about 5000 additional are served
daily in the Reading Rooms.
If you believe that books make
men think, if you have felt
the urge of a good book, and a
sudden realization of the
meaning of life, or impulse of a
quicker conscience, then your
belief in the moral & spiritual
power of books. You will not
need that I should prove the
moral influence of the library, if you
can realize that we distribute
books at 120 different points in
the city - and that this city read
150 3000 volumes last year, only
38% of which was fiction.

Visit the Gateway Park Branch, where
the Lodging House men, the unemployed
and the down & outers congregate. There
are sometimes 1500 men there on a
Sunday. What are we giving them -
the at least a welcome and the chance
to read and think and not be comfortable.

Then there are 28 or 30 factories supplied
with libraries, every telephone exchange,
every street car station. Do they read
mostly fiction, yes, but we choose it.
~~If fiction is chosen by an author who has
felt deeply and lived deeply, and there is
great moral value in good fiction.~~

~~We know that
But the library is as deeply concerned with the
individual, giving it with classes~~

~~It seems almost hopeless to even outline,
but for realize if possible the influence arising
from the 120 points from which we distribute
books to this people and the 1,500,000 volumes
which have gone into the homes during the
last year of which only 38% was fiction~~

To sum up the breadth of ~~the~~ its influence
It is the agency of information for for persons
upon whose work depends the social welfare
of the people

It includes potentially all the means
of social amelioration
It is a living organism with the power
of inspiring all phases of charity, of social
regeneration, and of inculcating all

the virtue of Thrift, industry, and right
living. Its tools are books, but its
spirit is that of wide helpfulness
in all that builds up and develops
human souls. ~~and the library staff~~
~~which does its duty, has its abiding~~
~~consciousness of~~ The library staff
of your library never forgets that it is
serving great ends.

When Minneapolis was very
young, just fourteen years after the
~~city~~ ^{drugging village} was named
~~it~~, it made its first small

beginning toward the
formation of a library ^{from the funds}
^{derived from a lecture by Bayard Taylor}
This modest beginning was incorporated

in 1860 as the Minneapolis Athenaeum.

Its support came from a group
of stock holders and subscribers who
perceived the ~~the~~ advantage of a
growing collection of books. It
acquired a home of its own and
received a large bequest for
the purchase of books. It grew
through the 60's and 70's, and
gradually outgrew its quarters.

Minneapolis during these years
had grown library minded
and when the Directors of the
Atheneum began to consider
what could be done with the
library and how it could be
developed into such a library
as the city deserved, a strong
Public interest was expressed. The
City wanted a public library.
Just at this time the Atheneum
Directors appointed a cultured
young Harvard man as librarian
Mr Herbert Putnam began his
work in October 1884. He
came with an unusually fine
background of book knowledge,
as well as a knowledge of Eastern
libraries and their methods.
He brought energy and enthusiasm
and an alert mind. He saw
the problems before the Atheneum

Director as the possibility
of a Construction piece of work
for the City. And he envisioned
the possibilities.

There were other actions
being going on in the city.
The Academy of Science was
discussing the necessity of a building
to house ^{its} ~~their~~ forming museum.
The Society of Fine Arts, ^{which had} ~~just a~~
been organized ^{the previous year} had been a very
successful loan exhibition and
were considering how they ~~could~~
and where they could establish
a permanent art exhibit.

There seemed to be, just at
the moment of Mr Putnam's
arrival, a cumulative development
of interest along various lines
which had not related themselves
to each other.

It was the work of a leader
to bring committees from each

of these organizations together
~~together~~ to discuss the possibility
of a common building to
house them all, and later to
finally propose to the City
Council that it be made ~~the~~
a municipal undertaking.

Within two months of Mr
Putnam's coming the Actuan
Director had given up the plan
of building their own building and had
proposed an alliance with a
municipal library if one were established, and
the various groups working together
with the City Council had agreed
upon the plan of
a building which should house
the Academy of Science Museum and
the Society of Fine Arts in a
Public Library Building
An Act of the Legislature ~~establishing~~
the library ~~as a~~ was necessary, and this

~~existing act~~ act in the shape of an amendment to the
was passed ~~at~~ the following ^{suppl.}
February, ^{so} within six months a ^{charter}
Public library board was appointed
and the project launched.
The last establishing the Minneapolis
~~being a~~ library ^{was passed} ~~and from~~ ^{the}
Mr W. J. Porce of Chicago said of it that
"the terms of this library law are new and
very important showing more
legislative intelligence than any
bill ever before enacted by any
State!"

Mr Putnam's first six months
of library service had ^{thereon} been most
productive, for in all of the conferences
which brought about such a satisfactory
conclusion. He had seen the ^{morning}
spirit. And he was to continue ^{with}
leading spirit through the following years
while the new building was being
planned and constructed and through
the years of organization of a new
Public library.

But ~~the~~ in the meantime, he
was librarian of the Athenaeum
Library until the new building was
ready to occupy. He began
almost at the start to
modernize its ^{antiquated} methods; he
installed a charging system with
a borrower card instead of the old way
of charging in a big book. He
began a new system of
Cataloguing and Classification and
opened up the access to readers, so
that they could find titles for themselves.
~~He requested no comparison
larger for those days, and this
first was allowed to accumulate
until in 1888 he went abroad
to buy books for the Athenaeum
and also for the City Public Library whose
Board had appropriated~~

~~His ideas and thorough going
methods were new to library users
and not only were his methods new
but his conclusions
created a new atmosphere in the~~

~~His ideas~~
~~of a library, as its relation to its~~
~~readers were often the subject~~
~~of interviews in the local papers~~
In the frequent interviews given in the
local papers about this time
his ideas of a library, as its relation
to his readers were as modern
in spirit and as forward looking
as anything that could be written.

Now, nearly 45 years later.
For instance, this young man
who was ~~present~~ administering his
first library in a small upstairs room
says "there are two great problems
of library management, one to get
the books for the readers, the
other to get the readers to the books".
One cannot now add much to that statement.
So in these preliminary years, he
was interpreting a library to his
readers, and teaching them how
to use it with ability, that ardent spirit
as to the principles to be followed

~~to the public in the use of a~~
~~Library.~~

The book fund of the Athenaeum
accruing from the bequest fund
was comparatively large for that time,
and this fund was allowed to accumulate
until in 1888, the Athenaeum Board and the
Public Library Board commenced him
to go abroad to buy books.

He was elected Librarian of the
Public Library in November 1888. While
still remaining Librarian of the
Athenaeum ^{Library} and carrying on its daily work.

It must have been an exciting
experience to be advising with the
Library Board about the new building,
to be choosing and buying the books.
for a new public library, to be
planning its rules and regulations, and
~~and getting forms~~ organizing ~~the~~ all
the details of opening an entirely new
venture, planning the moving and
placement of the Athenaeum Library in
the new building. And at the same
time managing

The new building opened in
December 1889. And the public
who had eagerly looked forward
to this event, showed their appreciation
by trying to throw into it ~~the~~ The staff
was new and inexperienced, and the
books ~~was~~ supply was inadequate
to the unexpected demand; and the
people themselves were unused
to the methods and could not
understand delays and disappointments.
Only the fact and ~~constant~~ ^{the} sympathy
of all ^{and explanation} complaints on the
part of Mr Patnam saved the
reputation of the new library service
during this first winter.
The newspaper article at this time entitled
"Librarian Criticizes Himself", gave Mr
Patnam the opportunity to analyze
all the complaints and criticisms
of rules, and to answer and explain them
in a clear and kindly way. He
modified rules and simplified
methods and notes, whenever it could
be done to the advantage of readers
without weakening service.

~~Mr Putnam~~ was interested in
Minnesota altho young at this time
was rapidly spreading out over a large
territory, and there was an immediate
request for branches in several
localities. Mr Putnam was in

free sympathy with this extension
of facilities. And within the first
year two branches were established
with reading rooms and delivery service
from the Central library. A third
branch was established the second
year, and these three branches are
now housed in buildings of their own
and are still in strategic localities.

~~This Mr Putnam has so agreed
upon, the so the two organizations
as agreed upon are as agreed upon~~

~~It then has been sufficient funds,
He began the rudiments of our
School system by loaning collections
to the teachers, and if there had been
sufficient funds, his plans would
have been far more extensive and
varied.~~

Looking back over the development
of the past forty years, it is hard
to find any undertakings of later years
~~even the last one of Boston's~~
~~Administration~~, which
were not far shadowed by the
things he started or planned
to start.

His resignation when it took
effect in December 1891, was
received with dismay by the people
of the City. The resolution passed
by the Library Board expresses the
high estimation in which they held
him: "His knowledge of books, his
patient attention to all the details
of official duty, his unfailing
courtesy, his readiness to attend
to the wishes of all the patrons
of the library, have made him a
most excellent librarian, have
commanded the admiration of
the Board and have endeared
him to the people of our City."

He entered upon his duties in
with the Athenian Library at
the most auspicious moment
when his ~~own~~ vision and
wisdom were most timely in
amalgamating the various
organizations into one large
Municipal enterprise. He
established the work and
organized the details and
trained an eager public in
the use & privileges of a
Public Library. He laid the
strong foundation upon which
others could build. The
mantle of his spirit is still
on the Minneapolis Public Library.

Putnam

SHALL WE HAVE A MUSEUM?

Broadcaster
March
1929

What shall be done with the Museum in the Public Library Building?

This has been one of the problems before the Library Board for many years, and has been met by a waiting policy.

Articles occasionally appear in the papers, of a semi-humorous *character* quality about the snakes, and their care, which would lead people to think that reptiles were the only specimens in the museum. This is very far from the truth, for the museum was started and kept up by scholarly men interested in scientific activities and contains much material in the way of minerals, corals, shells, good collections of butterflies, birds, etc. It is true that the live specimens have much more appeal to the children and to the average man and woman than the dead material and serve to bring them to the museum in large numbers. But these same children who come in classes with their teachers, and the older people who also come and spend hours, are interested to study the various cases of specimens as well as to enjoy the live turtles, lizards, chameleons, snakes, and other small and sometimes rare specimens which the curator has gathered together.

Because many people now living in Minneapolis may not know how the museum began, I would like to sketch its history quite briefly before discussing its future. As early as January, 1873, a few nature lovers formed a group for "the cultivation of Natural Science in general and especially - the sciences of geology and archaeology." It was called the "Minnesota Academy of Natural Sciences" and was afterwards incorporated under that title.

The members
They held monthly meetings at which many fine papers were read and discussed, some of which were published as bulletins of the Academy. Such men as Professor Winchell, Dr. Hatch, Dr. Elliott, Professor Roberts, and many others contributed valuable papers to the meetings on whatever subjects were of personal study and observation. Moreover, the members contributed

and collected specimens which were preserved in Dr. Johnson's office. ^{Asa} ^{in East Hennepin}
At the end of the third year they considered the "propriety of moving the museum to a more central location." Their idea was to awaken interest in the collection which already filled ten cases with several thousand specimens of minerals, fossils, bones and implements in the archaeology of the State, shells, and a few native birds, evidence of the scientific spirit and enthusiasm of the genuine nature loving founders of the Academy. They moved into a room formerly occupied by the Y. M. C. A. at 214 Nicollet Avenue over the Post Office, where the museum continued to increase by many gifts and exchanges. The Academy remained here until 1887 when it moved back to the East Side, 100 Central Avenue, (now East Hennepin) for one year, returning to the third floor of the Anthony Kelly Block, 110 Hennepin Avenue. The expense of this ^{last} move and of fitting up new cases for the many new specimens was met by Mr. T. B. Walker who had been a member since 1879. Many times during the years that followed, Mr. Walker came to the rescue with contributions, and finally became the Academy's president, a position which he held at the time of his death.

The Academy had been considering for several years a proposition to erect a building for its growing museum. In 1884 when the Athenaeum Library was considering a building for its collection of books, and the newly organized Art Association was talking of a building to house a gallery, the Academy offered to co-operate in a joint building to house all three organizations. Just then the Public Library plan of co-ordinating these three educational functions was proposed and later carried out in the building now occupied by the Public Library. When the Library Building was completed in 1889, the museum at last found a home and ceased its wanderings.

Since 1907, the Library Board has paid the salary of the museum curator, in order that people might visit the museum without an admission fee. The Academy has retained ownership, but has been without funds to maintain the museum. ^{present} The last curator, Mrs. Grace Wiley, has considerably changed the

nature of the museum by the addition of live specimens. Mrs. Wiley, a scientific entomologist, and a real nature lover, is related in spirit to those early nature lovers who founded the Academy of Natural Sciences, and who, like her, felt that it was an indispensable part of human culture to know nature at first hand. She has gradually collected various live specimens of turtles, lizards, chameleons, snakes, alligators, etc. Tropical specimens arriving here in fruit are often brought to the museum. When Mr. Beebe lectured here, he came to the museum purposely to see a beautiful tropical tree toad which he had never seen before.

The frequent publicity which the papers have given and the pictures which they have printed have brought the museum to the attention of people, and thousands of visitors come annually, many of whom spend hours at a time going through the whole museum. Families spend Sunday afternoons here, and children are constantly bringing their parents. School classes with their teachers visit the museum very often by appointment, and are given scientific talks by the curator. Some of these classes come from out-of-town schools. The curator has visited the nature classes in our schools and given talks by request. And so the museum has grown through exchanges and gifts, and has found an increasing response from the people, but there has been a constant uncertainty on the part of the Library Board as to how far they should go in keeping it up.

This past fall the few remaining members of the Academy of Science met and decided to dissolve the organization and to give their property to the Library Board. The museum was already in the Library Building and the curator was employed and paid by the Library Board. It seemed the most natural disposition of the museum, to give it to the Library.

But the Library Board has been loth to accept it. Although the museum is educational it is not quite in line with the work which a Library Board is organized to carry on. The museum needs much re-organization; specimens need to be cleaned and re-labeled. It has been neglected by the Academy because that organization has not been functioning for some time, and by

the Library Board because the collection did not belong to them. If the Library Board accepts it and assumes responsibility for it, they will want to administer it in as effective a way as they would any other department of the Library. That means a good deal of additional expense and more space in which to develop the work.

While the Library Board paused to consider the wisdom of accepting the museum, the natural history classes in the schools, the principals of many schools, and the Supervisor of Nature Study sent letters to the Library Board urging that the museum be kept. Naturally enough the plea was for the children, and it was the live part of the museum which was spoken of most enthusiastically in these letters. The Library Board has realized that the museum ought not to be closed, and as there seemed nothing else to do, they have accepted the gift and will continue its care for the present. Hoping that the Board of Education would help in its maintenance, because of its close relationship to the nature classes, the Library Board applied to them for a small annual sum (\$1,000.00), but the Board of Education has not felt that it could assist. So for the time being, the Library Board will do what it can to continue the work in its present quarters. The children at least need to have such a place where they can have an intimate contact with little live creatures..

But looking forward to the future, what is the best thing to be done with the museum, and how can it be made a useful part of our educational system? We call to mind the splendid museum in connection with the Milwaukee Public Library which has a separate municipal fund, also the Children's Museum at Brooklyn, the Field Museum at Chicago, and other well known museums. Shall Minneapolis look forward to such a municipal museum, and will the maintenance of our present museum lead to this desirable result? The Library Board would be amply justified in taking care of the present collection if there were later a movement to enlarge it and to put it under a separate organization.

Better yet, why should Minneapolis not have a good zo-ological garden? It is the live part of this museum that attracts the children; yes, and the

grown-ups too. Whenever the alligators are fed, everybody, old and young, gathers around the tank to enjoy the sight; the children love the turtles and even the snakes, and listen with breathless interest to talks about their habits and usefulness. Little bats that feed out of their hands and broken winged birds which they bring to Mrs. Wiley for her care and which become as tame as household pets, give the children the most thrilling and exciting pleasure.

Members of the Library Board are contributing out of their own pockets for cases to properly care for these little creatures which the children love. From the kindergarten age up through High Schools, classes of children come in groups to study them. An extra room on the fourth floor is being fitted up to house them. ^{in these new cases.} But with the best of intentions and the help of individual members, the Library Board cannot do very much for the museum unless there is a special city appropriation to maintain it. There is nothing appropriated for this year.

Almost all cities the size of Minneapolis have their zoo. Even towns like Minot, North Dakota or Virginia, Minnesota, have good zoos. It seems to us who have watched the interest in this small museum that the time is ripe for a movement to establish a zoological garden or a municipal museum or a combination, even if it begins in a small way, as it is just beginning in St. Paul. We would like to suggest a way by which a movement may be started and encouraged. Nothing is ever done unless the people themselves show an interest and make a persistent and sometimes long-continued effort to accomplish it. ^{Surely} There must be hundreds of people in Minneapolis who are interested in some form of nature study and would willingly get behind a movement for a real municipal museum or zoological garden. There was just such a group when the Old Academy was organized and began to form a museum.

Such an organization of nature lovers, open to every one whether they have a hobby themselves or are interested only in a general way, could have open meetings every month with interesting speakers, or could in proper

seasons organize field trips for personal study. A small membership fee might help to maintain the present museum and the members might back up the Library Board in securing a maintenance fund for it. But most of all such an interested group could be a nucleus around which interest in the larger project could crystallize. There may be even now some public spirited persons ready to help such an enterprise with benefactions if they once see evidence of interest. If any parent or teacher who reads this article feels any interest in seeing such an organization started, it will be of great assistance if they will make their ideas known to the Editor of the "Broadcaster." We cannot, at this time, say anything definite but we believe that within a short time some group will call a meeting for the purpose of discussing the matter.

The question is still before us, what shall be done with the Library museum? The Library Board cannot under present conditions develop a museum of any size or importance. Its future must be decided by the people who are interested.

To

STAFF MEMORANDUM

From

Date

1. Minneapolis was at this period a very self-conscious ambitious young city which firmly believed in its own future greatness. It was growing rapidly in size and in commercial ~~future~~ importance. It wanted to offer to its citizens as rich an opportunity for culture as the older cities, and a public library was indispensable.

2. He could not have entered the city in a more opportune time. And the Athenian Directors could not have found a man with more ability to solve their problems. He identified himself at once with all of the educational projects of the city, and brought the vigor and keenness of his active mind to the solution of his own task with a clear vision of its possibilities.

For

STAFF MEMORANDUM

From

Date

(Reply over)

When Minneapolis was very young, just fourteen years after the struggling village was named, it made its first ~~small~~ beginning toward the formation of a library ~~from~~^{where} the funds derived from a lecture by Bayard Taylor. This modest beginning was incorporated in 1860 as the Minneapolis Athenaeum.

Its support came from a group of stockholders and subscribers, who received the advantages of a growing collection of books. ^{As the years passed} It acquired a ~~home~~^{building} of its own and received a large bequest ^{which was to be used} for the purchase of books. It grew through the 60's and 70's, ^{into a creditable library} and gradually outgrew its quarters.

~~Minneapolis, during these years, had grown library-minded, and~~
When the Directors of the Athenaeum ^{along in 1883} began to consider what ^{seriously} should be

done with the library and how it could be developed into such a library as the city deserved, ^{and how a new building to properly house it} a strong public interest ^{was expressed} ^{aroused} ^{Could be financed}. The city wanted a public library,

Just at this time the Athenaeum Directors appointed a cultured young Harvard man as librarian. Mr. Herbert Putnam began his work in October, 1884. He came with an unusually fine background of book knowledge, and with ^{an acquaintance} a knowledge of Eastern libraries and their methods. ^{He began his new work in October 1884 with} He brought energy and enthusiasm ~~and a clear mind~~. He saw the problems

before the Athenaeum Directors, and he visioned the possibilities. ^{before the library}

There were other active movements going on in the city. The Minnesota Academy of Science was discussing the necessity of a building to house its growing museum. The Directors of the Society of Fine Arts, which had been organized the previous year, ^{and} had held a very successful loan exhibition and were considering how and where they could establish a permanent art exhibit. ^{He could not be away from the city in a better time} ^{at the time a very self-conscious}

^{eager young city which believed in its own future greatness} ^{and laying}

not There seemed to be, just at the moment of Mr. Putnam's arrival, a cumulative development of interest along various lines which had not related themselves to each other. It ^{needed} ~~was~~ the work of a leader to bring committees from each of these organizations together to discuss the possibility of a common building to house them all, and later to propose to the City Council that it be made a municipal undertaking. *He was that leader.*

Within two months of Mr. Putnam's coming, the Athenaeum Directors had given up the plan of building their own building and had proposed an alliance with a municipal library if one were established, and the *other organizations* ~~various groups~~ working together with the City Council had agreed upon the *proposition* ~~plan~~ of a building which should house the Academy of Science and the Society of Fine Arts in a Public Library Building. *The plan was enthusiastically supported by everyone.*

An act of the State Legislature was necessary, and this act in the shape of an amendment to the Minneapolis charter was passed the following February. And so, [&] within six months, ^{*a free public library was established*} a public library board was appointed and the project launched. When the law establishing the Minneapolis Library was published, Mr. W. F. Poole of Chicago said of it that "the terms of this library law are new and very important, showing more legislative intelligence than any ^{*library*} bill ever before enacted by any State."

Mr. Putnam's first six months of library service had therefore been most productive, for in all of the conferences which brought about such a satisfactory conclusion, he had been the moving spirit. And he was to continue to be the leading spirit through the following years while the new building was being planned and constructed and through the years of organization of a new public library.

But, in the meantime, he was librarian of the Athenaeum Library. until the new building was ready to occupy. He began almost at the start to modernize its antiquated methods: he installed a charging system with a borrower's card instead of the old way of charging in a big book. He

began a new system of cataloging and classification and opened up the alcoves to readers, ^{so} so that they could find titles for themselves.

Not only were his methods new and thorough-going, but his courteous, genial manner created a new atmosphere in the ^{Shabby} old library.

In the frequent interviews given in the local papers about this time, his ideas of a library, and its relation to its readers were as modern in spirit and as forward looking as anything that could be written now, nearly forty-five years later. For instance, this young man who was administering his first library in a small upstairs room says, "There are two great problems of library management, one to get the books for the readers, the other to get the readers to the books." One cannot ^{even now} add much to that statement. So, in these preliminary years, he was interpreting a library to his readers and teaching them how to use it, with ability, tact, and public spirit.

The book fund of the Athenaeum accruing from the bequest fund was comparatively large for that time, and this fund was allowed to accumulate ^{for several years} until in 1888, ~~when~~ the Athenaeum Board and the Public Library Board commissioned him to go abroad to buy books.

He was elected librarian of the Public Library in November, 1888, while still remaining librarian of the Athenaeum Library and carrying on its daily work. It must have been an exciting experience to be advising with the Library Board about the new building, to be choosing and buying the books for a new public library, ~~and~~ to be planning its rules and regulations and organizing all the details of opening an entirely new venture, and planning the moving and placement of the Athenaeum Library in the new building.

The new building opened in December, 1889, and the ^{people} public who had eagerly looked forward to this event showed their appreciation by thronging into it. The staff was new and inexperienced, the book supply was inadequate to the

unexpected demand, and the people themselves were unused to the methods and could not understand delays and disappointments. Only the tact and the sympathetic hearing and explanation of all complaints on the part of Mr. Putnam saved the reputation of the new library service during that first winter. One newspaper article, at this time, entitled "Librarian Criticises Himself," gave Mr. Putnam the opportunity to analyze all the complaints and criticisms of rules, and to answer and explain them in his clear and kindly way. He modified rules and simplified methods and red tape, whenever it could be done to the advantage of readers without weakening service.

Minneapolis, although young at this time, was rapidly spreading out over a large territory, and there was an immediate request for branches in several localities. Mr. Putnam was in great sympathy with ^(?) ~~this~~ extension of library facilities and within the first year two branches were established with reading rooms and delivery service from the Central Library. A third branch was established the second year, and these three branches are now housed in buildings of their own and are still in strategic localities. Mr. Putnam began the rudiments of our school ^{present classroom and system} stations by loaning collections to the teachers and, if there had been sufficient funds, his plans would have been far more extensive and varied.

Looking back over the development of the past forty years, it is hard to find any undertakings of later years which were not foreshadowed by the things he started or planned to start.

Indeed in the light of these years, he must be counted as one of the leaders who shaped the intellectual mood of Minneapolis.

His resignation when it took effect in December, 1891, was received with dismay by the people of the city. The resolution passed by the Library Board expressed the estimation in which they held him: "his knowledge of books, his patient attention to all the details of official duty, his unfailing courtesy, his readiness to attend to the wishes of all the patrons of the library, have made him a most excellent librarian, have

commanded the admiration of the Board and have endeared him to the people of our city."

He entered upon his duties in the Athenaeum Library at the most auspicious moment, when his vision and wisdom were most timely in ^{Co-ordinating} ~~amalgamating~~ the various organizations into one large municipal enterprise. He established the work and organized the details and trained an eager public in the use and privileges of a public library. He had laid strong foundations, upon which others could build. The mantle of his spirit is still over the Minneapolis Public Library.

Public Library

Minneapolis

GRATIA A. COUNTRYMAN
LIBRARIAN

-1-

The Minneapolis Public Library opened its doors to an eager public in December 1889. Previously a subscription library called the Minneapolis Athenaeum served the people with books, but when the public library was established the two institutions joined in a ninety-nine year contract. The Public Library was to house the Athenaeum collection of books and to pay all costs of maintenance. The Athenaeum kept its corporate existence in order to administer valuable bequests, but turned its books over to the Public Library for the free use of the public. This has been a unique feature of the Minneapolis Library: for the two institutions are virtually one library, the books are shelved together in one classification and issued to borrowers without discrimination. But the funds of the Athenaeum are administered by a separate Board of Directors and are spent entirely for books. The Athenaeum has bought rare and valuable books and has built up a remarkable reference collection such as few public libraries could afford to own, or would be justified in buying with public funds. No better combination could be devised than this union of a private library with ample funds for books, and a public library whose book funds are a fluctuating and uncertain quantity.

(Art Dept.)

Public Library

Minneapolis

GRATIA A. COUNTRYMAN
LIBRARIAN

-2-

The library still occupies the same building in which it first opened. It has been enlarged by a wing, but is again much too small for the activities of a growing library. A new building or a remodeling of the old building is now under contemplation.

The first librarian was Mr. Herbert Putnam, the well-known Librarian of Congress. His large vision mapped out the policy of the young library. His successor was Dr. James K. Hosmer, the noted historian, and his scholarly abilities built up a splendid book collection especially in the history department.

no par. With these two remarkable men as librarians, a foundation was laid upon which the present librarian has found it easy to build an extension system which covers the whole city with branches and delivery stations.

There are now seventeen regular branches, ten of which are housed in buildings of their own, and another branch building is to be ^{during} built ~~in~~ 1923. Reading rooms are established in ten school buildings, and class room libraries are supplied to many of the outlying school buildings, so that every child in Minneapolis has easy access to library books.

Just recently the library has become a county library, with a special tax for the support of library work out in the villages and rural schools of the county. A book truck supplied with book-shelves travels all over the county, making the rounds about once in a month. More than one hundred stations are in operation so that it is fair to say that the county residents have nearly as good book service as the city residents.

Public Library

Minneapolis

GRATIA A. COUNTRYMAN
LIBRARIAN

-3-

A hospital service is just being established and the plan is to place a good collection of books in every hospital to serve patients, nurses, and physicians, with a trained librarian making the rounds of the wards about twice a week.

Busy working people are not forgotten either. A system of library stations has been established in the factories, department stores, in telephone exchanges, street-car club rooms, and fire-engine houses. These are usually cared for by employees under the direction of a library assistant. They have served to introduce many young readers to books who would never have taken time to come to the library.

One of the most interesting branches is the Municipal and Business Branch. It is located on a ground floor in the very center of the office district, one block from the City Hall.