

The same 4 eligible schools which did not have collections last year did not want them this year. Clinton, Douglas and Emerson have adequate Board of Education libraries. Webster teachers prefer getting their books at the Sheridan Branch.<sup>179</sup>

#### A Long, Hard Pull

One does not need to read between the lines of this account of the attempt on the part of the public library to extend library service to the children of Minneapolis to detect the slowness with which the School Administration has realized its obligation and responsibilities in this vital part of education. Their conversion has been a long, hard pull and even today library service for children in the elementary schools on a city-wide basis is grossly uneven and highly inadequate.

Interestingly enough one finds sporadic flashes of interest in school libraries on the part of the School Administration in Public Library records as early as 1908:

It is interesting to note that the Board of Education was also laying the foundation for a working library in all the city schools. Chief of the Children's Department of the Minneapolis Public Library wrote in her annual report for 1908: "The Board of Education has furnished something in the way of a school library for practically every school in the city, bought with the appropriation made by the state for such use. The number of books so purchased has been insufficient and in no way has suggested any association with the public library."<sup>180</sup>

History will also reveal that even though specific library quarters were included in the original construction of several new buildings, the plans were apparently not cleared with the public library and, because they did not meet their requirements, the public library often rejected the use of them. For example, in both Barton and Fuller, constructed in 1915, library

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<sup>179</sup>Ibid., p. 1.

<sup>180</sup>Minneapolis Public Library, Annual Report of 1908, Unpagged report.

space was included, but because it was located in the basement and did not have an outside entrance, it was considered unsuitable. In the construction of Agassiz in 1922, Cooper in 1923, and Motley in 1924, a small storage room near the principal's office was provided and understandably rejected by the public library.

In addition to the inadequacy of much of this space the public school attempted to provide for the public library, it attached another perhaps necessary but highly undesirable contingency to such space when given: should the space be needed for classroom use, it would be recovered by the school, a situation often to be realized.

The first satisfactory quarters provided for the use of the public library was included in the construction of the Burroughs school, erected in 1926. This attractive library, located on the main floor in the northwest wing of the building includes an outside entrance for the use of the community and, although a bit overcrowded, continues to this day to meet the physical requirements of a library.

In later years, however, cooperative planning has lead to much more satisfactory libraries in such new buildings as Waite Park, New Wenonah, Armatage and Kenry.

As one comes to the close of this phase of the history of school libraries in Minneapolis, one pauses to wonder what the history might have disclosed had the philosophy of the first public librarian, Dr. Herbert Putnam, stressing the need for a thorough understanding as to what schools need and what the library could furnish, had been followed.

The history traces a gradual swing away from this philosophy and an ever increasing desire on the part of the public library to resist the curricular

demands of the school and place their fulfillment in the hands of the schools themselves.

Perhaps a union between the two was not desirable; perhaps society has need for two separate organizations: a public library and a school library.