

Patricia Spereman and the Beginning of Canadian Public Library Work with Children

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Patricia Spereman of the Sarnia Public Library in Sarnia, Ontario, was likely the first children's librarian in Canada. During her tenure (1904–1908), Sarnia Public Library demonstrated five elements characteristic of basic public library services for children: (1) a separate juvenile book collection; (2) a separate facility; (3) specialized staff; (4) reader services such as story hours; and (5) cooperation with other community agencies.

Introduction

Undoubtedly the major historical figure in the development of Canada's children's library services was Lillian Smith. Smith, born in London, Ontario, began her work at Toronto Public Library in 1912 after attending the Training School for Children's Librarians in Pittsburgh (1910–1911) and working with Anne Carroll Moore in the New York Public Library for about a year.¹ The 1933 Ridington survey of library conditions in Canada notes that "Toronto had the first separate library for boys and girls."² This is true if one defines a separate library as a separate building, but not if one considers other criteria as well.

An early Canadian monograph, *The Library, the School and the Child* (1917), by J. Emery,³ attributes the earliest work with children to Patricia Spereman of the Sarnia Public Library beginning in 1904. Emery's work, although containing a bibliography, is unreferenced. More recent works by John Wiseman (1989)⁴ and Lorne Bruce (1994)⁵ on the history of Ontario public libraries also designate Spereman as the earliest Ontario worker in this field. Wiseman and Bruce depend largely on the annual reports of the Inspector of Public Libraries of the Ontario Department of Education for this information.

Patricia Spereman has been forgotten, but her work merits recognition. An examination of the development of library services for children in Sarnia provides a single but valuable view of the emergence of this area of public library work in Canada in the early twentieth century.

Patricia Spereman and Sarnia Public Library

Sarnia Public Library still holds the minutes⁶ of board meetings from its incorporation as a free public library under the provisions of the 1895 *Ontario Public Library Act*. The board held its first meeting on 2 February 1900, and one month later hired librarian William Sweet. The library opened in rented downtown rooms on Saturday, 23 June 1900. The board meeting minutes show circulation figures for juvenile books (see Figure 3), indicating the library already held some children's materials.

In January 1902, the board applied for and received a \$15,000 Carnegie grant for a new city-owned public library building. Dedicated on 27 November and opened for business on 1 December 1903, the building was the fourth Carnegie library to be completed in Ontario.⁷ In 1906 an additional \$5,000 of Carnegie money enabled the stack area to be extended. A photograph of the new library (Figure 1)⁸ and a floor plan clearly indicating a separate children's reading room (Figure 2)⁹ were printed in the 1906 annual report of T. W. H. Leavitt, the Inspector of Public Libraries for the Department of Education in the Province of Ontario.

The Children's room contains all books for juveniles on shelves around the walls. These books may be taken for reading in the room without the intervention of any attendant, or, if desired for home use, a book is taken to the Librarian's counter and charged against the borrower. In the Children's room the chairs and tables are graduated in size so as to accommodate children of all ages. The walls are hung with pictures and the tables are supplied with magazines and periodicals.¹⁰

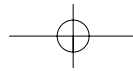
Patricia Spereman began work as Assistant Librarian on 1 February 1904, earning yearly one hundred and fifty dollars. Her father, James Spereman, was the library board's secretary treasurer, a position he occupied from 1900 until his death in 1908.

The board approved free access to the book stacks on 8 April 1904, although it directed that "the Librarian and Assistant be requested to use their discretion when children or others desire admission to the stack room."¹¹ At the 10 June 1904, meeting of the board "it was moved & seconded by Messrs. Gurd and MacAdams that Miss Spereman, in addition to her duties as Assistant Librarian be asked to give special attention to the Juvenile Department of the Library."¹² The motion carried and Canada may have gained its first designated children's librarian.

Patricia Spereman received at least some training in library work with children. Inspector Leavitt in his 1906 annual report cited a letter from Norman Gurd, a Sarnia Public Library Board member, who wrote that



Figure 1. Sarnia Public Library, circa 1905. Source: T. W. H. Leavitt, "Appendix H—Public Libraries, Literacy and School Institutions, etc.," in Report of the Minister of Education, Province of Ontario, for the Year 1906, (Toronto: Cameron, 1907), 292.



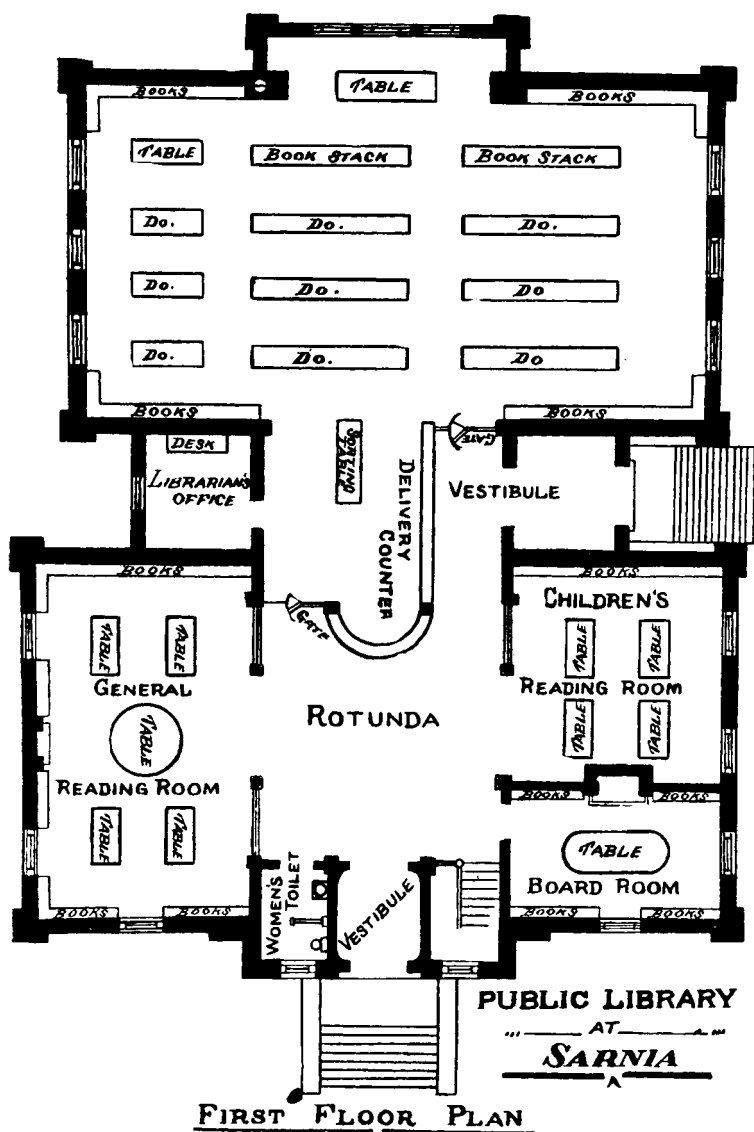


Figure 2. Main floor, Sarnia Public Library, circa 1905. Source: T. W. H. Leavitt, "Appendix H—Public Libraries, Literacy and Scientific Institutions, etc.," in Report of the Minister of Education, Province of Ontario, for the Year 1906, (Toronto: L. K. Cameron, 1907), 293.

Miss Spereman, the assistant librarian, began to make a study of the needs of the children. We provided books and pamphlets on children's work for her to read, and she also visited the children's department in the Port Huron [Michigan, USA] Library, which is a large library administered according to modern ideas, and got many valuable hints.¹³

The Port Huron Public Library has no records of this interaction.¹⁴ Shortly after Patricia Spereman's death in 1946, Angus Mowat (then Inspector of Public Libraries) wrote an obituary for the *Ontario Library Review* in which he noted that soon after the construction of the new Carnegie building in Sarnia and "seeing the great advantage of professional training, she took a year at Pratt, returning to Sarnia P. L. to organize what I believe to have been the first children's department in an Ontario library."¹⁵

The Pratt Institute was the first North American library school to offer training in children's services.¹⁶ If Patricia Spereman attended Pratt she would have studied with Anne Carroll Moore, "Lecturer on library methods for children, and children's books."¹⁷ Moore, supervisor of the children's department of the New York Public Library, was a notable pioneer in early American library work with children. At Pratt Spereman would have also learned library history, book selection, cataloguing, classification, and indexing. Spereman's attendance at Pratt is not confirmed in any of the other sources consulted during this research. A year-long gap for training at Pratt is not evident in either her activities at Sarnia Public Library or her later work with the provincial Department of Education. It is unlikely that Miss Spereman received formal professional education at this time.

The number of juvenile books as a proportion of total books circulated increased steadily under Miss Spereman's tenure at Sarnia Public Library from 1904 until April 1908, when she left to work at the provincial Department of Education (Figure 3).¹⁸

A story hour was initiated by 1906. Inspector Leavitt's report for that year indicates that "Up to the present I have but one report showing that the story hour has been adopted in a Public Library in the Province."¹⁹ Leavitt's report then quotes from a letter written by Norman Gurd who noted that:

The children's story hour is a very recent development, and is the most forward step we have taken. The story hour to-day on "Child Life in Russia" was attended by eighty-four children, and at the conclusion of the talk the children took practically all the books on Russia we had in the library. The children attending range in age

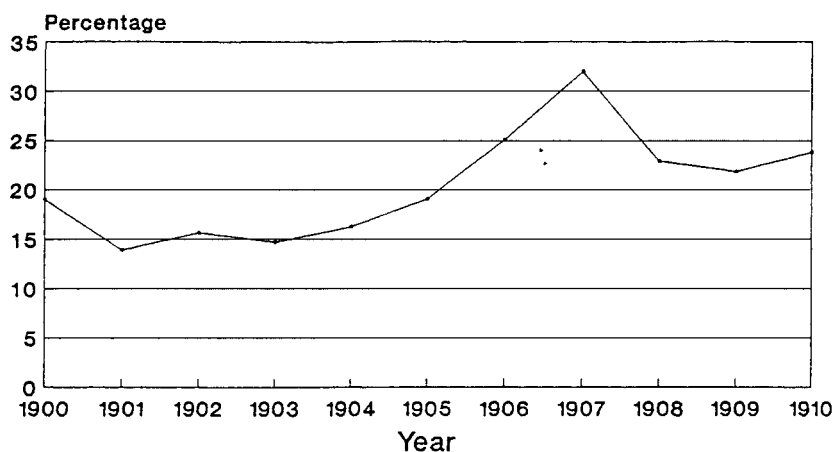


Figure 3. Juvenile proportion, Mean monthly circulation, Sarnia Public Library

from kindergarten to those of sixteen and seventeen. The story hour also gives the librarian an opportunity to speak to the children about the care of books, behaviour while in the library, and also keeps her in friendly touch with the children. They are asked for suggestions as to the subjects for future story hours. These talks are very informal, and the children appear to be perfectly at home and ask questions freely. The blackboard is used for lists of books touching on the subject under discussion. Illustrated books bearing on the subject are brought down to the auditorium and shown to the children.²⁰

The existence of the story hour is confirmed by a notice published 10 January 1907 in the *Sarnia Daily Observer* about an upcoming session: "A Children's Story Hour will be held at the public library on Saturday afternoon from two to three o'clock, commencing next Saturday afternoon, Jan. 12th."²¹

The library also worked cooperatively with the schools. "The policy of the Board has not been to send out Travelling Libraries to the schools, but rather to bring the children to the Library."²² Students were assigned reading lists prepared from library holdings by teachers who also suggested titles for the library to purchase.

In May 1906 the Dewey Decimal system of classification was adopted and the librarian from Port Huron came to train the staff in its application. In 1907 Sarnia Public Library, at the request of the Department of Education, assembled two model children's collections based on titles held at Sarnia. These were introduced and exhibited at the 1907 annual

meeting of the Ontario Library Association and then circulated as part of the province's new Travelling Libraries scheme.²³

At its 13 December 1907, meeting the library board acceded to a request received from the provincial Inspector of Public Libraries

asking the Board if it would be possible to secure the services of Miss Spereman for two or three months during the summer for the purpose of sending her to other libraries to instruct librarians and others in the principles and practices of Modern Cataloguing and institute a Story Hour for the children. The Education Department to pay her salary and expenses.²⁴

Miss Spereman was gone by May 1908²⁵ and, despite at least one request by the board,²⁶ never did return to her position at Sarnia Public Library. The circulation of children's books decreased and the mention of children and services for them virtually disappeared in ensuing board minutes.

Patricia Spereman and the Department of Education

A careful examination of the evidence²⁷ suggests that Miss Spereman's appointment to the library division staff of the Ontario Department of Education was, at least at the beginning, related more to children's work than to cataloguing, classification, or other library tasks. Leavitt's report for 1908 states: "Recognizing the vital importance of children's work in Public Libraries the Minister of Education secured the services of Miss Patricia Spereman, children's librarian of the Sarnia library."²⁸

An American journal, *Public Libraries*, included the following under the heading "A feature of library work in Ontario—":

Special interest is taken in the work that the libraries do for children and for young persons. The Department of Education of Ontario has appointed an organizer of children's work, who will visit various libraries for the purpose of inaugurating work of various kinds for the children. This organizer will be provided with traveling [*sic*] libraries for children, collections of pictures and other library attractions for young people. Where the library has made no special provision for children, the organizer is expected to open a children's department by collecting in one place in the library all the material suitable for the work with children, talking to the young people about books and instructing someone to carry it on after her departure.²⁹

Fortunately Miss Spereman also contributed to the department's annual reports, writing the sections on "Children's Libraries." During 1908 she visited seventeen libraries in the province.³⁰ Whenever possible she organized the children's department and gave story hours.³¹ She also classified collections and bound and repaired books. The work continued through 1909 although book binding and repair were removed from her duties as being too heavy for a woman. In 1909 the report identified Spereman as a Children's Librarian; by 1910, although she continued with the children's work, the report identified her as an Official Cataloguer. Cataloguing and classification occupied an increasing proportion of her time so that by 1916, when W. O. Carson became Inspector of Public Libraries, these tasks predominated.

Patricia Spereman was both a student and an instructor at the first Ontario Summer Library School held in Toronto in 1911 (Figure 4).³² She corrected students' catalogue card exercises. She also, along with Bessie Staton of Toronto, taught the sessions on children's work. As a student, Miss Spereman finished eleventh in a class of twenty-three. While she was an instructor in several subsequent summer schools, it was in the area of cataloguing and classification. Children's work was taught by Bessie Staton in 1912 and Toronto's Lillian Smith in 1913. Beginning in 1912, Spereman also lectured on classification and card catalogues at the Library Institutes, small regionally based workshops which had been offered by the Department since 1907.

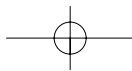
Patricia Spereman remained with the Department of Education until her death in 1946 when she was in charge of the Travelling Libraries. Her work had gradually moved away from its emphasis on children's services.

The Ontario Library Association

The Ontario Library Association (OLA)³³ was founded in 1900 and played an important role in the early development of the province's libraries. At its seventeenth annual meeting in April 1917, the "Round Table of Librarians interested in work among Boys and Girls" was established and met annually, in one form or another, thereafter. Prior to this children's work was discussed at most annual conferences and was the theme of the 1913 conference. Patricia Spereman gave a major paper on "Library Work for Children" at the 1908 conference. She attended subsequent conferences but did not lead sessions on children's work again. In 1911 Miss Jessie C. Potter, B.A., Dundas opened the conference with "Library Work With Children." At the 1913 conference Lillian Smith gave the first presentation under the main conference theme "Boys and Girls and the Public Library," followed by speakers from Toronto, Fort William, Sarnia, and Brooklyn, N.Y.



Figure 4. Staff and students of the first Summer Library School in Toronto, 1911. Left to right. Top row: Miss Thibaudeau, Miss McCrae, Miss Collinson, Miss Anderson, Inspector Nursey, Miss Scott, Mr. DelaFosse, Miss Detwiler, Dr. Horning, Miss Jamieson, Mrs. Clarke, Miss Stauffer. Center row: Miss McEvers, Miss Batters, Miss Spereman, Miss Kopp, Miss Dunham, Miss Bain, Miss Ward, Miss Banting. Front row: Miss Black, Miss Rice, Miss Hamly, Miss Gardiner, Miss Reid, Miss Watson, Miss Carroll. Source: Walter R. Nursey, "Appendix V—Public Libraries, Literacy and Scientific Institutions, etc.," in *Report of the Minister of Education, Province of Ontario, For the Year of 1911*, (Toronto: L. K. Cameron, 1912), 355.



The records of the OLA's conferences are also interesting in that they reveal the role and participation of library trustees in the development of children's services. Sarnia Public Library Board members held executive offices with the OLA's Board every year from 1905 until 1921, with the exception of 1910. Two board members served as president of the OLA, Norman Gurd in 1907 and 1908, and D. M. Grant in 1920.

Gurd served on an OLA-appointed Commission on Children's Books which produced a list of about one thousand recommended titles, printed and distributed by the Department of Education in 1906. As Spereman was already working in Sarnia, she probably assisted him in the preparation of this list. Gurd's 1907 presidential address emphasizes the importance of library work with children.

Let us begin, therefore with the child in the kindergarten and make our children's library a training school for readers. With a large children's library covering every department of literature, we may develop in the child some dormant faculty which may determine his lifework, and vastly enhance his future usefulness to the community.³⁴

Gurd also was the author of *The Story of Tecumseh*, the second volume of the Canadian Heroes Series for children which was published by the OLA in 1911.³⁵ Walter Nursey, Inspector of Public Libraries from 1909 until 1915, wrote the first book in the series, *The Story of Isaac Brock*, issued in 1908.³⁶

James Spereman's death was noted in the OLA proceedings for 1909. It had also been acknowledged in Leavitt's 1908 report as follows

His work, though local in character, was eminently practical and valuable. He was one of the few library workers instrumental in establishing the children's department in the Sarnia library; a movement whose influence has been widespread and in harmony with the spirit of his times.³⁷

James Spereman attended OLA conferences regularly although, beyond a short presentation on how to buy books which he read in 1908, he seemed to be a quiet participant.

Although Nursey's address to the 1913 meeting of the OLA, "The Trustee and the Children's Department," emphasizes the policy making and leadership we associate with library boards today, it is clear that trustees did some of the actual work themselves. At least in Sarnia, they selected and even wrote books for the children's department.

The OLA expressed itself clearly on many issues related to children's work. At its 1907 conference, the membership voted affirmatively on the question: "Should an extra grant be given to Public Libraries for children's work, circulation of children's books and quality of circulation and special work for children?"³⁸ This never became part of the provincial grant structure, but Miss Spereman was appointed within one year to do similar work at no cost to the libraries she visited.

In his 1907 presidential address, Gurd expressed concerns about restricted shelf access and age limits for children, commonly twelve to fourteen years: "The open shelf is with many a scoffing and a by-word. Children are driven from the library by the absurd age limit."³⁹ In 1909 it was moved and carried "that this Association endorse the plan of open access and the establishment of children's reading rooms wherever feasible."⁴⁰ These issues were also addressed in Leavitt's annual reports. New public library legislation in 1909 required library boards to obtain permission from the Minister of Education before restricting access or setting age limits.⁴¹

Discussion

Public library services for children emerged in Great Britain after passage of the first Public Libraries Act of 1850.⁴² The first example of a tax-supported library service for youth occurred in Manchester in 1862. Unfortunately the British legislation limited the level of tax support, and library services for children were restricted to relatively few, scattered locations until the rate restriction was removed by the new Public Libraries Act of 1919. This limited and late development as well as the substantial geographic separation meant that even though Canada was part of the British Commonwealth, public library work with children in Britain had little influence in Canadian contexts.

American library work with children began with scattered village or town libraries founded by philanthropists like Caleb Bingham (Salisbury, Connecticut 1803) and Ebenezer Learned (West Cambridge, Massachusetts, 1807).⁴³ Sunday school and school district libraries followed. In 1876 the American Library Association (ALA) was founded. William Fletcher in his chapter on "Public Libraries and the Young" in the 1876 Report of the Federal Office of Education on *Public Libraries of the United States of America*, decried the lack of services for children and youth.⁴⁴ From 1876 until the founding of the Children's Service Division of the ALA at its annual conference in 1900 held in Montreal, children's library services developed rapidly, particularly, in the northeastern United States. Harriet Long attributes this to increasing support for public education and concern for child welfare stemming from the conditions

created by increased industrialization, immigration, and urbanization.⁴⁵ Fanette Thomas's doctoral research supports the premise that five elements emerged at the end of the nineteenth century which formed the basis of public library service to children: a separate book collection, a separate facility, specialized staff, reader services (such as story hours and book clubs), and cooperation with other community agencies.⁴⁶ Early twentieth-century Canadian librarians largely agreed with Thomas. The following appeared in the "Canadian Library Notes" column of the February 1904 issue of *Public Libraries*:

Much discussion has taken place during the past year or so, among Canadian libraries, as to the desirability or otherwise of making special provisions for children in public libraries. In the sense of the large and fully organized children's departments of United States libraries, no such thing as special provision yet exists in the dominion; that is to say, there are no rooms specially constructed and set apart for children; no fittings or furniture particularly adapted to their needs; no library attendants whose special duty is to look after the wants of the little people; and except to a limited extent, no attempt to provide a special, carefully selected and classified juvenile library, with its own catalogs.⁴⁷

The evidence indicates that Sarnia Public Library demonstrated all of Thomas's elements of children's services by 1906. It is probably also true that Sarnia was the first library in Ontario to do so.⁴⁸ Although public library development generally occurred earlier in Ontario than in other parts of Canada, more research is needed before we can determine whether or not another children's department was established elsewhere in the country prior to Sarnia's.

The influence of the United States is clear. By 1900 the Americans had developed a model of children's services which could be emulated by Canadian libraries. The interchange of ideas between Canada and the United States was fluid in 1900. Canadians attended American conferences, participated in American library associations, read American library journals, traveled to the United States for training, and asked Americans to speak at their conferences and training sessions. This is certainly true for Patricia Spereman. Sarnia Public Library subscribed to *Library Journal*.⁴⁹ Spereman may have been trained at Pratt and definitely went to Port Huron for information on children's libraries. After beginning work with the province, she regularly attended OLA conferences⁵⁰ (which often featured American speakers) and at least once went to an ALA conference (Ottawa 1912).⁵¹ Spereman would have had access to ideas discussed at earlier conferences through the attendance of Sarnia

board members, including her own father. The earliest free standing, city-owned public library buildings in Canada were largely Carnegie buildings. With the Carnegie dollars came Carnegie foundation ideas, which by this time in American libraries included a separate children's area as a common feature in all but the smallest buildings for the smallest communities.⁵² It is probably more than coincidence that at least one example of early Canadian children's services developed in a community located on the border with the United States.

In some ways the Canadian experience was different. Growth of children's services was more rapid and probably more uniform in Ontario. Ontario libraries could utilize and extend already existing American work. While early American library legislation and professional training were often linked to individual institutions, provincial legislation provided a common basis for public library development in Ontario. Both the OLA and the library division of the Department of Education worked hard to implement progressive service standards. The Department of Education could and did provide Miss Spereman as a consultant who traveled through the province setting up children's departments. It also provided the earliest training sessions in children's services through its institutes and summer library schools.

Notes

I wish to thank Dr. Janet H. Fyfe, Professor Emerita, Graduate School of Library and Information Science, University of Western Ontario, for the encouragement and direction she provided for this project.

The major primary sources consulted include the minutes of the Sarnia Public Library Board meetings, February 1900–January 1911; microfilmed back issues of the *Sarnia Daily Observer*, indexed by the Sarnia Public Library (1900 to 1909); proceedings of the Ontario Library Association, 1900–1925; annual reports of the Inspector of Public Libraries of the Department of Education (Ontario), 1900–1920; and issues of *Library Journal* and *Public Libraries*, 1900–1915. Sarnia Public Library holds no further records from this period. Current holdings of the Ontario provincial archives of the library office of the Department of Education for this time contain little relevant material.

1. Margaret E. Johnston, "Lillian H. Smith," *Horn Book* 58 (June 1982): 325–332.

2. John Ridington, *Libraries in Canada: a Study of Library Conditions and Needs* (Toronto: Ryerson Press, 1933), 50.

3. J. W. Emery, *The Library, the School and the Child* (Toronto: Macmillan, 1917).

4. John A. Wiseman, "Temples of Democracy: A History of Public Library Development in Ontario, 1880–1920." (Ph.D. diss., Loughborough University of Technology, 1989).

5. Lorne Bruce, *Free for All: The Public Library Movement in Ontario, 1850–1930* (Toronto: Dundurn Press, 1994).

6. Information about transactions of the Board of the Sarnia Public Library, unless otherwise noted, are taken from Minutes of Meetings of the Sarnia Public Library Board, 1900–1910, Sarnia Public Library.

7. Margaret Beckman, Stephen Langmead and John Black, *The Best Gift: A Record of the Carnegie Libraries in Ontario*, (Toronto: Dundurn Press, 1984), 31.

8. T. W. H. Leavitt, "Appendix H—Public Libraries, Literacy and Scientific Institutions, Etc.," in *Report of the Minister of Education, Province of Ontario, For the Year 1906* (Toronto: L. K. Cameron, 1907), 292.

9. *Ibid.*, 293.

10. *Ibid.*, 224.

11. Minutes of the Meeting of the Sarnia Public Library Board, 8 April 1904, Sarnia Public Library, 201.

12. Minutes of the Meeting of the Sarnia Public Library Board, 10 June 1904, Sarnia Public Library, 205.

13. T. W. H. Leavitt, "Appendix H—Public Libraries, Literacy and Scientific Institutions, Etc.," 219.

14. A letter dated 15 May 1991 signed Barbara King, Reference Librarian, St. Clair County Library System notes that "I have checked the Port Huron Public Library Board minutes from 1902–1905 and didn't find any mention of Patricia Spereman or details of the children's library" and "I also checked the clipping files on the Port Huron Public Library, but did not find any mention of Patricia Spereman or details on library service to children at that period."

15. Angus Mowat, "Patricia Spereman," *Ontario Library Review* 30 (November 1946): 349.

16. Two sources provided the information presented here on the Pratt Institute: *Encyclopedia of Library and Information Science*, s.v. "The Pratt Institute Graduate School of Library and Information Science," by Nasser Sharify; and "Circular of information, School of Library Training, Pratt Institute, 1907–1908," Brooklyn, New York.

17. *Ibid.*

18. Mean monthly circulation was calculated from monthly circulation figures reported in Board meeting minutes. No circulation was recorded for several months. In most cases this relates to times the library was closed for construction or renovation (January–May 1900; November 1903; July–December 1906); sometimes circulation simply was not recorded (June–August 1907; March–April 1909) or juvenile circulation was not separated from the total (June–August 1910).

19. T. W. H. Leavitt, "Appendix H—Public Libraries, Literacy and Scientific Institutions, Etc.," 218.

20. *Ibid.*, 220.

21. "Town Topics," *Sarnia Daily Observer*, 10 January 1907, 5.

22. T. W. H. Leavitt, "Appendix H—Public Libraries, Literacy and Scientific Institutions, Etc.," 225.

23. T. W. H. Leavitt, "Travelling Libraries," in *Proceedings of the Annual Meeting of the Ontario Library Association held at Toronto, April 1st and 2nd, 1907* (Toronto: Department of Education, Ontario, 1908), 19.

24. Minutes of the Meeting of the Sarnia Public Library Board, 13 December 1907, Sarnia Public Library, 25.

25. Payment of salaries was regularly noted in board meeting minutes. May 1908 is the first month that Patricia Spereman's name did not appear on the payroll.

26. The board meeting minutes include the following motion:

Moved by Messrs. Grant and Milne that application be made to the Education Dept. for the services of Miss Spereman for one month if it has decided to continue to employ her for a longer period, in order to complete the cataloguing and other matters, and if the Department is not employing her that our own Board secure her services at once for this work.
Carried.

Minutes of the Meeting of the Sarnia Public Library Board, 10 January 1909, Sarnia Public Library, 67.

27. Unless otherwise specified this information is taken from the annual reports of the Inspectors of Public Libraries from 1900 to 1920 which were included as appendices in the annual reports of the Department of Education for the province of Ontario.

28. T. W. H. Leavitt, "Appendix H—Public Libraries, Literacy and Scientific Institutions, Etc.," in *Report of the Minister of Education, Province of Ontario, For the Year 1907*, (Toronto: L. K. Cameron, 1908), 138.

29. "A Feature of Library Work in Ontario," *Public Libraries* 13 (June 1908): 215.

30. These were located in Brantford, Wallaceburg, Windsor, Orangeville, Gorrie, Goderich, Wingham, Wiarton, Brampton, Streetsville, Palmerston, Markdale, Richmond Hill, Niagara Falls, Simcoe, Galt, and Ingersoll. T. W. H. Leavitt, "Appendix H—Libraries, Literacy and Scientific Institutions, Etc.," in *Report of the Minister of Education, Province of Ontario, For the Year of 1908*, (Toronto: L. K. Cameron, 1909), 139–141.

31. Spereman conducted sixteen story hours in the above-mentioned locations attended by 2,560 children. *Ibid.*

32. Walter R. Nursey, "Appendix V—Public Libraries, Literacy and Scientific Institutions, Etc.," in *Report of the Minister of Education, Province of Ontario, For the Year of 1911*, (Toronto: L. K. Cameron, 1912), 555.

33. Information about the Ontario Library Association, unless otherwise specified, is taken from *The Ontario Library Association: an Historical Sketch 1900–1925*, (Toronto: University of Toronto Press, 1926) and *Proceedings of the Annual Meeting of the Ontario Library Association*, (Toronto: Department of Education, Ontario) from 1907 to 1918.

34. *Proceedings of the Annual Meeting of the Ontario Library Association held at Toronto, April 1st and 2nd, 1907*, (Toronto: Department of Education, Ontario, 1908), 9.

35. Walter R. Nursey, "Appendix V—Libraries, Literacy and Scientific Institutions, Etc.," 1911, 557.

36. T. W. H. Leavitt, "Appendix H—Libraries, Literacy and Scientific Institutions, Etc.," 1908, 138.

37. *Ibid.*, 172.

38. *Proceedings of the Annual Meeting of the Ontario Library Association . . . 1907*, 37.

39. *Ibid.*, 7.

40. *The Ontario Library Association: an Historical Sketch*, 152.

41. *Proceedings of the Ontario Library Association Ninth Annual Meeting at the Canadian Institute, Toronto April 12th and 13th, 1909*, (Toronto: L. K. Cameron, 1909), 75.

42. For an overview of the history of library services for children in Great Britain, see the work of Alec Ellis, *Library Services for Young People in England and Wales, 1830–1970*, (Oxford: Pergamon, 1971) and "Public Library Services for Young People, 1862–1972," *Library Association Record* 88 (February 1986): 81–2.

43. Major secondary sources for the history of public library work with children in the United States include Sara Innis Fenwick, "Library Service to

Children and Young People," *Library Trends* 25 (July 1976): 329–360; Harriet G. Long, *Public Library Service to Children: Foundation and Development*, (Metuchen, N.J.: Scarecrow Press, 1969); Manuel D. Lopez, "Children's [sic] Libraries: Nineteen [sic] Century American Origins," *Journal of Library History* 11 (October 1976): 316–42; Shelley G. McNamara, "Early Public Library Work with Children," *Top of the News* 43 (Fall 1986): 59–72; Frances Clarke Sayers, "The American Origins of Public Library Work with Children," *Library Trends* 12 (July 1963): 6–13; Fanette H. Thomas, "The Genesis of Children's Services in the American Public Library, 1875–1906" (Ph.D. diss., University of Wisconsin-Madison, 1982); and Kay E. Vandergrift, "Female Advocacy and Harmonious Voices: A History of Public Library Services and Publishing for Children in the United States," *Library Trends* 44 (1996): 683–718.

44. William I. Fletcher, "Public Libraries and the Young," in U.S. Bureau of Education, *Public Libraries in the United States of America. Special Report. Part. 1*, (Washington, D.C.: Government Printing Office, 1876).

45. Harriet G. Long, *Public Library Service to Children*.

46. Fanette H. Thomas, "The Genesis of Children's Services in the American Public Library."

47. "Canadian Library Notes," *Public Libraries* 9 (February 1904): 94.

48. Norman Gurd's presidential address at the 1907 OLA conference included the following:

The Report of the Inspector of Public Libraries for 1906 is a most valuable document, and marks an era of library work in Ontario . . . Twenty-five of the leading Ontario libraries give a detailed description of their work. From this we learn that only six libraries have a children's room, six only have abolished the age limit, which debars children from the use of books, and only thirteen have open shelves. Only two libraries, Lindsay and Sarnia, have a children's room, no age limit and open shelves.

This appeared in *Proceedings of the Annual Meeting of the Ontario Library Association, 1907*, 7. At this time, as documented earlier, only Sarnia had a story hour.

49. Receipt of journals was noted in Sarnia Public Library's Board meeting minutes and regularly included *Library Journal*.

50. Spereman's attendance is noted at OLA Conference proceedings from 1908 until at least 1915.

51. Miss Spereman reported on the Ottawa ALA conference in Walter R. Nursey's, "Appendix V—Public Libraries, Literacy and Scientific Institutions, Etc.," in *Report of the Minister of Education Province of Ontario, For the Year 1912*, (Toronto: L. K. Cameron, 1913), 636–637.

52. Descriptions, photographs, and plans for new buildings were often included in the annual reports of the provincial Inspector of Public Libraries. *The Best Gift: a Record of the Carnegie Libraries in Ontario* by Margaret Beckman, Stephen Langmead, and John Black (Toronto: Dundurn Press, 1984) notes that not all the buildings included in the annual reports were built as is or at all. However, these documents can give us a rough idea of how many of the new Carnegie buildings in Ontario included a separate children's room or area. Of the fifty-two Carnegie library buildings mentioned in the reports from 1903 to 1913, at least twenty-nine had a separate children's area. Sarnia was the fourth of the first ten Carnegie libraries to open in Ontario between September, 1903 and August, 1904. Of these ten libraries, six had separate children's areas.