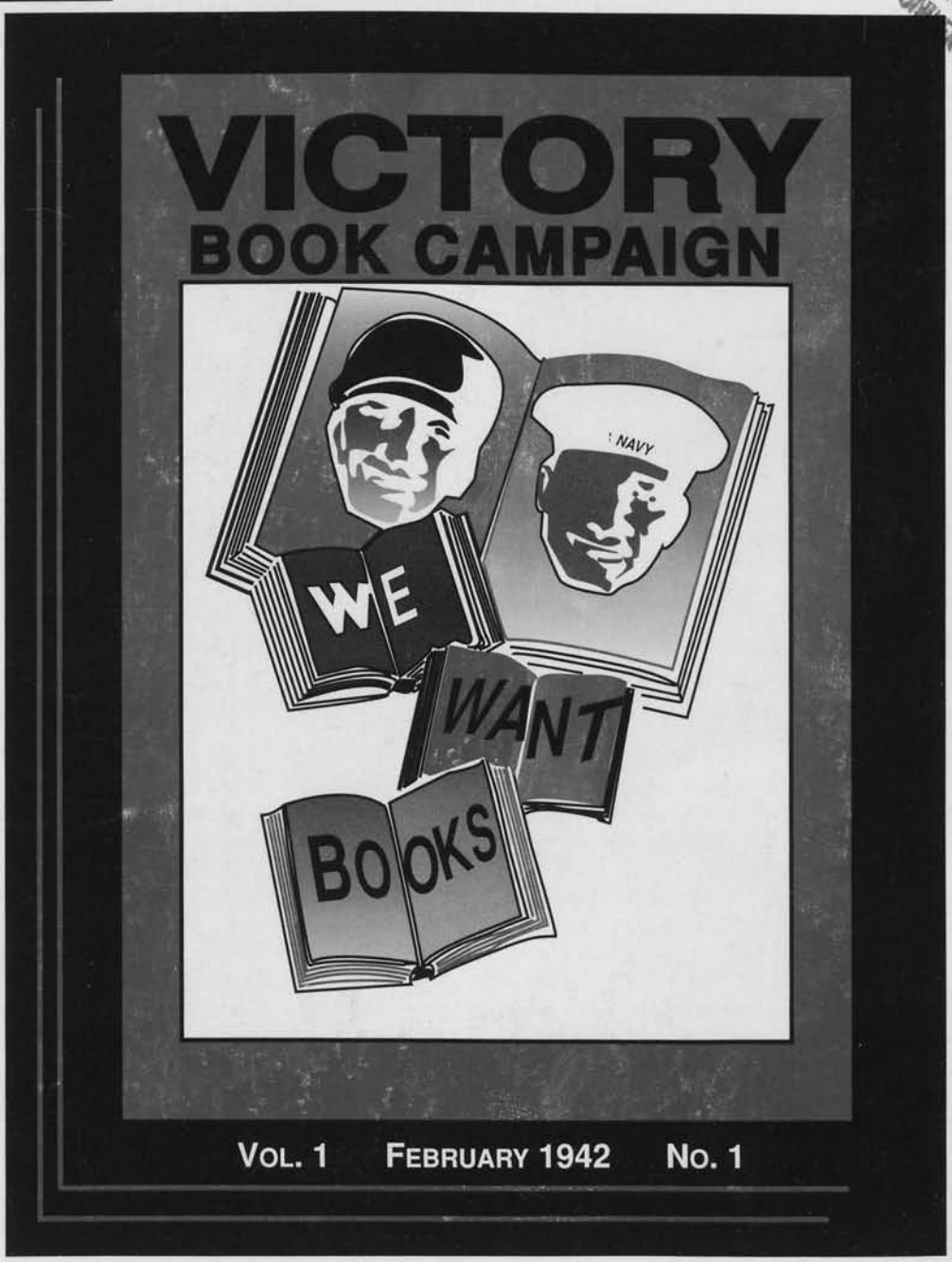
Spring 1992

North Carolina Libraries



We all know that books burn — yet we have the greater knowledge that books can not be killed by fire. People die, but books never die. No man and no force can abolish memory. No man and no force can put thought in a concentration camp forever. No man and no force can take from the world the books that embody man's eternal fight against tyranny of every kind. In this war, we know, books are weapons. And it is a part of your dedication always to make them weapons for man's freedom.

— Franklin D. Roosevelt.

— North Carolina Libraries
June 1942, p. 3.

NCL

50th Anniversary Issue: History of Libraries in North Carolina

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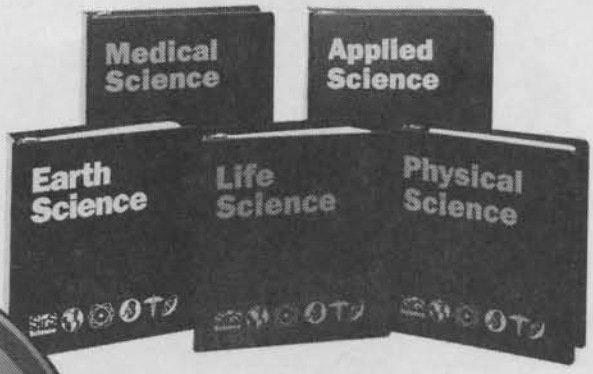

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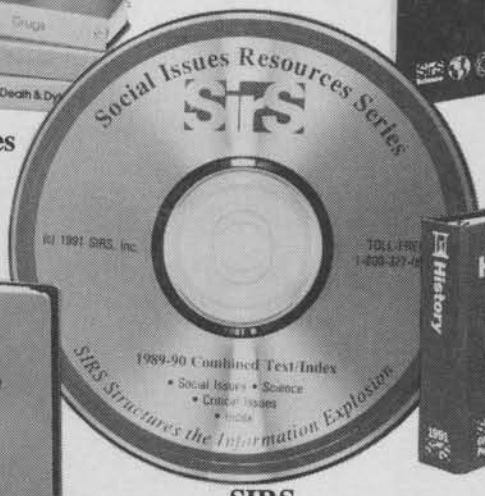

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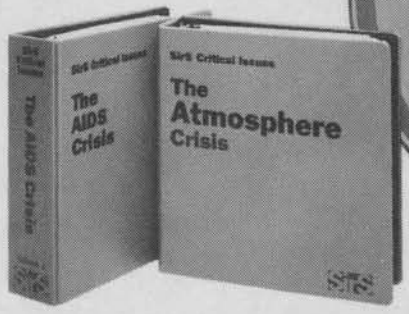

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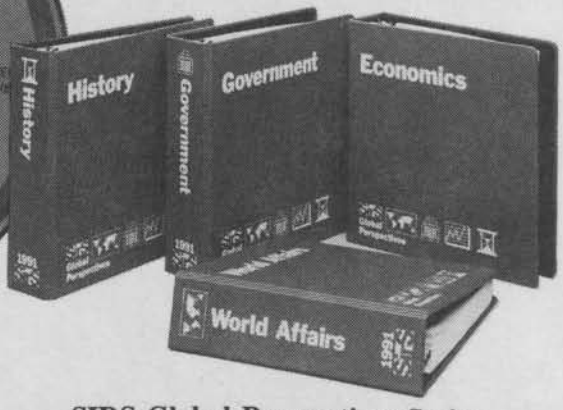

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North Carolina Libraries

Spring 1992

Anniversary Issue: History of Libraries in N.C.

Features

Cover: A rendition of the first North Carolina Libraries cover (February 1942).

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From the President

I am proud.

I do know that pride is a sin. I acknowledge that it is right in there among covetousness, lust, envy, gluttony, anger, and sloth. In certain circumstances, however, I think it is acceptable to feel pride. No, better than acceptable ... proper.

The American Library Association has recognized the excellence of *North Carolina Libraries* by selecting it to receive the 1991 H. W. Wilson Periodical Award. (This is an annual award but is given only in years when a periodical merits such recognition.) All issues for the calendar year prior to the presentation of the award are judged on the basis of sustained excellence in both content and format, with consideration being given to both purpose and budget.

The award will be presented formally at the annual conference of the American Library Association in San Francisco in June. I trust that many of you will be able to be there to cheer for *NCL* editor Frances Bradburn and the others on the editorial board as they accept this prestigious award.

There are other reasons to be proud of the North Carolina Library Association. We have a long and distinguished history. Do you know that ... — the association was founded in 1904 and had 67 charter members? — in 1907 in Asheville NCLA and ALA held a joint conference which was attended by 500 librarians, 75 of whom were NCLA members — the first issue of *North Carolina Libraries* was published in 1942? — in 1936 NCLA presented a demonstration bookmobile to the North Carolina Library Commission?

We are a heterogeneous group. From this heterogeneity we derive strength and an integrated view of library service in our state not otherwise possible. During our peak membership period we are 2,500+ librarians, library personnel, and library supporters from the Smokies to the Atlantic and from the border of Virginia and to South Carolina. Organizationally NCLA's sections represent the many types of libraries and library services with which our members are involved: children's services, colleges and universities, community and junior colleges, documents, administration and management, school libraries, public libraries and their trustees, reference and adult services, and resources and technical services.

We are a group with formal and informal connections with other professional groups. NCLA is a chapter of the American Library Association and a contributing member of the Southeastern Library Association. The College and University Section is a chapter of the Association of College and Research Libraries; the NC Association of School Librarians (remember, this is an NCLA section) is a chapter in the American Association of School Librarians, and the leaders of the North Carolina Library Paraprofessional Association (one of our round tables) have been active nationally helping other states organize similar groups.

Our members have interests and expertise which run the gamut of library service. Members' special interests which are not within the scope of any single section are encouraged and supported through the existence of round tables and committees within NCLA. Round tables provide for the interests of new members, paraprofessionals, ethnic minority concerns, special collections interests, and issues related to the status of women in librarianship. Committees address concerns relating to AIDS materials awareness, governmental relations, intellectual freedom, literacy, and technology and trends as well as carrying out the business of the association.

The North Carolina Library Association is the fifth largest state library association in the United States, exceeded in total membership only by Texas, Illinois, New York, and Ohio. During the past two years, I have attended the President-Elect's training sessions held at ALA conferences and have been gratified to realize the vital and active state association which we are.

In January 1992 the members of your executive board met in retreat at the Caraway Conference Center in Asheboro for two days to think, brainstorm, project, plan, and dream. You will find their names and addresses on the inside back cover of every issue of *North Carolina Libraries*. When you have an idea or a concern, don't keep it to yourself. Communicate with us. Let us know what you think. This is your association. Even though you have elected us to provide leadership during this biennium, it is important to us that we hear from you.

Perhaps later in the biennium we'll discuss those other deadly sins I mentioned at the beginning; however, for now I hope you will join me in feeling not just proud but EXCEEDINGLY proud of Frances Bradburn and the editorial board of *North Carolina Libraries*, whose names are listed in the back of every issue. They have distinguished themselves and the North Carolina Library Association with their outstanding planning, foresight, scholarship, and general good sense.

We are all proud.

— *Janet Freeman*, President

Foreword ...

by *Robert G. Anthony, Jr.*,
Guest Editor

The articles in this fiftieth anniversary issue of *North Carolina Libraries* represent merely a sampling of the rich history of libraries in the Tar Heel state. From 1701, when the Reverend Thomas Bray offered for public use a small collection of books at Bath, to the present, when libraries throughout the state provide access to recorded human knowledge in a multitude of formats, libraries and the people who operate them have fascinating stories waiting to be told.

Although a handful of Tar Heel libraries and librarians have attracted the examining eye of the historian, too few have been studied for us to have a clear understanding of our professional heritage. Nor have we been sufficiently instructed and inspired by accounts of our collective past to aspire to the heights that a profession with pride and self-knowledge may attain.

Yet, if interest in this anniversary issue of *North Carolina Libraries*, with its emphasis on library history, is an accurate indication of curiosity about our professional roots, then we Tar Heels are eager to know where we have come from and who we have been. A number of our colleagues are actively investigating library history. Several studies of individual existing libraries have recently been completed and were offered for this issue. We very much regret that space limitations did not allow inclusion of them and similar contemporary local library histories. Also, an important examination of the North Carolina Negro Library Association and the acceptance of its members into the North Carolina Library Association in the 1950s, originally planned as an article for this issue, unfortunately was not completed by press time.

Such widespread, ongoing interest in library history is encouraging. If the members of the North Carolina Library Association and the readers of *North Carolina Libraries* undertake to record their past with the enthusiasm and talent with which they tackle the other challenges their profession presents, then the documentation of our heritage will be impressive indeed when, in another fifty years, *North Carolina Libraries* prepares to celebrate its centennial.

Introduction ...

The Status of Our Past

by *Edward G. Holley*

Library historians regularly bemoan the lack of historical consciousness in our profession. They lament that their work is neither recognized nor read by the vast majority of librarians. And they often bemoan the fact that they have difficulty getting their material published. Complaining that "nobody loves us" and "we don't get no respect" often seems endemic among our colleagues. In the opinion of this writer, we chastise ourselves unduly.

As I look back at the period since I published my first book, *Charles Evans, American Bibliographer*, I am amazed at how much substantive book and library history has been published. One has only to look at the record to see that not only university presses but also the Greenwood Press, Beta Phi Mu with its chapbook and monograph series, and ACRL monographs have added significant historical publications to our literature. Other publishers also occasionally publish library/information science history.

If a person wishes to find an outlet for a well-researched article, then she or he does not have to consider only *Library Quarterly* or *College and Research Libraries* as possibilities. *Libraries and Culture* (formerly the *Journal of Library History*) and the quinquennial Library History Seminars welcome one and all: faculty members, practicing librarians, book persons, or independent scholars. And ALA divisional publications, as well as journals of related associations, have encouraged publication, especially as they invite submissions on some significant occasion in their history.

State associations are also becoming aware of the need to preserve the past of their respective states, e.g., the Texas Library Association's recently launched oral history project. When they celebrate their various anniversaries, as NCLA does for *North Carolina Libraries* with this issue, there will no doubt be other substantive articles including, as is appropriate at such times, the laudatory speeches and reminiscences.

Therefore I commend NCLA for devoting this issue to the fiftieth anniversary of *North Carolina Libraries* by publishing articles on the state's library history. The range is wide, but what pleases me most is that the authors have mined archives and private papers, as well as official records, to document their story. This is indicative of the maturation of our profession.

Bob Martin, who has written the definitive study of that dominant figure, Louis Round Wilson, notes the connection between his religious beliefs and education in service to his native state. The impact of that religious background has often been overlooked in biographical and historical study.

Margaretta Yarborough, having checked the National Archives, has written a fascinating account of books provided to lighthouses and ships of the Coast Guard — a real example of outreach where trunks of books were regularly dispatched to these sites.

Maury York continues his work in nineteenth-century North Carolina libraries with an interesting account of the State Library before the Civil War, especially noting the purchases made for the legislature by Joseph Green Cogswell.

Other authors include Cora Paul Bomar, herself a major figure in development of school library media centers, on those libraries; Eileen McGrath on the Hayes Plantation library; Sheila A. Bumgarner on Charlotte's first public librarian, Annie Smith Ross; Jim Carmichael on North Carolina libraries, regionalism, and the Great Depression (we always capitalize this one!); and Frances Bradburn on *North Carolina Libraries* itself.

With genuine appreciation for all the good work found in this issue, I cannot help but note some other topics that need to be treated historically: library service to African Americans, and especially people such as Mollie Huston Lee and Annette Phinazee, who were so significant in providing this service; biographical studies of two major figures whose work was important nationally, Marjorie Beal, State Librarian, who was active in promoting the original Library Services Act, and Mary Peacock Douglas, whose work on national standards for school libraries was so important; and the economic and social forces which either prompted or delayed the establishment of adequate libraries. And we need to expand Bob Anthony's bibliography of North Carolina library history by including master's papers, doctoral dissertations, books, and articles from other sources besides *North Carolina Libraries*.

In closing, let me encourage librarians both young and old to preserve the records of our profession's past, to conduct oral history interviews, and to research and even rewrite the story of our library history. There are articles and books yet to be written. Let us get on with this important task.

On the Way to Becoming:

The First 50 Years of North Carolina Libraries

by Frances Bryant Bradburn

*"Has the magazine, **North Carolina Libraries,** justified its existence, or should it be discontinued?"*[1]

This was the question that North Carolina Library Association President Hoyt Galvin of the Charlotte Public Library asked the association's executive board in June 1943. The response was heartily affirmative to continue, and it was backed up by a decision—in wartime—to increase membership dues from $1.00 to $1.50 to cover the cost of journal publication.[2] This was a victory indeed for a state library journal not yet two years old, and which had already undergone the first of many changes in editorship and emphasis.

The first editor had been Duke University's John J. Lund who, in his first and only issue, acknowledged NCLA's long history of "procrastination and timidity"[3] in establishing an official association publication. Since the turn of the century, the North Carolina Library Association had published a number of occasional documents, including the program of its first annual meeting (May 4, 1904) and "What a Library Commission Can Do for North Carolina" (1908). But once the commission was in place, many of the publication responsibilities that the association might have been expected to undertake were assumed by this state agency.

One of the most prominent of these publications, and certainly the spiritual ancestor of ***North Carolina Libraries***, was the *North Carolina Library Bulletin*. Volume 1, number 1, of the *Bulletin* announced its purpose: "The Commission recognizes the essential importance of organized communication between it and the local libraries of the state and hopes through the medium of the *North Carolina Library Bulletin* to bring the libraries into closer relation with the Commission and with one another...[L]ibrarians throughout the state are requested to send in items concerning the work done in their respective libraries."[4] Thus began close to twenty-five years of "quarterly" issues which were "...mailed free to librarians, county superintendents and others interested in library development. It contained information about the Commission, suggestions beneficial to libraries, book lists, news of libraries and librarians in North Carolina, and general articles pertaining to libraries and education."[5]

Unfortunately, the *Bulletin*, a victim of the Depression, ceased publication in 1932. What was intended to be only temporary became permanent. One can only speculate that the void its demise left created the groundswell for what was to become ***North Carolina Libraries***.

The actual foundation for the journal was laid when the 1939 NCLA Constitution added the provision that " The Executive Committee may contract for such publications as may be desirable for furthering the interests of the association."[6] With this constitutional precedent in place, the new president of the association, Mary Peacock Douglas of the State Department of Public Instruction, outlined her vision in a letter to the executive board: "I am very much interested in having a printed bulletin for the Association at least once each year during the next biennium."[7] In spite of the fact that this was only a vision (her line item for "NCLA Bulletins, 3 @ $25.00 = $75.00" was crossed out of her 6/27/40 handwritten Executive Board notes[8]), a four-page *North Carolina Library Association News* summarizing a research study in "Use of Books in Libraries in North Carolina Colleges," pending legislation, and conference information was distributed at the 1941 biennial meeting in Greensboro.[9]

It appears that it took the war, however, actually to propel ***North Carolina Libraries*** into existence. New association president Guy R. Lyle from Women's College of the University of North Carolina, Greensboro, continued Ms. Douglas's push for a publication. While one can only assume that his appointment as director of the National Defense Book Campaign encouraged him to use his office to make that final move for publication, journal emphasis during his tenure certainly reflected war concerns. Articles such as "Priority Rating for Libraries" which described how libraries qualified for certain materials during the war (April 1942); "War and North Carolina Libraries" (November 1942); and the "Reading Interests of Soldiers" (May 1944) reflected new, effective ways of stimulating the work of the state's librarians.

After the first issue, the responsibility for ***North Carolina Libraries*** followed the president of the association, and he or she appears to have taken a heavy hand in its creation. At some point in 1946/47, however, the "tradition" surfaced that the first vice president of the association should edit the journal.[10] Under this system, the frequency of ***North Carolina Libraries*** fluctuated dramatically, perhaps reflecting the variable interest of the vice presidents.

In 1951, after much lobbying on the journal's behalf by prominent librarians such as the University of North Carolina's Louis Round Wilson,[11] a series of "experimental" issues was undertaken. Rather than having the editorship determined by the elected office of vice president, the president appointed a temporary editorial board to publish the journal while the entire publication process was studied.[12]

Fortunately for both the journal and the association, from the beginning the financial commitment for ***North Carolina Libraries*** was assumed almost exclusively by the Joseph Ruzicka Bindery. This arrangement was convenient for both the journal and the association, albeit the union was not always a happy one. Proofing errors were frequent, one set so horrible that the entire journal was reissued![13] On the other hand, the subsidy was such that the editors

could, for the most part, focus on content rather than advertising solicitation.

And content was a major concern from the beginning. While the first issue had only general information on committees and Victory Book Campaign local representatives, the second, April 1942, contained a study on "Book Stock and Acquisition in College Libraries."[14] This was published with the expressed hope that school and public libraries would undertake similar research. The June 1942 issue included a survey of the number of library professionals within the state.[15] From the beginning, ***North Carolina Libraries*** made an effort to serve as a vehicle to convey state standards and research. Bibliographies also were a major feature, with the first one listing children's books by North Carolina authors.[16]

In fact, it was a bibliography that defined the autonomy of the journal's editorial board from the NCLA Executive Board in 1957. The association had sponsored a children's book reviewing project, a project so successful that the committee planned to compile bibliographies of one hundred annotated titles several times a year. They requested that ***North Carolina Libraries*** be the vehicle of dissemination. Correspondence flew. While the initial question was whether or not to devote space to this monumental task, the underlying question was who really ought to make this decision, the NCLA Executive Board or the ***North Carolina Libraries*** Editorial Board. A major power confrontation was avoided because thirteen of seventeen Executive Board members said "no" to printing the bibliographies in ***North Carolina Libraries*** (13 no, 3 no opinion, 1 yes). In the corollary vote, however, nine members felt that the Editorial Board should make the decision; five, the Executive Board; and three, a combination of boards.[17]

If there were still a question of Editorial Board autonomy, it was further settled soon after. In Spring 1958, editor William S. Powell of the University of North Carolina proposed a "panel discussion" on the problem (and its possible solutions) "that a number of public libraries in the state...are having a great deal of difficulty, particularly with discipline, in connection with public school students who use the libraries after 3:30 each afternoon when the school libraries close."[18] Powell sent letters to five public librarians asking for input, with copies to the chair of the School and Children's Section and the current NCLA president, a school librarian. Everyone contacted encouraged Powell to include school librarians in the dialogue (a tact he insisted that he had intended all along), but pressure from the school representatives and even the state librarian certainly implied a preference for withdrawal of the article entirely.[19] Powell stood his ground and published an excellent "discussion" focusing on all aspects of the public library/school library cooperation debate in June 1958.

Perhaps this small controversy and the subsequent gathering of material from many types of libraries across the state encouraged Charles M. Adams of Woman's College, the new editor, to propose section editors for the journal. While "reporters" had originally been intended, the years between 1944 and 1955 witnessed a board centered upon an editor with a few willing helpers. In no sense were they reporters or representatives. In 1955, editor Elaine von Oesen from the State Library requested "reporters" for various library areas, the forerunners of the section editors envisioned by Adams. Under Adams's tenure, section representatives began meeting with their NCLA sections to convey information both to and from the journal.[20] It was also under Adams's editorial tenure that the practice of guest editors for specific issues was formally initiated.[21]

With these changes and additions, ***North Carolina Libraries*** adhered to a fairly stabilized publishing schedule until 1971 when Ruzicka withdrew its financial support. While the relationship with the Greensboro bookbinder had not been without its problems, the Association was unprepared for this announcement. Thus, on December 10, 1971, the Executive Board voted to discontinue publication when it became obvious that ***North Carolina Libraries*** could not support itself on advertisements alone.[22] While the Executive Board officially voted to suspend only one issue, the journal itself announced its possibly permanent demise with the heading, "Do We Need ***North Carolina Libraries***?"[23]

While 1971 and early 1972 were discouraging times for the journal's editorial board and NCLA in general, in retrospect the self-examination and thus the conscious decision to assume financial as well as editorial commitment for the journal was a good one. Guilford College's Herbert Poole was appointed editor, and he and a new editorial board examined every facet of ***North Carolina Libraries***. Poole was a brilliant choice. In a "Memorandum for the Record," Poole admitted that he hoped "that one morning we would see dynamic, forceful atypical persons in positions of responsibility in this organization."[24] He was such a person. Declaring, "Here is what I intend to do,"[25] Poole appointed representatives from every type of library in North Carolina, expecting them to procure at least two manuscripts every year. He did this and more, insisting that people fulfill their responsibilities toward the journal and gently nudging unproductive members off the board.

Poole had more than a management agenda in store for ***North Carolina Libraries***; he had a social agenda as well. Under his subtle direction, he began to address the issue of African Americans in both NCLA and librarianship in general. He began this by challenging "someone" (who could only have been Ray N. Moore of the Durham Public Library) into doing something about this "lily-white organization"[26] by accepting the position as Public Library Section representative to the Editorial Board. Once she had accepted, articles began to appear on African American

Editors of North Carolina Libraries

February 1942	John J. Lund
April 1942 - September 1942	Sarah Bowling, Mary D. Grant, and Sidney Holmes
November 1942 - September 1943	Hallie Sykes Bacelli, Pattie Bartee, Louise Justice Sink
December 1943 - December 1944	Ernestine Grafton
February 1945 - May 1946	Mary Lindsay Thornton, Sidney Holmes, Margaret Allman
September 1946 - March 1947	Harlan C. Brown, Nancy Burge
October 1947 - March 1949	Wendell W. Smiley
June 1949 - May 1951	Charles R. Brockman
October 1951 - May 1953	Hallie S. Bacelli
October 1953 - October 1957	Elaine von Oesen
February 1958 - September 1959	William S. Powell
Winter 1960 - Fall 1963	Charles S. Adams
Winter 1964 - Fall 1965	Adriana P. Orr
Spring 1966 - Fall 1968	Alva W. Stewart
Winter 1969 - Fall 1971	Mell Busbin
Winter/Spring 1972 - Fall 1978	Herbert Poole
Winter 1979 - Summer 1983	Jonathan A. Lindsay
Fall 1983 - Summer 1985	Robert Burgin
Fall 1985	Patsy Hansel
Winter 1985 —	Frances Bryant Bradburn

issues and interests such as public library matriarch Mollie Huston Lee;[27] "The African-American Materials Project —OEG-0-71-3890;"[28] and "A Survey Course in Negro Literature."[29] And none too soon, for ***North Carolina Libraries*** had been extraordinarily quiet on social issues in general and African-American issues specifically.

It is true that in 1944 the May issue of ***North Carolina Libraries*** featured speeches and information from the North Carolina Negro Library Association Conference. Entitled " The Development of Negro Libraries in North Carolina," the issue celebrated the NCNLA's acceptance into ALA. From that point on, separate listings of NCNLA members were included in the NCLA Directory of North Carolina Librarians published in the journal. But when individual members of NCNLA began to petition for NCLA membership in 1948, the journal made no mention. Silence was the watchword as the issue escalated. In an undated "Report of Activities Relative to a Merger of NCLA and the NCNLA" (sometime between 4/24/49 and 3/11/50) a joint publication of a single periodical was proposed: "In view of the expected opposition to an interracial library association in North Carolina."[30] Evidently nothing came of the proposal, and, in the April 1952 issue of the journal, the negative merger vote was reported.[31] No editorial before or after the vote was offered, no stand was taken, no desire to be on the record either for or against the merger was evident. Perhaps this was only inevitable. After all, ***North Carolina Libraries*** was a *southern* state journal, one that owed its existence to its membership. But in retrospect one regrets the journal's unwillingness to publish controversial and provocative issues.

Since the 1970s, however, ***North Carolina Libraries*** has been somewhat more courageous. Articles such as "The Status of Women in Academic Libraries" (Fall 1973) paved the way for the 1987 theme issue, "The Status of Women and Minorities in Librarianship" (Spring 1987); Emily Boyce's "The United States Supreme Court and the North Carolina Obscenity Laws" (Winter 1974) was a harbinger of an entire issue on intellectual freedom in 1987. Authors well known within the state and across the nation have shared their expertise: librarians and library educators such as Mary K. Chelton, Edward G. Holley, Marilyn L. Miller, Ray N. Moore, and Charlemae Rollins have shared space with authors such as Sue Ellen Bridgers, Madeline L'Engle, and Joe McGinnis and newspaper columnist Tom Wicker. NCLA Executive Board minutes and biennial reports have kept state librarians informed on association business, while theme issues like "Minimum Qualifications for Librarians" (Spring 1980) and "Marketing Libraries" (Fall 1988) have apprised them of requirements and trends in the profession.

The validation that the NCLA membership has given ***North Carolina Libraries*** has been overwhelming and gratifying. From its inception, ***North Carolina Libraries*** and its editors have been supported by both the Executive Board and general membership through numerous survey responses, realistic budgets, letters to the editors, and general comments both formal and informal. But occasionally accolades from beyond its standard audience validate the quality and mission of the journal in a different way. In 1981, ***North Carolina Libraries***, under the editorship of Jon Lindsay of Meredith College, won the H.W. Wilson Award, an acknowledgment among our peers nationwide of the excellence of this state library publication. And again this year, 1992, the journal has won the H.W. Wilson Award, which is "presented to a periodical published by a local, state, or regional library, library group, or library association in the United States or Canada which has made an outstanding contribution to librarianship."[32] It is this contribution to librarianship — to *North Carolina* librarianship—which has been the journal's goal for its first fifty years. It will continue to be so for the next.

Editor's Notes: *This article is not intended to be a definitive history of* ***North Carolina Libraries****. That should be the province of a future master's paper, one which we of the journal would welcome. It is, however, an attempt to help us all understand why the journal is what it is today, and perhaps what it is on its way to becoming.*

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[1] Hoyt R. Galvin letter to Evelyn Harrison, June 12, 1943. Similar letters went to other Executive Board members.

[2] Minutes, NCLA Executive Board Meeting, October 20, 1943.

[3] President Guy R. Lyle, *North Carolina Libraries* 1 (February 1942): 2.

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[5] Eugenia Ralston Babylon, "History of the North Carolina Library Commission," master's thesis, University of North Carolina, 1954: 20.

[6] [North Carolina Library Association.] "Proposed Constitution," October 28, 1939. All documents cited in this article are part of the North Carolina Library Association archives collection maintained in the North Carolina Division of State Archives, Raleigh, NC.

[7] Letter from President Mary Peacock Douglas to Executive Board, February 26, 1940.

[8] Mary Peacock Douglas, ms. notes: Executive Board Meeting, King Cotten Hotel, Greensboro, N.C., June 27, 1940.

[9] *North Carolina Library Association News*, October 2, 1941.

[10] This "tradition" is never announced in official documents, but is lamented by several vice presidents in correspondence.

[11] Summary of NCLA Minutes for the period of April 28-30, 1949.

[12] Jane B. Wilson letter to NCLA Executive Committee, October 15, 1951.

[13] *North Carolina Libraries*, Fall 1960.

[14] "A Quick Survey of College Libraries," *North Carolina Libraries* 1, 2 (April 1942): 5-6.

[15] *North Carolina Libraries* 1,3 (June 1942): 2-4.

[16] Mary L. Thornton, compiler, "North Carolina Bibliography," *North Carolina Libraries* 3, 1 (February 1944): 1-3.

[17] Letters between June 16, 1957 and July 10, 1957.

[18] William S. Powell letter to Miss Clyde Smith, March 21, 1958.

[19] Letters from various Executive Board and Editorial Board members, March 21, 1958-April 25, 1958.

[20] Charles M. Adams letter to Mrs. Elizabeth H. Hughey, President, October 30, 1959.

[21] Charles M. Adams letter to Editorial Board members, April 4, 1961.

[22] "Minutes NCLA Executive Board, December 10, 1971," *North Carolina Libraries* 30, 1 and 2: 8-11.

[23] "Do We Need North Carolina Libraries?", *North Carolina Libraries* 29, 4 (Fall 1971): 159.

[24] Herbert Poole, "Memorandum for the Record," April 17, 1972. p. 1.

[25] Ibid., 3.

[26] The Editor, "A Reprieve," *North Carolina Libraries* 30, 1 and 2 (Winter/Spring, 1972): 5.

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"Spreading the Gospel of Librarianship"

Annie Smith Ross:
First Librarian of Charlotte

by Shelia A. Bumgarner

On May 14, 1904, library history was made in Greensboro, North Carolina. At the invitation of Annie Smith Ross, the first librarian of the Carnegie Library of Charlotte, seven librarians met and organized the North Carolina Library Association (NCLA). Very little has been written about Ross, whose brief career lasted only from 1902 to 1910. Although Louis Round Wilson and others have credited her with the establishment of NCLA, Ross, like many of her female counterparts of the early twentieth century, became an obscure figure in library history.[1]

The literature of the past twenty years concerning female librarians prior to 1910 is steeped in feminist and revisionist theory that tends to generalize the low social status of female librarians and its negative impact on the profession.[2] Consequently, scholars often overlook the accomplishments that these women made to the development of professional librarianship. Today, however, more library scholars, such as Dr. James V. Carmichael and Mary Niles Maack, are "digging" into our professional history and researching the lives of these unsung pioneers. It is only fitting that in this *North Carolina Libraries* fiftieth anniversary issue we examine the career of Annie Smith Ross, whose professional dedication led to the establishment of the North Carolina Library Association. In doing so, we gain insight into the role that women played in the development of the profession in this state.

Anne "Annie" Lettia Smith was born on March 4, 1866, and spent her childhood in northwestern Alamance County, North Carolina, near the present-day town of Elon College. She was the oldest of twelve children born to Laura Barbara Boone (1845-1903), who was from a prominent Alamance County family, and Captain Thomas T. Smith (1845-1932) of Mississippi. Thomas Smith was a Confederate veteran who moved to Alamance and apparently tried his hand at farming.[3] By 1870, the family moved to Charlotte and Captain Smith assumed the position of railroad agent with the Central Carolina Railroad Company. He would later work for the Richmond & Danville Railroad Company. Six years after moving to Charlotte, he purchased the house at 210 Myers Street that would be the family residence for the next fifty years.[4]

The early part of Annie Smith's life gave no indication that she would enter into a profession of any kind. Her life followed the pattern established for most young ladies from prominent families in Charlotte. She attended the Charlotte Female Institute, now Queens College. During the 1881-1882 session, Annie Smith received certificates in history and literature. She graduated from the school, but extant school records do not indicate the year. This was quite an achievement even by the school's standards because few students actually completed the rigorous instruction in mathematics, science, history, English, Latin and modern languages, as well as music and art.[5] Three years later, Smith married James T. Ross on January 27, 1886, at the Second Presbyterian Church in Charlotte. Ross was a traveling salesman for the Schiff Company, a tobacco wholesale business. The Rosses made their home in Charlotte on Trade Street with Anna Jackson, widow of General Stonewall Jackson.[6] For the next sixteen years, Annie Smith Ross lived in apparent domestic bliss, unaware of the approaching dramatic events that would eventually change the course of her life.

The year 1901 was a very important one in Charlotte for those who longed for a free public library. Prior to the construction of the Carnegie Library, the Charlotte Literary and Library Association provided library services for a fee from 1891 to 1900. When the association closed its doors in 1900, its book collection was turned over to the schools, and the library became known as the Charlotte Public School Library. Through the efforts of alderman Thomas S. Franklin, the city of Charlotte received a gift of $25,000 from the Carnegie Corporation for the construction of a library. As in accordance with all of Carnegie's grants, the city of Charlotte had to furnish a site and provide $2,500 annually for the maintenance of the library. On May 6, 1901, the citizens of Charlotte approved a tax increase, which provided the necessary funds for the new library. A site was selected in the 300 block of Tryon Street, and construction was soon underway.[7]

For Annie Smith Ross, the year 1901 would take on a different meaning. On December 6, 1901, her husband James died of pneumonia.[8] The couple's only child, an infant son, had died the previous year. Ross soon returned to the security of her parents' home on Myers Street and probably considered the possibilities before her. At the turn of the century, there were few professional avenues for women such as Ross, who were well-educated and from the middle class. Teaching, social work, and librarianship were among the few activities viewed as suitable occupations for young women with breeding and social position. Each of these professions was characterized by a zealous mission to assist the less fortunate and to improve the quality of life for those they served. [9]

How and why Annie Smith Ross came to be selected as Charlotte's first librarian may never be determined. True, she was educated, and she maintained social connections through her membership of the newly organized Charlotte Woman's Club and her friendship with Mrs. Stonewall Jackson, but there were probably a number of individuals with similar backgrounds. There were discussions around town as to who would receive the position. Yet there was no immediate consensus as to who should actually head the new library. For example, in an October 8, 1902, letter to the *Charlotte News*, the name of Richard N. Tiddy, the local Shakespearean scholar, was suggested. Unfortunately, the local

newspapers fail to provide any clues concerning the decision behind Ross's selection. The board simply announced on November 11, 1902, that she would become the librarian of the Carnegie Library of Charlotte. [10]

Ross was now faced with the prospect of organizing a library and directing library services for the citizens of Charlotte. She apparently realized the immediate need for professional training. According to Louis Round Wilson, Ross left for Atlanta shortly after her appointment in order to study with Anne Wallace of the Carnegie Library of Atlanta. Wallace was a remarkable woman in her own right. She solicited the assistance of the Carnegie Foundation, which provided the necessary funding in 1899 for the Carnegie Library of Atlanta, which eventually opened in 1902. Wallace was also instrumental in organizing the Georgia Library Association and the Georgia Library Commission. With the opening of the Atlanta library, Wallace was faced with a serious shortage of qualified assistants. According to the 1899 plan for library development in Atlanta, she established an apprenticeship program for young librarians. When Ross journeyed to Atlanta in 1902, the program was in full operation. Apprentices worked at the library seven hours a day and received training in reference service, cataloging, and other technical work. The apprenticeship program, as well as the Carnegie Library School of Atlanta that followed, inevitably influenced the development of librarianship in the South well into the 1930s.[11] From all accounts Ross returned to Charlotte with a strong sense of professional dedication and enthusiasm that would be advantageous not only to the citizens of Charlotte, but also to the library profession across the state.

Upon her return from Atlanta, Mrs. Ross and assistant librarian, Sallie H. Adams, began the task of preparing the collection that the library inherited from the Charlotte Literary and Library Association. Together they cataloged books and created both a dictionary and a subject card catalog, as well as a shelflist. Workers moved the books from City Hall to the new library on June 1, 1903.[12] The Carnegie Library of Charlotte opened its doors to the public on July 2, 1903, following an opening ceremony by the leading civic leaders of the day. The highlights of the ceremony and the informal reception hosted by Annie Smith Ross made headlines in both the *Charlotte News* and the *Charlotte Daily Observer*.[13]

The annual reports of the Carnegie Library of Charlotte provide insight to Ross's wide range of professional duties. As the librarian, she was responsible for providing reference service and conducting reader advisory, creating programs for both children and adults, and supervising the technical work of cataloging and repairing books, as well as training potential assistants. According to the library's charter she was also responsible for an odd assortment of museum artifacts, which consisted of historical memorabilia and a rock collection. Ross's salary increased during her tenure from $480 per annum in 1903 to $720 in 1908. The library board of trustees was always complimentary of her work and supported her efforts to improve library services in the city. She made the Carnegie Library the central focus of Charlotte's cultural activities by arranging musical recitals, guest lectures and dramatic readings. [14]

From all accounts, the public was delighted and surprised with the design and beauty of the Carnegie Library that initially housed 2,543 volumes. Twenty-five residents registered for library cards on that first day. Six months later, 1,480 of Charlotte's 18,000 citizens were library card holders, including 238 children. During the first six months of operation, the library circulated 11,390 books, and by the end of the year, circulation doubled to 26,767. Ross attributed the high circulation rate to the booklists and illustrations that she designed to stimulate interest in specific books. Promotional materials were displayed on the bulletin board in the reading room.[15]

Annie Smith Ross exhibited tremendous skill as a library promoter. The three newspapers in Charlotte, the *Charlotte News*, the *Charlotte Daily Observer*, and the *Charlotte Evening Chronicle*, frequently featured a column highlighting the activities of the library and the achievements of the librarian. The *Charlotte News*, for example, ran a weekly column. From most accounts, Ross was an enthusiastic librarian and a good administrator, but she was also known for her tremendous warmth, grace, and poise. She especially sought the cooperation of local civic and professional organizations, such as the Charlotte Woman's Club and the Charlotte Engineering Club. Ross encouraged them and other groups to use the children's room in the library for their meetings. In return, the members of these organizations provided valuable support for the library and helped raise funds for books and library activities. Newspaper accounts describe Ross as a person who reached out to all classes. A 1904 study of Charlotte library users shows that a variety of people used the public library, including teachers, students, farmers, stenographers, lawyers, and mill workers.[16]

Like most librarians of her day, Annie Smith Ross was overworked. Adopting a plan that was similar to the library apprenticeship program in Atlanta, Ross announced in the *Charlotte Evening Chronicle* that a training school for young women interested in librarianship would be offered at the Charlotte library. An entrance examination was held on April 1, 1904, and the first trainees, Letia Warely and Anne Pierce, began their work on June 20, 1904. Anne Pierce would later serve as the librarian at the Carnegie Library in Charlotte from 1918 to 1937.[17]

Ross also returned to school in June and July of 1904 when she enrolled in Louis Round Wilson's summer library school at the University of North Carolina at Chapel Hill. The Charlotte library's trustees approved of her attending the school and paid her expenses, including the five dollars tuition. The program was developed in response to the growing interest in libraries across the state. Wilson provided instruction in book selection, technical services, and activities associated with reference work. [18]

It is obvious from reading Ross's annual reports that she derived great professional satisfaction from working with children. Not content to remain behind the desk, Ross sought out new readers by visiting the schools and encouraging the children and the teachers to come to the library. A separate children's reading room, which was still a novelty in many American libraries, was organized in 1904 and was open from from 2:00 to 6:00 p.m. Access was restricted to children attending Charlotte public schools who were at least twelve years of age. In order to reach out to the younger children, Ross established a story hour program every Friday, which attracted over a thousand children during her administration annually. By 1906 the library regrettably lacked the necessary books and staff to continue the story hour on a regular basis, but the program remained popular even when it was held irregularly.[19]

Ross also designed special lecture programs for children. One of the most successful lectures was "Bird Day," which was held on April 28, 1904. The guest speaker was T. Gilbert Pearson, state secretary of the Audubon Society and an instructor at the State Normal School at Greensboro, now the University of North Carolina at Greensboro. Ross took great pains to decorate the room with eggs and nests from various species. This program was enormously popular with the children, and over four hundred young Charlotteans attended. [20]

The Carnegie Public Library was one of the most prominent public institutions in Charlotte. Through hard work and

perseverance, Ross enhanced the library's appeal. Unfortunately, she did not receive the financial support necessary for her to complete the objectives that she believed were essential to providing quality library service. From 1907 to 1910, Ross bitterly complained in her annual reports about the conditions of the library. Although the demand for books and materials was high, the appropriations remained about the same as when the library began in 1903. Children's books were particularly susceptible to wear and tear. Ross reported that there were children who claimed to have read every book in the children's section. Throughout her career, she constantly implored the board to provide more funds for books. Appropriations ranged from $850 to $1,000 each year during her tenure as librarian.

To her dismay, the citizens of Charlotte turned down a proposal that would increase the funding for the library but not raise their taxes. The public's lack of knowledge about the city's revenue appropriations was the primary cause behind the failure. The maintenance of the building suffered, and, consequently, no major improvements were made during the seven years Ross served as librarian. Staffing was another major problem. The apprentice program ended because Ross could no longer afford to hire the young women once they completed the program, and she simply had no time to coordinate their activities. During most of her tenure, Ross's staff consisted of herself, a library assistant, and a janitor.

To augment the library's book budget, Ross initiated a book rental program, and she enlisted the assistance of the Charlotte Women's Club and other members in the community in fundraising activities. The book rental program began in 1906 and flourished through 1908. Works of fiction were leased for two cents a day, and the books became part of the regular circulating collection as they declined in popularity.[22] The Charlotte Women's Club, of which Ross was an active member, was a strong supporter of the library. The club organized several fundraisers, including a Peddler's Parade in 1905 in which the ladies dressed in costumes from around the world and sold "foreign" wares from decorative booths. One of the club's most successful fundraising ventures was "Tag Day" in April 1909. The ladies of the club would stand at strategic locations in the city and "tag" individuals who would be expected to contribute to the book fund. "Tag Day" was a success and netted the library four hundred dollars for books in the children's department as well as for the adult reference and fiction collections. Schoolchildren held special performances to raise funds. Local newspaper accounts and the library board of trustees attributed this response to the public's devotion to the library and to Ross, who was well-known for her warmth and professionalism. [23]

Throughout her tenure as the librarian of the Carnegie Library, Annie Smith Ross embraced the idealism of the modern library movement and its faith in the ability of the library to open the windows of the world to the public. Her singleness of purpose was evident as was her dedication to the profession. At the national level, she was a member of the American Library Association and attended its meetings in 1904, 1906, and 1907.[24] In North Carolina, Ross saw a need to "spread the gospel of librarianship" to ensure library cooperation and the development of libraries throughout the state. [25]

According to most sources, Annie Smith Ross began formulating plans for the establishment of a state library association soon after returning from her initial training in Atlanta. In January 1904, she sent a letter of invitation to eighteen librarians across the state to meet with the purpose of forming a state library organization. Six people heeded her call, and on May 14, 1904, the group met in Greensboro. Those in attendance were Annie Smith Ross; Louis Round Wilson of the University of North Carolina at Chapel Hill; Dr. Charles McIver, president, and Anne F. Petty, librarian, who were both from the State Normal and Industrial College for Women, now UNC-G; J.P. Breedlove of Trinity College Library, now Duke University; R. D. Douglas, Editor of the *Greensboro Daily News*; and Bettie M. Caldwell, librarian of the Greensboro Public Library.

Annie Smith Ross (second from the right) sits with her colleagues during the 1906 American Library Association Conference at Narragansett Pier, Rhode Island. *Photo courtesy American Library Association Archives, University Archives, University of Illinois at Urbana-Champaign.*

These diverse groups discussed the need for a state library association and the benefits that could be derived from it. Louis Round Wilson called for a vote to establish the organization, which passed unanimously. The group mapped out a charter and a drafted a constitution, and elected the following officers: president, Annie Smith Ross; vice-presidents: Dr. McIver and Mr. J.A. Bivens, Principal of Charlotte High School; secretary-treasurer,

Louis Round Wilson. Mr. Breedlove and Miss Petty were named to the Executive Committee. Ross quickly extended an invitation to hold the first full conference of the new association in Charlotte, and November 11 - 12, 1904 were selected as the dates for this meeting. [26]

Annie Smith Ross would serve as president of the North Carolina Library Association from 1904 to 1908. In that capacity, she worked hard to maintain a cooperative relationship with the North Carolina Women's Federation, which sponsored traveling libraries, and the North Carolina Department of Public Instruction, which was responsible for rural library service. She spoke openly of the need for a state library commission and obtained the support of the Women's Federation for the idea at their annual meeting in 1906. During Ross's administration, NCLA quickly became a cohesive organization that would prove to be an effective voice for promoting library service in North Carolina.

A study of NCLA minutes from the annual meetings from 1904 to 1908 reveals the major challenges that North Carolina librarians faced during the early twentieth century. The papers presented and the discussions that followed focused on the necessity for library cooperation, the importance of maintaining good relations between the public library and the community, as well as the public schools, and the need for additional public libraries in rural North Carolina. As the association gained recognition in the state, NCLA sought to expand its influence and lobby for a state library commission that would insure quality library services. These goals became the objectives of Tar Heel librarians and would influence the activities of NCLA's members for years to come.[27]

Forty-nine librarians, educators, and other library supporters attended the first annual meeting of NCLA in Charlotte on November 11-12, 1904. Ross opened the meeting with a short speech in which she stated the purpose for the association. For the next two days, the members attended lectures by some of the leading librarians in the south, including Anne Wallace of the Carnegie Library of Atlanta and L.H. Hopkins of the Louisville Public Library. The Carnegie Library of Charlotte's Board of Trustees and the Charlotte Woman's Club hosted luncheons and receptions at the Colonial Club on Tryon Street, where the meetings were held, and at the Charlotte Country Club. All of the local newspapers provided extensive coverage of each day's events. The most significant development from the first meeting was the proposal to form two committees. The first committee would prepare a resolution commending the work of J. Y. Joyner, state Superintendent of Public Instruction, and the second committee would cooperate with the North Carolina Literary and Historical Society's Committee for Rural Libraries and Superintendent Joyner in devising a stronger plan for the administration of rural libraries in North Carolina.[28]

NCLA did not meet in 1905 because of the South Regional Library Meeting, but in April 1906, twenty-five of the association's sixty-seven members gathered at the Olivia Rainey Library in Raleigh. It was during this meeting that NCLA laid the ground work for lobbying the North Carolina General Assembly for a state library commission and for a fireproof building to house the materials at the State Library. More important, the association decided to form a committee that would submit a bid to the American Library Association to select Asheville as the site of the national organization's 1907 annual meeting. The invitation committee consisted of Louis Round Wilson, Sol Weil, and C. Alphonso Smith. Working with the Asheville Chamber of Commerce and the Southern Railway, the committee immediately initiated a letter writing campaign to obtain endorsements for Asheville from local, leading educators, and government officials.[29]

In June 1906, the American Library Association met in Narragansett Pier, Rhode Island. The North Carolina Library Association sent President Ross and Secretary-Treasurer Wilson as its representatives. They, along with W. F. Randolph, Secretary of the Asheville Chamber of Commerce, and representatives from the Southern Railway presented their offer before ALA's Executive Board. Prior to the meeting, the North Carolina delegates with the assistance of Anne Wallace of Georgia openly campaigned for Asheville by handing out pins with pictures of Mount Pisgah. According to the proceedings of ALA's Executive Board, Ross submitted the official invitation, which was accepted on condition that suitable travel arrangements could be made with Southern Railway. The members of the North Carolina Library Association were ecstatic. Ross received congratulatory telegrams from across the state. NCLA was only two years old, but well on its way to obtaining recognition from librarians from across the country.[30]

Five hundred people came to Asheville for the twenty-ninth annual meeting of the American Library Association, which was held from May 23 to May 29, 1907. Ross addressed the group with an outline of "Library Progress in North Carolina since 1899." She described the continued growth of libraries in the state and the establishment of the Brevard Street Library in Charlotte, the first public library established for blacks in the state. Ross also recognized the North Carolina Federation of Women's Clubs for their work in providing traveling libraries to rural areas of the state. Newspaper accounts of the conference describe it as a huge success. During the conference, Ross was appointed to serve on the advisory board of ALA's Children's Librarians Section. At the close of the meeting, she presented the association a new gavel made of rhododendron, with a brass plate where the names of future ALA presidents could be engraved.[31]

NCLA held its third annual meeting in conjunction with ALA's Asheville Conference. The association was now officially affiliated with the national organization. More important, NCLA obtained recognition throughout the state as being the official voice of North Carolina librarians. Unfortunately, the association's efforts to lobby for a state library commission and better facilities for the state library failed to result in any substantial changes and was postponed for further discussion. The members of NCLA voted to suspend the association's rules and re-elected Annie Smith Ross and Louis Round Wilson to their respective offices of president and secretary-treasurer.[32]

Ross was unable to attend NCLA's fourth annual meeting, which was held in Greensboro on November 12-13, 1908. It was during this conference that the association established a strong lobbying group for the establishment of a state library commission. The members of NCLA instructed secretary-treasurer Wilson to inform Ross of the association's "high appreciation of her many services in its behalf from its organization and her unceasing endeavor to bring success to its undertakings."[33] The lobbying efforts of the 1908 committee would eventually be successful, and in 1909, Ross and Wilson were both appointed to the North Carolina State Library Commission.[34]

Annie Smith Ross's library career came to a close on January 31, 1910, when she submitted her resignation along with her seventh annual report. She described the preparation of this report as being a "labor of love." Although she was professionally and personally disappointed over the inadequate financial support for the library since it opened in 1903, she remained optimistic about its future.[35] Her reason for leaving was also a matter of the heart. During the American Library Association meeting at Narragansett Pier, Annie had made the acquaintance of Edward C. Hovey (1854-1936), the association's first executive secretary from 1905 to 1908.[36]

The couple married on February 5, 1910, in her father's house on Myers Street.[37]

The Hoveys made their home in Spartanburg, South Carolina. It was from there that Annie Hovey submitted her resignation from the North Carolina Library Commission. The couple moved to Savage, Maryland in 1918 before finally establishing a home in Greenville, South Carolina. The level of her involvement in South Carolina libraries is unknown. She did, however, visit Wofford Library and described her findings of the work being performed there in a letter to Louis Round Wilson.[38] Annie Smith Ross Hovey remained a member of the North Carolina Library Association until 1923.[39] She died on April 20, 1924 after a long battle with cancer, and was buried in the family plot in Charlotte's Elmwood Cemetery. [40]

Annie Smith Ross Hovey's life had come full circle. She had moved from the traditional domestic sphere for women into the role of a modern working woman of the early twentieth century, only to return to the more customary role of supporting wife. Fortunately for North Carolina, she was a woman who brought intelligence, enthusiasm and foresight to the profession of librarianship. Like most librarians of her day, Ross was a visionary, who worked hard under trying economic conditions in order to provide library services to a demanding and growing population in Charlotte. As president of the North Carolina Library Association, she supported the efforts that would ensure that residents throughout the state could enjoy the benefits derived from libraries. Ross believed wholeheartedly that libraries enrich people's lives by providing cultural and educational opportunities, as well as personal enjoyment. In a November 27, 1909 article in the Charlotte Evening Chronicle, she wrote, "It seems strange that standing as we do in the dawn of the Twentieth Century it should be necessary to defend or justify the library as an important practical part of our educational system. The public library is an adult school, it is a perpetual and lifelong continuation class, it is the greatest educational factor that we have." Although her professional career as a librarian was brief, Annie Smith Ross Hovey demonstrated her faith in libraries as vital educational and cultural institutions to the lasting benefit of her fellow Charlotteans and the people of North Carolina.

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The More Things Change ...

We librarians might well pause to consider how others see us. We might ask, "Are we even seen at all?" What are we doing to make the people of North Carolina aware of libraries and library service?"

— *North Carolina Libraries*, April 1942, p. 6.

North Carolina School Libraries

A Look at the Past, Present and Future

by Cora Paul Bomar

In this fiftieth anniversary issue of *North Carolina Libraries* it is fitting that an article be included on library services to school age children and youth. Researching the topic became an overwhelming task because data and descriptive information are scattered throughout many sources. Information was solicited from school library media personnel in addition to the archival and current documents studied. This article attempts to identify factors influencing school library development, but the definitive history of North Carolina school libraries has yet to be written.

The school library, like the school of which it is an integral part, exists for one basic purpose: the education of children and youth. Its mission is to provide a library program that ensures that each student acquires information skills necessary to become a productive citizen in a democratic society, and an independent learner throughout life. The mission remains constant, although implementation of the mission changes as influenced by economic, political, and sociological conditions; technological developments; and the school environment. Terminology also changes as education and library vocabularies respond to the current environment. The term "library" will be used in this article, for a school library at its best incorporates current terminology in describing its services.

Libraries in schools were reported as early as 1809, but it was not until 1898 that impetus was given to school libraries through a booklist included in the state course of study, coupled with a strong plea for teachers to take the lead in establishing libraries. Although private academies usually maintained libraries, only a few public schools included space for a library in new or renovated buildings. The year 1901 marks the date that North Carolina established continuous financial support for public school libraries. In that year, the State Department of Public Instruction (SDPI) Superintendent J. Y. Joyner persuaded the General Assembly to appropriate $2500 to help purchase library books for free public rural schools, $10 to a school if the community and the county board of education each contributed $10.

As early as 1913, the Southern Association of Colleges and Secondary Schools (SACS) began its positive influence on school library development by including school libraries in its accreditation standards for secondary schools. SACS accreditation has been highly coveted because of its cooperatively developed standards and self-evaluation program, coupled with the fact that the decision to meet SACS standards is a choice made by the local school system.

The first state standards for high school libraries, formulated in 1921, specified a minimum of three hundred library books; and three years later, in 1924, standards for elementary schools were established. By 1926 there were still only four full-time, trained librarians in North Carolina schools. At the 1927 organizational meeting of the School Librarians Section of the North Carolina Education Association, a resolution was passed to be submitted to SDPI stating that each 1AA high school should have a full-time librarian holding an A teaching certificate. In addition to teacher certification, it was recommended that school librarians should have an additional six weeks training in library science. This resolution, later adopted by SDPI, was a significant step in school library development.

Mary Teresa Peacock Douglas.
Photo from ALA Bulletin *37 (April 1943); 127.)*

Through the efforts of Dr. Louis Round Wilson and Dr. J. Henry Highsmith, the General Education Board of the Rockefeller Foundation allotted funds to SDPI in 1930 for the employment of a state school library adviser for five years. On July 1, 1930, Mary Teresa Peacock (Douglas) took office as the first State School Library Adviser. Her duties were to encourage, promote, and oversee school libraries by interpreting, improving, and extending school library service. Douglas had the vision, the drive, and the ability to instill in the minds of school administrators, PTA leaders, boards of education, and the general public the concept that school libraries are essential to good teaching and learning. She gave leadership to every facet of school library development and took advantage of every opportunity to promote school libraries.

During the Great Depression of the 1930s, SDPI utilized the Works Progress Administration (WPA). Nearly 1000 schools participated in a well-organized WPA program that provided library aides to establish and operate school libraries under the supervision of district librarians. WPA workers also built or renovated school buildings which included space for libraries, and Douglas reviewed plans for these school library facilities.

The move to a state-operated school system in 1931-32 strengthened SDPI and gave the

State School Library Adviser mandated responsibility for supervising school library development statewide. Since that time, SDPI has been the major force directing school library development in North Carolina, and funds for maintaining the office of State School Library Adviser (currently called the Division of Media and Technology) have been included in the regular SDPI budget since1935.

In 1941, Mary T. Grant, the first supervisor of Greensboro school libraries, established centralized purchasing, cataloging, and processing of all library materials, making Greensboro the first local school system in the state to have centralized technical services. Greensboro school superintendent Ben L. Smith shared Grant's belief that librarians in the schools should spend their time assisting students and teachers in using the library, not in processing materials. SDPI encouraged other local systems to follow Greensboro's example, but was never able to secure statewide funding for centralized technical services.

By 1961, North Carolina had officially recognized that the services of a school librarian are as basic to a good library program as the classroom teacher is to instruction.

Although a qualified school librarian is an essential ingredient in providing library service, without a state allotment for school library positions, employment of school librarians was a local school system expenditure, or a position taken from the state classroom allotment. Even so, the more affluent local systems and high schools with SACS membership employed full-time librarians in the 1940s. (See TABLE: NORTH CAROLINA SCHOOL LIBRARIES) By 1947, Appalachian State Teachers College (ASU), North Carolina College (NCCU), and East Carolina Teachers College (ECU) had established library education programs in addition to the one at the University of North Carolina (UNC-CH). Following the 1945 ALA standards, *School Libraries for Today and Tomorrow*, the 1947 North Carolina standards for school libraries reflected a library program for grades one through twelve, and the components essential to library service: the collection, the physical space, and the librarian.

Notwithstanding a war and a depression, lack of personnel, and inadequate funding, North Carolina school library development moved forward under the firm persuasion of Mary Peacock Douglas, until she left SDPI in June 1947. Eloise Camp (Melton) served in the office until August 1950. The office was then left vacant until Cora Paul Bomar was employed one year later, in August 1951.

Bomar continued the services and programs established by Mary Peacock Douglas and Eloise Camp Melton. The momentum generated by Douglas and Melton created a backlog of requests for assistance from schools throughout North Carolina. An assistant state school library adviser was added in 1953, giving the staff more opportunities to generate ideas and projects to demonstrate effective school library programs. In 1954, SDPI produced a 16mm film, *Let's Visit School Libraries*, an amateur production featuring a cross section of North Carolina school libraries. The film was used throughout the state and prints were purchased by other states, the U.S. Office of Education, and UNESCO.

In the early 1950s, few elementary schools had central libraries and many turned to SDPI for assistance. The state school library advisers always found a space that could be converted to a library. Sometimes it was an auditorium or vacant classroom; other times it might be a hallway or cafeteria. Once a library had been established and made operational, plans for a more adequate facility were usually generated.

Rural school library at Bobbit, Vance County, N.C., c. 1904. *(Photo courtesy North Carolina Collection, University of N.C. Library at Chapel Hill.)*

Elementary school library development was influenced to a great extent by the SACS elementary school accreditation program. Under the leadership of Dr. Madeline Tripp, the SACS North Carolina Committee on Elementary Education was a dynamic force in elementary school library development, especially with regard to the increase of elementary school library positions.

The 1961 General Assembly appropriated funds, for the first time, to support special teaching positions in six categories, including school library positions. By 1961, North Carolina had officially recognized that the services of a school librarian are as basic to a good library program as the classroom teacher is to instruction. Of the 2648 positions allotted in 1964, the top category was that of school librarian: 782 or 33.7 per cent were school librarian allotments.

It was in the 1960s that more school librarians became active in NCLA and AASL, including librarians in private independent schools. In 1960, the first Biennial School Library Work Conference, sponsored by NCLA School and Children's Section (North Carolina Association of School Librarians), was held in Durham. Over the years, these NCASL work conferences have provided school library media personnel with the opportunity to gain new knowledge and to share promising practices.

As school and public library service to children and youth expanded, SDPI and the State Library recognized the need to discuss patterns of relationships between school and public libraries, and to reexamine the practice of direct public library bookmobile service to schools during the school day. This limited book circulation was often accepted in lieu of establishing elementary school libraries. Both SDPI and the State Library were promoting library services for all children and youth, but the two agencies had done little planning on how best to serve the same clientele. After several conferences in 1957-58 the two agencies formulated guidelines for cooperation. The guidelines specified that book loans to schools should be group loans to the school library; that the books should be cooperatively selected by the school and public library staffs; that school and public librarians should plan together for student use of the public library; and that consideration should be given to sharing resources. The conferences represent the first effort of the two state agencies to determine how best to serve school age children and youth.

The National Defense Education Act (NDEA), passed by Congress in 1958, provided federal funds for acquisition of instructional materials and equipment, including library resources; and for fellowship and training institutes for teachers and librarians.

It was not until the passage of the Elementary and Secondary Education Act of 1965 (ESEA) that legislation specifically designed to strengthen school library services was included in a federal law (ESEA Title II - School Library Resources, Textbooks and other Instructional Materials). For the first time SDPI, local school systems, and individual schools were mandated to plan for school improvement. (The requirement to plan, set priorities, and account for outcomes introduced the concept that is the foundation of the current legislation, Senate Bill 2, The School Improvement and Accountability Act.) SDPI school library staff was given the reponsibility of administering the ESEA Title II North Carolina State Plan. ESEA and NDEA funds, coupled with an increase in state appropriations, provided opportunities for school library development that had been only envisioned earlier.

Fourth graders in Erwin, N.C., school library, 1953. *(Photo courtesy North Carolina Collection, University of N.C. Library at Chapel Hill.)*

SDPI led the way in encouraging schools to strengthen, expand, and introduce new services. In 1965, SDPI organized the Division of Educational Media, including a staff of thirty-six, with the State School Library Supervisor as Director. The Division included School Library Supervision, Audiovisual Education, Instructional Television, Center for Learning Resources (Media Examination Center), Educational Information Library, and Federal Programs for Instructional Materials. Existing services were strengthened and new programs were initiated, i.e., the first comprehensive ERIC research service, the Demonstration School Libraries Project, the Educational Media Mobile program, and media examination services. The term "media," which laid the foundation for a new vocabulary describing school library services, was introduced during this time period.

It has been said that the 1960s was the Golden Age of school library development. Increasing awareness by school administrators, local citizens, state and federal agencies; increasing state and local funding; and an infusion of federal funds gave North Carolina school librarians opportunities to strengthen existing library services and to initiate new services that would contribute to the education of children and youth. The largest increase in library book collections and professional personnel occurred during the 1960s. (See TABLE: NORTH CAROLINA SCHOOL LIBRARIES.)

In August 1969, Cora Paul Bomar resigned as Director of the SDPI Division of Educational Media.

By 1970, North Carolina was ready to move forward in implementing the 1969 *AASL/DAVI Standards for School Media Programs* in which all instructional media, print and nonprint, were recognized as equally important. James W. Carruth, Sr., the new director, was an audiovisual specialist who was well qualified to direct this movement. The SDPI library media staff assisted local school systems in incorporating all media formats into the library media collection by providing guidelines for selection, acquisition, cataloging, circulation, and use of media in teaching and learning; and by providing staff development opportunities for local systems and for individual library media personnel. Terminology moved away from library and librarian to media center and media coordinator, terms to usher in the new age, but terms that were easily misunderstood by the general public.

In 1974, Carruth left SDPI and Elsie L. Brumback became Director of Educational Media (Media and Technology Services). Under her leadership the staff continued to assist local school systems in developing programs for media services, while retaining emphasis on the building-level librarian's role in student mastery of listening, viewing, and reading skills.

Standards began to focus on replacing quantitative requirements with guidelines for program development, while still recognizing that adequate funding is necessary for providing essential resources. *Information Power: Guidelines for School Library Media Programs*, the 1988 standards developed by AASL and AECT, and the state guidelines *Learning Connections* use this same approach. How much and how many cannot measure what good the school library does. The true measure is in the services it provides to make a difference in the education of children and youth.

More and more, an awareness evolved that qualified professionals are essential to program development. As early as 1947, it was recognized that graduate level preparation was needed to allow the library education student time to acquire a foundation in the liberal arts, teacher education, and library science. By the 1980s, certification specifications for the school librarian (school media coordinator) were upgraded to require a master's degree in library media education. This opened the door for the school library media professional to become qualified as an information specialist, a teacher, and an instructional consultant who can plan, manage, and lead. The responsibility for preparing the individual to fulfill these roles rests with library media education programs.

The SDPI library media staff has taken a major role in introducing new technologies in the school library media program. In 1983, the Division developed a legislative model resulting in a state appropriation of $28.6 million for a statewide instructional computer program; and in 1986, $3 million to begin a Distance Learning by Satellite program. New technologies have the potential to revolutionize school library media services by: (1) freeing the professional of time-consuming clerical tasks; (2) providing unlimited information through electronic information retrieval networking systems; (3) providing computer-assisted and interactive video instruction. To reach this potential will take time, money, and expertise. It will become increasingly imperative that SDPI and the State Library join forces in providing statewide networking capable of accessing and sharing resources for school age children and youth, without unnecessary duplication.

Over the years, selection of library media has remained with the individual school. Services of the SDPI Examination Center; recommended selection aids; official local school system selection policies; school media advisory committees; and knowledge

of the school curriculum have resulted in keeping North Carolina school library media collections above average in quality and quantity, with censorship problems held to a minimal level. A viable current book collection will remain, in the foreseeable future, the essential resource for children and youth as they become literate; however, with the introduction of expensive computer technology, safeguarding an adequate book budget will not be easy. In 1987, North Carolina public schools spent almost $12 million on audiovisual, media, and computer equipment and software, while spending only a little over $8.5 million for books and periodicals. The average spent on books per pupil in 1987 was barely enough to purchase one book per child. If books wear out or are discarded at the usual rate, book collections will decrease in number. This poses a dilemma for schools since an adequate supply of reading material is necessary if our children are to become literate.

In the 1980s, North Carolina became aware of the critical need to improve the educational system. Following the national pattern, many groups, individual researchers, legislative bodies, and the SDPI looked at public education with critical eyes. SDPI, with statewide input from local school systems and education-related groups, examined the status of North Carolina's educational program. As a result, the Basic Education Plan (BEP) was developed to upgrade education statewide by designing a comprehensive course of study and by identifying the resources essential to its implementation. School library media services are addressed in BEP's major publications: *North Carolina Standard Course of Study* and *North Carolina Competency Based Curriculum - Teacher Handbook,* which includes a comprehensive library media/computer skills curriculum for grades K-12. Senate Bill 2 gives local school systems and individual schools a major voice in decision making based on systematic planning and site-based management. The state accreditation program and performance appraisal provide a base for accountability for all education personnel, including school library media personnel.

The addition of SDPI regional consultants in 1983-84, and the August regional workshops initiated in 1975, have provided staff development to more than 2000 professionals. These services, along with the state certification requirement of master's level library media preparation, can equip library media professionals to assume leadership roles in school improvement.

The following comparative statistics were taken from library media reports submitted to the SDPI from North Carolina schools and local school systems. Some schools did not submit reports and the methodology for collecting data has changed from time to time. Nevertheless, a study of these data would represent trends in school library development.

TABLE: NORTH CAROLINA SCHOOL LIBRARIES
Personnel and Library Books

Item	1930-31	1946-47	1967-68	1986-87
Library Personnel				
Professionals	11	151	1755	2175
Teacher-Librarians	253	587	n/a	n/a
LEA Supervisors	0	15	90	67
Support Staff	0	n/a	500+	1374
Books*				
Total Books	855,785	3,634,534	12,208,527	16,734,905
Books per Pupil	2.8	4.73	10.27	15

* Comparative data are not available for all media resources and equipment. The 1987 Annual Educational Media and Technology Report listed 75 categories of media and equipment (traditional and newer technologies).

By the end of the 1980s, library media services were being recognized as an integral component of the K-12 curriculum. Both SDPI and NCASL provide dynamic leadership in promoting this concept, but the greatest influence on North Carolina school libraries has been the commitment of individuals, from the school house to the State House, who have worked diligently for development of school library media services. Beginning with Mary Peacock Douglas in the 1940s, professionals have participated on major ALA and AASL committees and have been elected to ALA and AASL offices, giving North Carolina a voice in national school library media center development.

Providing quality education for children and youth will be a major concern in the 1990s and beyond. Accomplishing this will require major changes. School library media services must be included in these changes IF the library media center is to remain the information source for the learner. This will require a different approach to library media education; to patterns of relationships between school and public libraries; to collection development, as electronic information retrieval is established; and to personnel deployment. Opportunities will be unlimited for the school library media center to implement its mission to provide a library program ensuring that each student acquires information skills necessary to become a productive citizen in a democratic society and an independent learner throughout life.

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Hayes Library and the Private Library in Antebellum North Carolina

by Eileen McGrath

North Carolinians of the 1990s take public libraries for granted. Most larger cities have a main library with neighborhood branches, and smaller municipalities and rural areas are served by either town libraries or branches of a regional library system. Few citizens realize that free public libraries came late to the Tar Heel State. Although the movement for public libraries swept this country at the turn of the century, in North Carolina in 1928 there were still only seventy-two libraries open to the public and more than eighty percent of rural residents were without a library.[1] It was not until the Citizens' Library Movement of the late 1920s and 1930s that public library service became widespread in the state, and not until after World War II that it became universal.[2]

The tremendous growth in library service took place three hundred years after the first European settlements on this soil. When we consider the library history of the Tar Heel State, we have to account for those three hundred years. What did people do to obtain books when there were no free public libraries? How did people meet their need for books and other reading material?

We assume that the earliest colonists brought books with them from England, and we know that by the 1670s and 1680s books were mentioned in wills and inventories.[3] Although books were not numerous, most families had at least a Bible. The smaller the collection, the more likely it was that all the books were religious; in collections of a dozen or more volumes, legal titles or general books such as histories or biographies might be present.

The first library established in North Carolina was at Bath. Thomas Bray, an English clergyman, gave small collections of books to colonial settlements as a way to encourage Church of England clergy to accept assignments in America. The Reverend Bray sent such a collection of books to North Carolina in 1700. The early whereabouts and use of the collection are not known, but in 1705 it became the parish library at Bath. The books did not have a permanent home in Bath, however, and the collection was just a remnant of its original size when a law was finally passed for its protection in 1715. The Church of England made other gifts of books to clergy and communities during the colonial era, but with the American Revolution such gifts ceased, and parish libraries faded in importance as a cultural resource.

In the mid and late 1700s, as population increased and some people prospered, private book collections grew, and a few individuals began to have collections that could be considered libraries. The last three royal governors, Arthur Dobbs, William Tryon and Josiah Martin, had substantial personal libraries. They brought their collections from England, as did other wealthy immigrants. Transporting books was both expensive and inconvenient, but colonists who valued reading brought books with them because there were few opportunities to purchase them in colonial North Carolina. The colony's first press was not established until 1749, and only a handful of printers operated in the colony before the Revolution.

After the Revolutionary War, the number of printers in North Carolina increased, and it became easier to acquire books. Although newspaper publishing was their main business, printers began to publish pamphlets on political and religious topics and to reprint the classics. Publishers and tavern owners created reading rooms in their shops, and these became proletarian counterparts of the society libraries that were established by and for gentlemen.[4] Book peddlers, such as "Parson" Mason Locke Weems, began to roam the South. Planters and other North Carolinians who traveled on business to northern cities or the British Isles could purchase books during their trips or arrange with business associates to have newly printed books shipped with other goods. Also, as books became more common in the state, they were more often available at estate and bankruptcy sales.

From books brought from the mother country, purchases in state and out, and gifts or bequests, some North Carolinians developed substantial book collections. Although no library in North Carolina equaled William Byrd II's in Virginia, there were significant private collections in North Carolina even in the colonial period. Edward Moseley of Wilmington owned over four hundred volumes at his death in 1749. His neighbor Eleazar Allen left more than two hundred-fifty English and French titles in 1750. James Milner of Halifax left over six hundred volumes in 1772, and David Stone of Windsor had 1,400 volumes at his death in 1818.[5] We know that other major political figures such as James Iredell and William Hooper had libraries, but we do not know their exact size or makeup. There were, however, challenges to individual book collecting. Many libraries were plundered during the Revolutionary War, and similar occurrences took place in the Civil War. Besides these civil catastrophes, personal disasters such as death, fire, or business failure could cause the loss or sale of all or part of a collection. Nature too was not always kind, and books deteriorated due to the climate and the lack of adequate vermin control. The odds were very much against the continuation of large personal libraries.

Inheritance played a large part in the growth of the collection.

One library that defied the odds developed at Hayes plantation, near Edenton. The Hayes Collection was recently placed on exhibit loan at the North Carolina Collection at the University of North Carolina at Chapel Hill. Hayes was arguably the premier private library of antebellum North Carolina, and it is the most notable of

these libraries intact today. Through an examination of it, much can be learned about the nature and uses of private libraries in the antebellum era.

The Hayes Library collection is thought to have begun with Charles Eden, governor of the colony from 1714 to 1722. Eden's stepdaughter, Penelope, married Gabriel Johnston (ca. 1698-1752), a later governor, and in that way Governor Eden's books became the property of the Johnston family. We do not know exactly how many books either Eden or Gabriel Johnston had, but an early scholar of the library, Stephen B. Weeks, in 1895 identified sixty-three volumes as having once belonged to Gabriel Johnston.[6] Gabriel Johnston left his collection to his nephew, Governor Samuel Johnston, and during Samuel Johnston's lifetime (1733-1816) the library grew to over five hundred volumes.

One role of the private library was to be a source of useful information in an era when there were few professional experts and the owner of a plantation was forced by circumstances to be knowledgeable about many practical subjects.

The collection became known as the Hayes Library because in 1817 James Cathcart Johnston, Samuel's son, moved the books into the new house at Hayes plantation, a house that was built with a special wing for the library.[7] Here the library grew rapidly. A catalog of the collection from about 1830 lists over 1,500 volumes, and an inventory of Hayes Farm made shortly after James Cathcart Johnston's death in 1865 mentions 2,260 volumes in the library. When James Cathcart Johnston died, he willed Hayes to a business associate, Edward Wood. We do not know, however, the extent to which the Wood family added to the library in the post-war years. The Hayes Library on display today in the North Carolina Collection Gallery at the University of North Carolina at Chapel Hill contains 1,874 bound volumes and approximately 480 pamphlets and loose periodical issues.

The pattern of growth of the Hayes Library is typical of southern antebellum libraries in that the collection numbered in the hundreds in the eighteenth century but grew into the thousands during the nineteenth. There is evidence, too, that the Johnstons acquired their books in the same manner as other southerners. Inheritance played a large part in the growth of the collection. The presence of many books containing autographs of individuals not related to the Johnstons suggests that the Johnstons purchased some books at estate and other distress sales.[8] The Johnstons did business with factors in New York, Baltimore, Norfolk, and Charleston, and it is likely that the American imprints, and possibly others, were obtained through these business agents. The presence in the Hayes collection of two volumes with the bookplates of commercial lending libraries may indicate that the Johnstons used such services. There is also evidence that the Johnstons entered into prepublication agreements for subscription books.[9]

The composition of the library tells much about the interests of the Johnstons and the uses of private libraries in antebellum North Carolina. Law books form a small, but important, part of the collection.[10] All the principal owners of the library before James Cathcart Johnston held significant government offices and were active in public affairs. The law books were used for their public work, and the Johnstons, like other property owners of their era, found a knowledge of the law necessary to protect and increase their holdings. Because there were few trained medical practitioners available and because their plantations contained both their extended family and sizable slave communities, the Johnstons realized the need for basic medical and pharmacological texts. The collection contains fifty-eight medical volumes, including such standards as the *Edinburgh New Dispensatory*. These books, along with the seventy-five volumes on agriculture and husbandry, show that the Hayes Library was a practical resource for its owners. One role of the private library was to be a source of useful information in an era when there were few professional experts and the owner of a plantation was forced by circumstances to be knowledgeable about many practical subjects.

Private antebellum libraries, however, were more than just ready reference collections. The Hayes Library also shows the role that private libraries played in the general moral and intellectual education of the plantation household. The collection contains Bibles, prayer books, collections of sermons, and religious periodicals. The presence of *The Book of Common Prayer*, *The Whole Duty of Man*, and the *Episcopal Recorder* testifies to the Johnstons's adherence to the Anglican, later Episcopalian, tradition. The collection also contains encyclopedias; Samuel Johnson's dictionary; and instructional volumes for mathematics, geography, and languages. French was the language most often studied, but there are also grammars for Latin, Greek, and Italian. Present as well are many works of political philosophy, history, and biography. As with other antebellum libraries, there are many volumes relating to travel. With travel so difficult and time-consuming, antebellum southerners depended upon books to learn about distant places. Hayes Library contains dozens of geographies, travelers' accounts, and reports of exploration covering most of Europe, the Near East, the American West, and such distant and disparate places as Borneo, Brazil, and Russia.

Literature and language volumes make up almost forty percent of the collection. The classics are represented by Aristophanes, Catullus, Cicero, Plutarch, and others. Some works are in translation, but many are in Latin, and there are a few Greek texts. The works of prominent British authors, such as Byron, Dryden, Pope, Shakespeare, and Swift are present, but so are works by authors who have fallen into obscurity, such as

The interior of the library at Hayes. *Photo courtesy of N.C. Collection, University of N.C. Library-Chapel Hill.)*

Adela Burke and Nathan Drake. The Johnstons, like many other southerners of their time, were apparently taken with the historical novels of Sir Walter Scott, for the library contains over thirty volumes by Scott. The large number of Scott's works also points to a fact about the development of the library. Books meant for entertainment and enjoyment, such as plays and light fiction, are much more heavily represented in the post-1800 volumes in the collection than in the earlier imprints. As the wealth of the Johnstons increased and household routines were established,[11] the inhabitants had more time to read for pleasure, and the books added to the library reflect this fact.

When historian Stephen B. Weeks examined the eighteenth century part of the collection, he noted the predominance of British imprints.[12] His observation holds true for the collection as a whole. Not only do the works of British authors dominate the literary part of the collection, but books with British imprints also account for over half the volumes in the collection as a whole. The high number of British imprints is a reminder of the slow growth of publishing in the South and of the ties that southerners had with Great Britain. The southern economy was based, in part, on a strong trading relationship with England, and southern elites considered themselves part of a trans-Atlantic culture. Private libraries were repositories of that culture, and one function of the libraries was to keep the cultural heritage of the British Isles alive in the antebellum South.

The books in the Hayes Library contain twelve different bookplates and over two hundred signatures. The bookplates are a clear indication that the Johnstons were not the only North Carolinians who built collections of books worthy of being called libraries. The bookplates and signatures together offer evidence of the number of people in a small area of North Carolina who owned books. As the composition of the Hayes collection shows, these books were acquired to serve a variety of needs. Private libraries on the grand scale of Hayes were possessions of an elite segment of society, but the small collections of humbler citizens were attempts to meet the same needs. In an era before public libraries, the private library served as a valued source of useful information, a repository of books for moral and intellectual guidance, and as a medium for the transmission and reinforcement of a cultural heritage.

Samuel Johnston (above) and James Cathcart Johnston: the father and son responsible for the remarkable growth of the Hayes collection.
(Photos courtesy of N.C. Collection, University of N.C. Library at Chapel Hill.)

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[3]Stephen B. Weeks, "Libraries and Literature in North Carolina in the Eighteenth Century," in *Annual Report of the American Historical Association for the Year* 1895 (Washington: Government Printing Office, 1896), 177.

[4]The first society library was the Cape Fear Library, organized in Wilmington in 1760. Society libraries were often short-lived, but many were established in towns in the antebellum era. See Guion Griffis Johnson, *Ante-Bellum North Carolina: A Social History* (Chapel Hill: University of North Carolina Press, 1937), 166, for a listing of the library societies incorporated between 1794 and 1848.

[5]Brief biographies of Allen, Milner, and Moseley can be found in William S. Powell, ed. *Dictionary of North Carolina Biography* (Chapel Hill: University of North Carolina Press, 1979-). For biographical information on Stone and an analysis of his library see Robert G. Anthony, Jr. "The Library of David Stone (1770-1818): The Non-Law Collection." Master's paper, School of Library Science, University of North Carolina at Chapel Hill, 1982.

[6]Weeks, 201-202.

[7]For a discussion of the construction of the house at Hayes, see Catherine W. Bishir, "Severe Survitude to House Building: The Construction of Hayes Plantation House, 1814-1817," *North Carolina Historical Review* 48 (Oct. 1991): [373]-403. Excellent photographs and a brief discussion of the house appear in Catherine W. Bishir, *North Carolina Architecture* (Chapel Hill: University of North Carolina Press,1990), 85-88.

[8]There are approximately two hundred autographs or initials in the books. Many of these are from the Johnstons and their associates, but there are a significant number from persons whose relationship to the Johnstons is unknown.

[9]Selling books through pre-publication subscription agreements was common in North Carolina in the late eighteenth and early nineteenth centuries. The Hayes collection contains several titles that are known to have been subscription books. See William S. Powell, "Patrons of the Press: Subscription Book Purchases in North Carolina, " *North Carolina Historical Review* 39 (1962): 423-499.

[10]Law books comprise just over eight percent of the collection as it exists today. Information on the legal materials during stages of the collection's development is incomplete. Stephen B. Weeks stated that there were thirty-four law books in Samuel Johnston's library (see Weeks, p. 203), but the 1830 catalog of the collection excludes legal volumes. The 1865 inventory of Hayes plantation mentions only the size of the library, without any listing of its contents. For a thorough analysis of the 1830 catalog of the collection see R. Alan Spearman, "The Johnston Library at Hayes Plantation." Master's paper, School of Library Science, University of North Carolina at Chapel Hill, 1988.

[11]When James Cathcart Johnston was given Hayes by his father, Samuel, in 1814, the plantation encompassed 665 acres. By 1860, the plantation had grown to 1,374 acres. For much of this period, James Cathcart Johnston shared the residence at Hayes with his sisters Frances, Helen, and Penelope. See *Dictionary of North Carolina Biography, 4:* 303.

[12]Weeks, 199-200.

The Gospel of Education:

Louis Round Wilson and Library Development

by Robert Sidney Martin

The history of libraries and librarianship in North Carolina cannot be written without frequent mention of the name of Louis Round Wilson. No other individual has had a greater impact on the growth of libraries and the development of the profession of librarianship in North Carolina. Over a career spanning seven decades Wilson's contributions were manifold. Although principally known as an academic librarian and library educator, his activities were not limited to these fields, and his influence is seen in every area of library endeavor. This essay will not focus on Wilson's specific accomplishments, but rather will examine the philosophical underpinnings that informed his actions.

Although Wilson's achievements and contributions have been fully chronicled elsewhere[1] and need not be recounted in detail here, a brief overview will provide a useful backdrop for the ensuing discussion. He served as University Librarian at the University of North Carolina from 1901 to 1932 and during that period was fully involved in the transformation of the university from a small liberal arts school to a major modern research university. During the second decade of the century, he led the way in the development of the Extension Division, and later helped to create the University of North Carolina Press. He established the School of Library Science and was among those involved in developing the Institute for Research in Social Science. He was also a leader in the affairs of the Alumni Association, serving as the editor of the *Alumni Review* for more than a decade.

No other individual has had a greater impact on the growth of libraries and the development of the profession of librarianship in North Carolina.

Beyond the campus Wilson's accomplishments were, if anything, even more diverse and impressive. He was one of the small group of librarians and civic leaders who established the North Carolina Library Association (NCLA) in 1904 and was twice elected to serve as its president. He was one of the representatives from NCLA who persuaded the American Library Association to meet in Asheville, North Carolina, in 1907. He was instrumental in securing the legislation creating the North Carolina Library Commission and served as its chairman during its formative years.

Later, Wilson's activities reached out beyond the borders of his native state as he took leading roles in his profession, first at the regional and then at the national level. He was among those who made the Southeastern Library Association an important force in the development of library resources in the region. He led the way in the effort to establish meaningful library standards for both secondary schools and colleges. He served as a consultant for numerous institutions, reviewing the status of their own library resources. His extraordinary leadership and effectiveness ultimately led to national prominence and took Wilson away from his native state and region to serve his chosen profession in roles at the national and international level, most notably as Dean of the Graduate Library School at the University of Chicago.

What led Wilson to devote such energy and determination to the cause of libraries? How was he able to exert such a profound influence over the course of so many years? In order to understand Wilson's role in the development of libraries and librarianship, not only in North Carolina but throughout the South and the nation, it is first necessary to understand his roots and origins and to set him firmly in the context of his time and place.

Wilson was born in 1876 in Lenoir, in the mountainous, rural western portion of the state. His world view, formed in the crucible of his early family life and fired in the kiln of his schooling, was informed by two distinct influences, one spiritual and one secular.

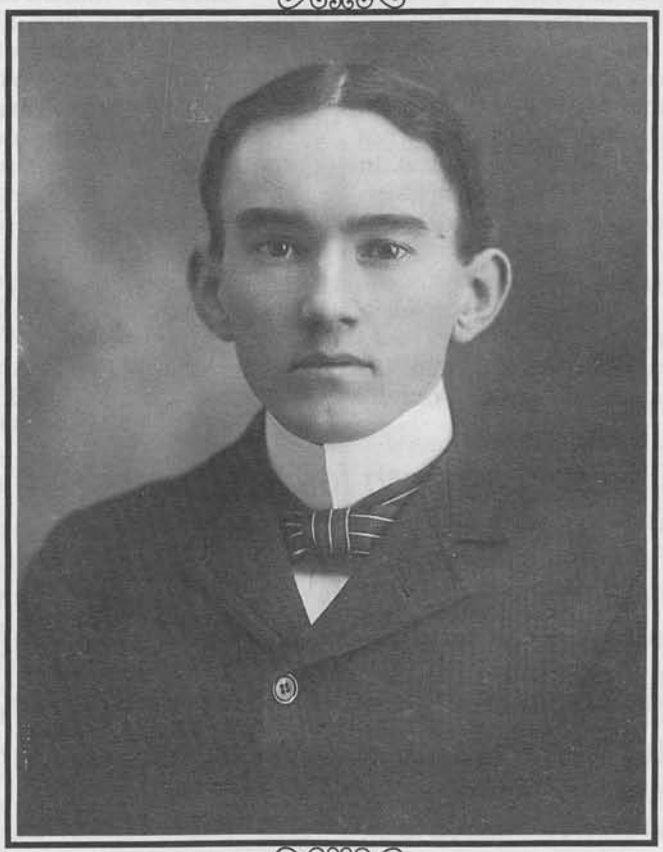
The first of these influences was religion. His family was deeply religious and active in the affairs of the Methodist church. He inherited from his mother and father a deep and abiding faith in God. These spiritual values imbued in him by his family shaped his outlook and opinions for his entire life. The Methodist theology was one based on a personal test of faith, and the governance of the church was strongly democratic. It was not a fundamentalist creed based on a literal interpretation of the Bible, but rather one that attempted to understand scripture in its historical and critical context. The most prominent figure in the liberalizing of American theological thought was Lyman Abbott, and his journal, *The Outlook*, was regular reading in Wilson's boyhood home[2]

One direct result of the higher criticism was the discovery that the Bible contained a social message. Southern Methodist bishops declared in 1902 that their flock could not ignore the political, industrial, and social influences that surrounded them, and in the years that followed, the Church gradually incorporated the Social Gospel into its *Book of Discipline*. It advocated a host of social reforms, ranging from the regulation of child labor to the application of Christian principles to the use of capital. Before World War I, Southern Methodists emerged as "advocates of Social Justice, proclaiming the Christian obligation to fashion

Christ's Kingdom on earth.[3]" Wilson was predisposed to accept this dogma, and in both his private and professional life he made use of every opportunity to propagate the Social Gospel.

In addition to the spiritual beliefs that led him to accept the Social Gospel, Wilson also inherited a great reverence for the power of education to transform individuals and uplift society. Both his parents were well educated by the standards of the times, and both were dedicated to insuring that their children received the full benefits of a good education. In this they were successful: all four of Wilson's siblings were extremely well educated, and all but one devoted their own careers to education. His sister Alice earned a degree from the Massachusetts Institute of Technology and served for many years on the faculty of East Carolina University. His brother Robert was professor of chemistry at Duke University, while brother George held a law degree from Columbia University and had a distinguished legal career. His brother Edwin was for many years the headmaster of the distinguished Haverford School in Pennsylvania.

The era in which Wilson came of age was one of great ferment for education in the South. "Education has been the South's greatest challenge," one historian of the South has written.[4] At the close of the nineteenth century that challenge was at its greatest. "Far behind the rest of the country in nearly all respects," according to C. Vann Woodward, "Southern education suffered from a greater lag than any other public institution in the region." The reasons for this lag were many and complicated, but ultimately they were reduced to money. The South raised little more than a third of the national per capita average tax for schools and still was stretching its resources to the limit. Moreover, "the special difficulties which beset the South," including a higher ratio of children to adults, less taxable wealth, sparsity of settlement, and the parallel systems for each race," placed her educational problem in a unique category."[5]



Louis Round Wilson, ca. 1902. *(From photo in the North Carolina Collection, UNC Library, Chapel Hill; 86-701.)*

A great educational awakening stirred in the South at the end of the century, however, led by a group of men determined to change the status quo. A movement to promote universal public education arose, and North Carolina was in the forefront of this movement: "Starting from further behind than almost any other state, North Carolina began her movement earlier, and by the time the regional movement was underway her leaders were in a commanding position."[6] These leaders included Walter Hines Page, Edward P. Moses, Charles D. McIver, Charles B. Aycock, and Edwin A. Alderman.

The crusade for public education begun by these men and others like them became one of the central tenets of the Progressive Era political philosophy. As sociologist Frank Tracy Carlton wrote in 1908, "The problem of the twentieth century is to make education an engine for social betterment."[7] The awakening social conscience implicit in this statement was one important facet of the Progressive impulse in American public life in the first decades of the twentieth century. There was a growing belief that the sufferings of individuals were neither the fault nor the inevitable lot of the victims, and that the best way to alleviate these sufferings was neither charity nor revolution, but education. As Lawrence Cremin has observed, "the Progressive mind was ultimately an educator's mind, and its characteristic contribution was that of a socially responsible reformist pedagogue." Only an educated public could participate in the informed political action in which the progressives so deeply believed.[8] Implicit in all Progressive thought about education is the notion that education is not something undertaken and accomplished in youth, but rather it is a process that continues throughout the lifetime of the individual.

Indeed, it has been argued that to comprehend the Progressive movement fully it is necessary to understand the educational crusade it fostered, particularly in the South. "The educational renaissance during the first part of the century mirrored as did few other movements the region's growing faith in progress; the manner in which education became the *raison d'etre* of political liberals, social welfare advocates, economic expansionists, and northern philanthropists for the remaking of southern commonwealths . . .."[9]

The moral commitment to social causes was a common thread that linked Wilson's political and spiritual beliefs, as it linked the Progressive and the Social Gospel movements. These two vectors came together in an especially synergistic way to inform and energize the thrust for public education. Education had always been a major ecclesiastical concern in the South, and Southern Methodists in particular had ambitious educational plans. Education was also one of the principal elements of the Progressive platform. In Wilson, both forces—the Social Gospel and the Education Creed—came together as complementary facets of a single stimulus which might be termed the Gospel of Education.

Wilson's native fervor for education, inherited from his family, was strengthened by his undergraduate experience at the University of North Carolina. Transferring from Haverford College in Pennsylvania, Wilson completed his senior year at Chapel Hill in 1899. There he came in contact with the cadre of educational leaders who helped to transform public education in North Carolina. The individual who had the most profound and lasting effect on young Wilson during his senior year was the university's president, Edwin A. Alderman, who set the tone and temper of the university. In the words of his biographer, Dumas Malone, Alderman "became the symbol and spokesman of southern education .... In his time he was one of the prophets and builders of his section, and, more than any other single man, he embodied its educational history."[10] Alderman imparted to his students the education creed and instilled in them a zeal for the amelioration

of society through education. His profound influence on the students who studied under his administration can perhaps be illustrated by the fact that fully a third of the Class of 1899, Wilson included, indicated their intention to make teaching their career.[11] Alderman was well acquainted with Wilson and praised his "scholarship, character, ability, and devotion to his work;" he was proud to recommend him as "one of our very best students."[12]

Encouraged by his family and strengthened by his experience at Carolina, Wilson decided to devote his life to education, and originally pursued that goal as a teacher, serving for two years instructing students in country schools. In 1901 he returned to Chapel Hill to further his own studies, pursuing a graduate degree in English philology.

In those days only about one-third of American colleges had full-time librarians who held no other administrative posts. It was not uncommon to award the position of librarian to an enterprising graduate student in lieu of a fellowship or assistantship. Wilson accepted such an appointment at UNC and thus began his career in librarianship serendipitously. Gradually, however, he came to see the central role that libraries play in education, not only in schools and colleges, but also in society in general. In short, he became convinced of the educational mission of libraries of all types, and he resolved to pursue his own crusade for education through the institution of the library.

Wilson emerged as one of the leading spokesmen for the library movement in the South. He spoke before ever-broadening audiences about the benefits that libraries of all types could confer. Although he was himself a university librarian, his interests were not limited to the academic library. He forcefully argued for improvements in school libraries and became a leading advocate for meaningful standards for school library resources.[13] Wilson's belief in the Gospel of Education and its application to libraries is perhaps clearest, however, in his outspoken expression of the educational mission of the public library. Nowhere did he summarize his developing philosophy and outline his ideas about public libraries quite as thoroughly as in his 1909 address to the Southern Educational Association.

In Wilson, both forces — the Social Gospel and the Education Creed — came together as complementary facets of a single stimulus which might be termed the Gospel of Education.

Founded in 1895 as a professional organization for teachers, superintendents, and principals, the structure and program of the Southern Educational Association mirrored that of the National Education Association. It had departments for every facet of the educational enterprise, including superintendence, higher education, normal schools, and industrial education.[14] To these it added, in 1907, a Department of Libraries "for the purpose of promoting interest in libraries and library work, with special reference to their relation to schools and educational effort."[15] Wilson took no part in the initial meeting of this group, but when next it met, in Charlotte in December, 1909, he was a participant. The featured speaker was Salome Cutler Fairchild who spoke on the value of library training, but Wilson's address on "The Public Library as an Educator" was a prominent part of the program.[16]

In his address Wilson observed that educators had taken to thinking of the library as merely supplementary to the school. "We insist on driving two of our educational forces tandem fashion," he pointed out, "with the school in the lead, rather than both abreast, each pulling its proportionate share of the load." This was wrong, Wilson argued; "each is indispensable to the other and ... each in certain particulars supplements the other and is complemented by the other." The school's function is to equip the student with the basic tools of learning and culture; beyond that it could not go. The library's function, on the other hand, is twofold: "to serve as an aid to the material progress of the individual and to promote the culture of the community through the individual." Indeed, Wilson argued, it is the library that "lays the true foundation of culture." By "culture" Wilson meant "more than reading and more than information;" he meant (like Matthew Arnold), an acquaintance with the best that has been thought and said in the world.

Wilson summarized his thesis:

> . . . it is the duty of the public library to cooperate with the school in its endeavor to awaken in the citizen-to-be an inspiration to make the most of his powers; to give him the alphabet of learning and activity; to train his powers of thought and expression; and to supply him with the implements with which he may attain culture. Apart from its connection with the school, its chief function is to serve as the lifelong university for the individual, in which he may find freely, without money and without price, an opportunity for the continuous development of all his powers.[17]

Wilson's paper has a remarkably modern ring, particularly in its emphasis on "lifelong learning." It aptly summarized his library creed, and represents a full statement of the philosophy to which he clung for the remainder of his life: that the library is, at bottom, an educational institution, and that its educational function is its most important mission. Looking back on it many years later, Wilson recalled, "I do not know where I acquired that philosophy, but I voiced it in the paper and I have held to it throughout my life."[18] Wilson not only held to that philosophy, he repeatedly expressed it in papers and speeches, and he acted upon it in every way he could. His devotion to the educational mission of the library underscores that in accepting a career as librarian rather than teacher, Wilson was in no way abandoning his basic goal to be an educator, but rather recognizing an alternative path for achieving that goal.

Wilson was by no means unique in proselytizing for the Gospel of Education, but he was perhaps the foremost apostle of the library's role in the educational enterprise. It would behoove us to remember that education remains an important facet of the mission of the library as we strive to find the proper role for libraries in twenty-first century society.

References

[1]The most complete treatment of Wilson's early career is Robert Sidney Martin, "Louis Round Wilson at the University of North Carolina, 1901-1932," (Ph.D. dissertation, University of North Carolina at Chapel Hill, 1988). See also Maurice F. Tauber, *Louis Round Wilson: Librarian and Administrator* (New York: Columbia University Press, 1967). A brief summation of Wilson's life and career is Maurice F. Tauber, "The Contributions of Louis Round Wilson to Librarianship," *Wilson Library Bulletin* 31 (December 1956): 315-26.

[2]Ferenc Morton Szasz, *The Divided Mind of Protestant America, 1880-1930* (University, Ala.: University of Alabama Press, 1982): 17, 19, 25.

[3]Kenneth K. Bailey, *Southern White Protestantism in the Twentieth Century* (New York: Harper and Row, 1964): 40-42.

[4]Thomas D. Clark, *The Emerging South*, 2nd ed., (New York: Oxford University Press, 1968): 149.

[5]C. Vann Woodward, *Origins of the New South, 1877-1913* (Baton Rouge: Louisiana State University Press, 1971): 398-99.

[6]Ibid., 400.

[7]Frank Tracy Carlton, *Education and Industrial Evolution* (New York: The Macmillan Company, 1908): 17.

[8]Lawrence A. Cremin, *The Transformation of the School: Progressivism in American Education, 1876-1957* (New York: Alfred A. Knopf, 1961): 59, 88-89.

[9]Dewey W. Grantham, Jr., "The Twentieth Century South," in Arthur S. Link and Rembert W. Patrick, eds., *Writing Southern History: Essays in Honor of Fletcher M. Green* (Baton Rouge: Louisiana State University Press, 1965): 422.

[10]Dumas Malone, *Edwin A. Alderman: A Biography* (New York, 1940): 26, viii.

[11]*The Hellenian* (1899): 45-46.

[12]Edwin A. Alderman, letter of recommendation, February 9, 1900, Louis Round Wilson Papers, Southern Historical Collection, University of North Carolina at Chapel Hill, II:1.

[13]Wilson's activities in promoting library standards, especially through the Southern Association of Colleges and Schools, are treated in detail in Robert Sidney Martin, "Louis Round Wilson and the Library Standards of the Southern Association, 1926-29," *Journal of Library History* 19 (Spring 1984): 259-81.

[14]Charles William Dabney, *Universal Education in the South*, 2 vols. (Chapel Hill: University of North Carolina Press, 1936), 2:17.

[15]"Southern Educational Association—Department of Libraries," *Library Journal* 32 (1907): 119.

[16]"The Charlotte Meeting," *North Carolina Library Bulletin* 1, 2 (March-May 1910): 10-11.

[17]Louis R. Wilson, "The Public Library as an Educator," *Library Journal* 37 (January 1910): 6-10.

[18]Louis Round Wilson, "Louis Round Wilson: Librarian," Wilson Papers, II:123, p. 136.

Richard Barker County Library Memorial Fund

In honor of his years of service on the Watauga County Library Board of Trustees, the Library has established a memorial fund for Richard Barker. Donations to this fund will be held in trust and , in accordance with his family's wishes, will be used to memorialize Mr. Barker's interest in music. An anonymous gift of $500 was donated to begin this fund, matched by a donation from the Watauga County Friends of the Library, and several additional contributions have been made.

Contributions may be made to:
Richard Barker County Library Memorial Fund
Watauga County Library
106 N. Water Street
Boone, NC 28607

The More Things Change ...

"The average college alumnus," says Governor Hodges, as an enthusiastic alumnus himself, "gets more excited about a good dribbler than he does about the library. It should not be that way, but I do believe we have to think about both."

"It will be a break for libraries when the thought about both is on an equal basis. And that day will come when a popular librarian gets the gift of a blue and white Cadillac with the golden keys. At the moment, however, librarians in our colleges will be glad to settle for the money necessary to buy books to keep their libraries in pace with the advance of other libraries in other colleges in other states."

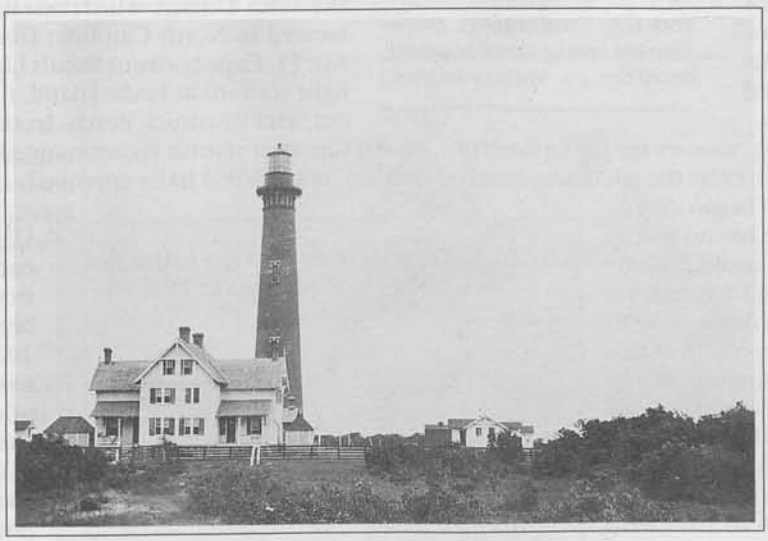
Editorial in *Raleigh News and Observer*
North Carolina Libraries, March and May 1957, p. 62.

Library Service to the Strands:
North Carolina's Lighthouse Libraries

by Margaretta J. Yarborough

In the late nineteenth and early twentieth centuries, certain libraries along the North Carolina coast gave new meaning to the words "light reading." Instead of occupying buildings designed for the purpose, these libraries were housed in small portable trunks. Circulation of materials was supervised by men with no training in library management. The books and magazines, nonetheless, reached a large portion of their targeted audience and were so heavily circulated that disintegration from overuse was common. The trunks' destinations were the lighthouses, lifesaving stations, and lightships of the United States Lighthouse Service.

Library service to lighthouses began in 1876 when the U.S. Lighthouse Board first undertook to distribute small book and periodicals collections to isolated posts and vessels. Envisioned as rotating libraries, these collections were to be exchanged every six months and to provide reading material suited both to keepers and to their families. The number of libraries increased rapidly: the first year saw fifty collections, and a hundred more were circulating two years later. Ten years after library collections began 420 were in circulation, with rotations usually taking place during quarterly inspections.[1] Composed largely of novels and adventure fiction, the collections also contained a liberal sprinkling of history, biography, and technical materials. Library collections traveled from station to station in small trunks made to specification by carpenters in the Lighthouse Service and described in detail by the lighthouse commissioner in 1920: "The traveling book cases in use in the Lighthouse Service are two feet square by nine and one-half inches deep, made of wood, with dovetailed ends, paneled back, and two paneled doors with strap hinges and strong lock. The two hinge straps are continued across the back and are each in one piece. The back corners of the case are protected by metal corner pieces. Two metal drop handles for lifting and carrying are secured to the sides."[2]



Rotating library collections provided entertainment and education for men and their families at isolated stations like the Currituck Beach lighthouse at Corolla. *(Photo courtesy N. C. Collection, UNC-CH.)*

Lighthouses had existed in North Carolina since the late eighteenth century: the Bald Head Lighthouse was built in 1796 and those at Cape Hatteras and Ocracoke in 1798. Until the mid-nineteenth century, lighthouses were administered first by the Secretary of the Treasury Department and subsequently by the Fifth Auditor of the Treasury. In 1852 the U.S. Lighthouse Board was formed. It continued through the transfer of the Lighthouse Service to the Department of Commerce and Labor in 1903 and was replaced by the Bureau of Lighthouses in 1910. The Bureau administered the Lighthouse Service until the Coast Guard assumed responsibility in 1939.

For administrative purposes North Carolina's light stations fell primarily into the Fifth District, which extended from Fenwick Island on the Delaware coast to New River Inlet in Onslow County, North Carolina. Fifth District headquarters were in Baltimore, Maryland. The remaining portion of the North Carolina coast was administered by the Sixth District, extending to Hillsboro Inlet in Florida, with headquarters in Charleston, South Carolina. By 1912, when the Lighthouse Bureau began a close examination of existing lighthouse libraries, North Carolina had twenty-one stations and vessels receiving rotating collections in the Fifth District and three in the Sixth.

In an effort to overhaul existing libraries, Commissioner of Lighthouses G. R. Putnam attempted in 1912 to decrease their number but increase their quality. He instructed lighthouse inspectors that "Libraries will in future be supplied only to isolated stations where newspapers and current periodi-cals cannot readily be obtained, and to such stations only in case the keepers desire the library."[4] Because periodical literature had become less expensive and means of communication had improved, lighthouse libraries were not seen to be as crucial as in earlier days. In response to Putnam's directives, some districts requested fewer libraries: the Third District, for example, with 129 stations and vessels, requested a decrease from 127 libraries to 20. The Fifth District, however, with 107 stations and vessels, actually requested an increase from 103 to 105 libraries.

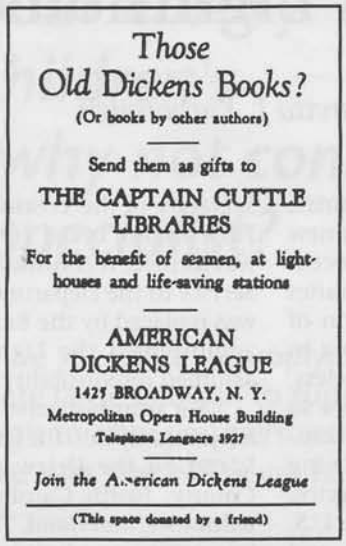
Putnam also solicited lists of appropriate books, for both adults and children from various sources. Among them were the Buffalo Public Library and George Bowerman of the District of Columbia Public Library, to whom he wrote:

> In connection with making these small libraries really useful for the purpose it is desired to get up some sample lists of books so that the Lighthouse Inspectors in revising libraries will be guided thereby. ... What I want is to get from four to six lists of 30 books

each, suitable in character for the keepers of remote lighthouses and the crews of light vessels. We do not want to furnish any trashy literature, nor do we want to furnish books that are above the heads of the people for whom they are intended.[5]

Bowerman complied with the spirit of the request, supplying six lists of exactly thirty books each comprised chiefly of classic yarns by the likes of Charles Dickens, Rudyard Kipling, Arthur Conan Doyle, and Zane Grey, but also including some history and biography such as Woodrow Wilson's "Life of George Washington," and a smattering of poetry. A list of thirty children's books was compiled by the head of the District of Columbia library's children's department, and Bowerman also sent circulars of the Appleton's Boys Library and the Every Boy's Library, a list of books compiled for the Boy Scouts.[6]

Renewal of the Fifth District's many libraries continued throughout the teens. In 1916 the district's inspector requested purchase of twelve hundred new books, "to use the same together with books that are still servicable [sic] to make up about sixty (60) libraries."[7] The actual expenditure was $564.46, covering 1,024 books. Given the Fifth District's unusual size, standard practice was abandoned and the Inspector was allowed to purchase two copies of each item.



Appeals for book contributions targeted groups such as New York City theatergoers. *(Advertisement from unidentified playbill, Record Grp. 26, National Archives.)*

Despite efforts to secure funding, monies for the upkeep of library collections had dwindled sharply by the late teens, nearly fifty years after the Lighthouse Board began distributing them. "The Lighthouse Service has no special appropriation for providing these books," wrote Commissioner Putnam in 1919, "and has not, on account of other urgent demands, been able to devote much of its funds to this purpose."[8] At this point the Library War Service Committee of the American Library Association (ALA) offered to distribute to light stations and lightships books left over from their work with the armed services during World War I.

ALA's active involvement began in 1919 with a one-time emergency shipment of five hundred books to the superintendent of lighthouses in Milwaukee. Soon, however, ALA had authorized the Lighthouse Section of its Merchant Marine Department to "overhaul the libraries now in the lighthouse service and to replace old books with up to date books of all kinds."[9] Forrest B. Spaulding, Assistant to the ALA Director, directed the refurbishment of lighthouse libraries, which was completed in 1920. Spaulding wrote Putnam that he considered it "... wise to let the district superintendents take the initiative in calling upon us so that there will be no thought among your people that we are forcing our service upon any of them."[10] Special consideration was given to extremely isolated stations and stations where children lived, and distinctions were made for stations with opportunities for gardens and those with large stocks of mechanical equipment.[11]

ALA moved with admirable efficiency, upgrading in less than a year libraries in all districts except those of inland rivers. By August 1, 1920, cases for the Fifth and Sixth Districts were partially filled at district depots, awaiting the arrival of supplementary fiction from New York. When ALA completed and turned over its library work to the Bureau of Lighthouses on October 15, it had assembled thirty-eight cases for the Fifth District and thirty for the Sixth, with an average of thirty-five books in each. In addition, small technical libraries of fewer than one hundred books were left at the district depots in Portsmouth, Virginia, and Charleston, South Carolina. The ten lightships in the Fifth District each received a library case containing eighty books. In all, ALA delivered 2,185 books to the Fifth District and 1,147 to the Sixth.[12]

Improvements to the library collections came from many sources and occasionally were initiated from within the lighthouse service itself. A move to furnish dictionaries to light stations was begun at the 1916 Conference of Lighthouse Inspectors, with the result that the Bureau approved the purchase of eighty dictionaries, to be distributed as individual districts saw fit, but with preference given to isolated stations, lightships, and stations with children. Dictionary purchases were made possible by excess funds: "As there may be some balance in Contingent fund allotment to use up this year, consideration might be given to procuring a certain number of dictionaries, ... after providing such furniture, etc., as Bureau desires, no charge being made to districts for dictionaries so purchased."[13] Of the ten light stations and vessels of the Fifth District which received dictionaries, six were located in North Carolina: Diamond Shoal Light Vessel No. 71, Cape Lookout Shoals Light Vessel No. 80, and the light stations at Bodie Island, Cape Hatteras, Cape Lookout, and Currituck Beach. In the Sixth District, the only North Carolina station recommended was the Cape Fear Light Station, but it failed to be approved.

TABLE: Lighthouse Service Libraries
Existing in North Carolina in 1912

Fifth District
- Bluff Shoal
- Bodie Island
- Brant Island Shoal
- Cape Hatteras
- Cape Lookout
- Croatan
- Currituck Beach
- Harbor Island Bar
- Hatteras Inlet
- Laurel Point
- Long Shoal
- Neuse River
- North River
- Ocracoke
- Pamlico Point
- Roanoke Marshes
- Roanoke River
- Southwest Point Royal Shoal
- Wade Point
- Cape Lookout Shoals Light Vessel No. 80
- Diamond Shoal Light Vessel No. 71

Sixth District
- Cape Fear
- Frying Pan Shoals Light Vessel No. 1
- Brunswick Light Vessel No. 84[3]

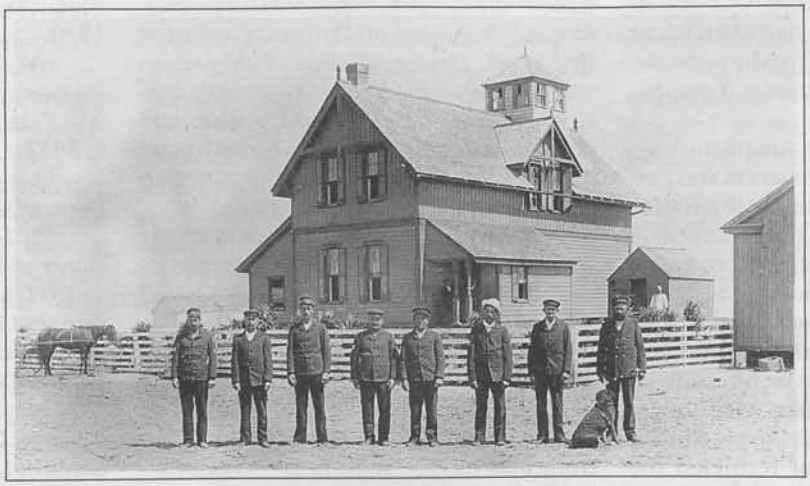
From time to time the Lighthouse Service libraries became the focus of goodwill from assorted individuals and organiza- tions. In the late 1920s, the American Dickens League seized upon the idea of establishing "Captain Cuttle libraries," collections of Dickens's works which the league destined for lighthouses and lifesaving stations and named after the character in *Dombey and Son*. The Dickens proponents pursued their goal with singular, if perhaps unrealistic, zeal: Mortimer Kaphan, founder of the American Dickens League, inquired of the commissioner of lighthouses, "Who would be more interested in the jolly seafaring Captain Cuttle than our own sailors? Books that describe their own lives, spoke their own language."[14] The league mounted appeals for old copies and partial sets of Dickens with some success. Kaphan wrote Commissioner Putnam

that he had "... been making appeals for the past twenty weeks over many radio stations in connection with the Captain Cuttle Library work, giving in return to their audiences my Dickens characterizations."[15] Putnam directed Kaphan to the superintendents of the various lighthouse districts and made arrangements for forwarding the collections with the Third District's superintendent at Staten Island. At least two distributions of Captain Cuttle libraries were made, for records show the receipt on June 20, 1929, of a package of books destined for the Cape Fear Lighthouse at Southport, followed on February 13, 1930, by four packages for the same location. Although records give no indication of any Captain Cuttle libraries sent to the Fifth District, the Sixth District received a large share of the Dickens collections distributed along the Atlantic Coast.[16]

Service at an isolated station was no safeguard against missionary fervor on the part of various religious organizations. In October 1921 the Lighthouse Bureau, at the request of the Home Missionary Department of the Seventh Day Adventists, supplied a list of lighthouse superintendents. This practice managed to curb some overzealous groups, by requiring them to correspond with superintendents rather than directly with lighthouse personnel. A note of frustration may be seen in a letter from the Moody Bible Institute, which protested that the lighthouse service should cooperate since the Institute's "general purpose ... [was] to help men and women in a moral and spiritual, and in some cases recreational service."[17] No further correspondence seems to have been received after the commissioner of lighthouses informed the Institute that, "This office does not maintain a general mailing list of lighthouse keepers, and under the policy of the Department it is not authorized to furnish such lists outside of official circles. It is customary, in the case of approved communications, for these to be sent to keepers through the Superintendents of the districts in which their stations are located."[18]

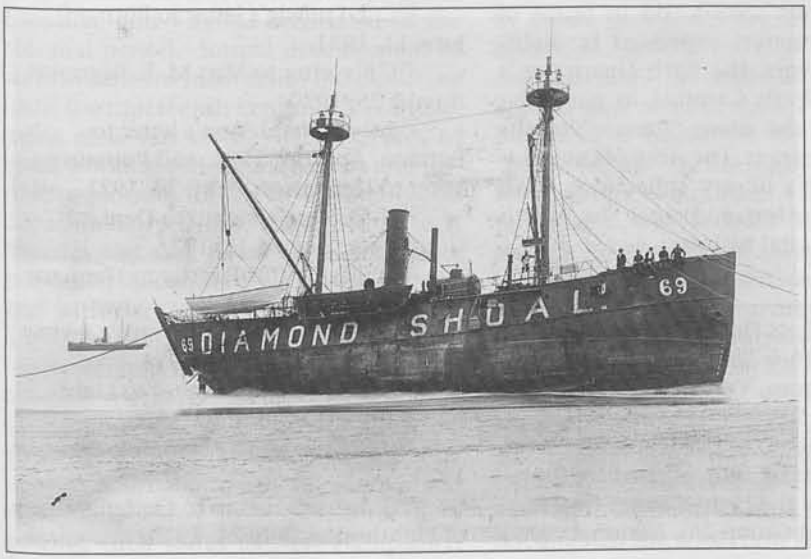
In 1923, the lighthouse service came under the scrutiny of the New York Bible Society: "We have just furnished Bibles for the ships of the United States Shipping Board, Emergency Fleet Corporation, and our attention has been called to the fact that we should make a similar offer to furnish Bibles for all Lighthouses along the Atlantic coast."[19] Upon receipt of a list of existing lighthouses, the Society had a requisite number of Bibles lettered "United States Lighthouse Service" and mailed them to all Atlantic district superintendents, to be placed in individual lighthouses. An additional Bible was lettered with Commissioner Putnam's name and sent to him. Six years later, the New York Bible Society repeated its offer and distributed an additional 388 Bibles to the Lighthouse Service, with Commissioner Putnam again receiving a personal copy. The Roanoke River Light Station was listed as the only station in North Carolina lacking a Bible at that time, and the omission was corrected.[20]

Material was also provided to selected lighthouses by the Smithsonian Institution and the National Geographic Society. In early 1923 the Smithsonian made arrangements to mail recent and subsequent issues of its annual report to the superintendents of lighthouses, for distribution among lighthouse stations as they saw fit. The mailings continued at least until the late 1930s, for in 1937 the Smithsonian Institution sought to reduce the numbers of issues if they were no longer needed. While the Fifth District's annual reports were reduced from nine to four copies, H. L. Beck, the Sixth District's superintendent of lighthouses, expressed continued interest in the Smithsonian's reports: "It is believed that they are particularly interesting to the personnel on vessels of the Lighthouse Service, although it is possible that some of the keepers find many of the articles too technical or profound for their comprehension ...."[21]



Pictured right:
Men such as these at the Cape Hatteras Life Saving Station benefited from the Lighthouse Bureau's library distribution program.
(Photo N.C. Collection, UNC-CH.)

Below:
Diamond Shoal Lightship No. 69 and similar vessels rotated their library collections at prescribed intervals.
(Photo N.C. Collection, UNC-CH.)



In 1936, the National Geographic Society undertook to provide free copies of its monthly magazine to lighthouse stations and to lightships. The Society first offered to send a copy to every individual in the service, but, upon discovering that there were 1,175 keepers at 529 stations (not including lightships), the proposed number was whittled down to 200. The Bureau of Lighthouses conducted a survey to determine the most useful allotment, with preference given to "most of the lightships, except possibly Relief Ships, and then the isolated stations."[22] In the Sixth District, *National Geographic* subscriptions were sent to the Frying Pan Shoals Lightship No. 115 and to the Cape Fear Lightstation at Southport. In the Fifth District, the Diamond Shoals Lightship received a subscription.

The idea of improving reading matter available to lighthouse keepers and their families also appealed to various individuals. The Fifth District benefited from the generosity of Mrs. H. C. Graef of Washington, D.C., who during the late 1920s left magazines at the Lighthouse Bureau's office for distribution to the service. In

the early 1930s she began adding books as well, all of which were sent to the Fifth District. By mid-1931, Mrs. Graef's contributions outstripped the Fifth District's ability to absorb them, and the excess was directed to the Sixteenth District on the Northwest coast.[23]

Some persons were eager for specific books to reach the lighthouse stations. Miss M. E. Reynolds of Yonkers, New York, urged the distribution of the journal *Littell's Living Age* in 1920, but was informed by the commissioner of lighthouses that "it is not felt that these volumes will be of sufficient interest to lightkeepers to justify sending them."[24] Nor were civilians the only parties whose book suggestions were denied: Commander Robert Henderson of the U.S. Navy wrote Commissioner Putnam in 1921 to recommend a recent book: "Admiral Gleaves' book is written in narrative form and tells of the wonderful achievement of transporting all our troops to Europe and returning them without the loss of a soldier." Putnam replied that "the needs of the small lighthouse libraries were recently supplied by the American Library Association. When there is occasion to make further additions to them, your suggestion will be given consideration."[25] William Elmer, a superintendent of the Pennsylvania Railroad System, was more successful in donating books from his library: half of his books went to the Fifth District "for the improvement and extension of libraries if suitable for the purpose."[26]

Louise Griffith of the American Merchant Marine Library Association was particularly interested in distributing twelve copies of Archie Binns's novel *Lightship*: "Mr. Binns got his inspiration from a nine month's [sic] sojourn aboard the Lightship off Umatilla Reef, near Cape Flattery, Washington. From the title I assume you may have thought it was a technical book instead of a study in human relations."[27] W. P. Harman of the Lighthouse Bureau approved of the idea, but restricted the novel to men on lightships because of concern over the "violence" of the book's language: "The book would doubtless be of interest to anyone in the Lighthouse Service, particularly the crews of vessels and the keepers. There is some doubt, however, as to its suitability for young persons, into whose hands it might frequently fall, if sent to light stations where families are quartered."[28]

The Lighthouse Service also dealt with the occasional irate bibliophile, as in the case of George J. Foran, who in 1920 purchased a used copy of *George Washington Day by Day* and made an unhappy discovery:

> "The Lighthouse Department book plate was in the front of the book with a rubber stamp across the face 'condemned' .... As a student of Washington and a collector of Washingtonia, I was quite a little bit shocked to find a book of this great interest and value, evidently given to your department, for sale in a second-hand store, stamped 'condemned'. This certainly is a type of book that it would seem would have been of interest in any of the the libraries of the department, and one which would contribute towards the patriotism of the members of the department."[29]

Foran was probably less than mollified by the response he received: "Books, when not longer needed, are condemned and sold from time to time by the various Superintendents of Lighthouses, and it would appear that this particular book was disposed of in this manner."[30] Although the book in question was sold in Boston, it appears that procedures for discarding materials that "had been long in the Service and had made the rounds of all the stations" were uniform across the various lighthouse districts.[31]

By the time the Coast Guard assumed responsibility for operating light stations and light vessels in 1939, the heyday of lighthouse library collections had long since passed. As the Lighthouse Bureau's records make plain, stations once considered isolated were no longer cut off from the world. Decreased costs of magazines and improved mail services brought current reading matter to light station employees and their families, who no longer had to rely on quarterly inspections to bring a change in reading matter.

Archival materials do not indicate when library collections were discontinued, but they appear not to have lasted beyond the 1930s. Yet for nearly sixty-five years, trunks of library materials brought entertainment and education to the people of the lighthouse service, and the stations on the coast of North Carolina benefited from that service. Both in terms of numbers of stations served and in terms of continuing interest expressed by lighthouse inspectors, the Fifth District as a whole and North Carolina in particular were among the more "literate" of the lighthouse districts. The story of the lighthouse service's library collections is an almost forgotten footnote in North Carolina's coastal history.

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[3]"Preliminary Report of Committee" to Commissioner of Lighthouses, January 20, 1912.

[4]George R. Putnam's Bureau Circular No. 61, November 14, 1911.

[5]Putnam's letter to George F. Bowerman, June 26, 1913.

[6]Bowerman's letter to Putnam, October 22, 1913.

[7]Purchase request, August 19, 1916.

[8]Putnam's letter to Carl H. Milam, June 18, 1919.

[9]Draft of suggested letter to district superintendents, March 10, 1920.

[10]Forrest B. Spaulding's letter to Putnam, March 13, 1920.

[11]Putnam's Circular Letter No. 152, April 12, 1920.

[12]Report, "Service to Lighthouses," October 15, 1920.

[13]W. P. Harman's memo, April 21, 1916.

[14]Mortimer Kaphan's letter to Putnam, May 28, 1928.

[15]Kaphan's letter to Putnam, April 29, 1929

[16]J. T. Yates's memo to Putnam, June 21, 1929, and Yates's memo to the American Dickens League, February 15, 1930.

[17]W. Taylor Joyce's letter to Putnam, February 3, 1932.

[18]Harman's letter to Joyce, February 6, 1932.

[19]George William Carter's letter to Dept. of Commerce, January 24, 1923.

[20]L. M. Hopkins's memo to Commissioner of Lighthouses, October 10, 1929.

[21]T. S. Johnson's memo to Commissioner of Lighthouses, September 30, 1937, and H. L. Beck's memo to Commissioner of Lighthouses, September 28, 1937.

[22]H. D. King's memo to Superintendents of Lighthouses, June 29, 1936.

[23]C. J. Ludwig's letter to Putnam, June 11, 1931.

[24]JZB's letter to Miss M. E. Reynolds, August 25, 1920.

[25]Robert Henderson's letter to Putnam, April 19, 1921, and Putnam's letter to Henderson, April 23, 1921.

[26]H. D. King's memo to Dept. of Commerce, August 12, 1925.

[27]Louise Griffith's letter to Harman, October 4, 1934.

[28]Addendum to R. C. Smith's review of *Lightship*, October 11, 1934.

[29]George J. Foran's letter to Lighthouse Inspector, June 30, 1920.

[30]HRW's letter to Foran, July 28, 1920.

[31]G. Eaton's memo to Commissioner of Lighthouses, July 24, 1920.

Born Again:
Rebuilding the North Carolina State Library, 1834-1847

by Maurice C. York

A devastating fire in 1831 destroyed the North Carolina Capitol in Raleigh, and with it most of the books in the twenty-year-old State Library. Established in 1812 by the General Assembly as a small assortment of published documents, the collection had grown to include over twelve hundred volumes that reflected the legislature's commitment to developing a well-rounded library. Aware of the importance of the library to the work of state government, the General Assembly soon authorized officials to develop a new collection. Led by three progressive governors—David Lowry Swain, John Motley Morehead, and William Alexander Graham—the directors of the Literary Board and, later, the State Library's board of trustees carried out this charge. Between 1834 and 1847 these bodies patiently guided efforts to build a balanced collection that mirrored the intellectually enlightened policies of the Whig Party in North Carolina during the antebellum period.

Prior to the fire the development of the State Library had closely paralleled that of other state libraries. Although the library collections of Pennsylvania, South Carolina, and Virginia originated in the colonial period, formal development of state libraries in most states did not occur until the nineteenth century. The movement grew out of the states' desires to build working collections of laws and legislative journals for use by legislators and departmental officials. The growth of such libraries was stimulated by exchanges of published documents with other states and with the United States government. Massachusetts passed a law in 1811 requiring its secretary of state to correspond with officials in other states for the purpose of exchanging statutes. In 1813 Congress directed the government to send one copy of every journal and other documents to each state. Partly in response to these actions, such states as New Hampshire, New York, Pennsylvania, Maryland, Ohio, New Jersey, Vermont, Virginia, Indiana, and Missouri formally established state libraries during the next twenty years.[1] State libraries often were managed by the secretary of state for the sole use of state officials. Reflecting the indifference or lack of knowledge of persons responsible for their development, the libraries often grew haphazardly.[2]

North Carolina was among the first states to respond to Massachusetts' initiative. A law enacted by the General Assembly in 1812 directed the secretary of state to collect, preserve, and manage a variety of published documents for the use of government officials. Five years later the General Assembly clarified its intentions for the library. Legislators required Secretary of State William Hill, in his role as state librarian, to label and number books, prepare catalogs of holdings, and maintain circulation records.[3]

Legislators, on the advice of their Senate, House of Commons, or joint-select committees on the library, appropriated funds for the State Library and continued to create guidelines for its operation.[4] In 1816 the General Assembly set aside an annual sum of $250 for the purchase of books for the "public library" by the joint-select library committee. The annual appropriation was doubled in 1821. Even though funds were not always expended, these generous appropriations allowed the state to build a collection much broader in scope than originally intended.[5] By 1827, when Lauriston B. Hardin completed a catalog of the library in response to a request from the General Assembly of 1826-1827, the State Library consisted of over twelve hundred volumes in twenty categories. In addition to legal materials and documents, the collection included literary works and books in the fields of history, geography, agriculture, biography, travel, and science.[6] The library, which originally had been housed in a single bookcase in the office of the secretary of state, now occupied special quarters, probably on the third floor of the Capitol.[7]

This location soon proved to be an unfortunate one. When the Capitol burned on June 21, 1831, volunteers concentrated on removing important state records from the building's first floor. Only about 117 volumes, most of which had been out on loan at the time of the fire, escaped the State Library's fiery fate.[8]

The destruction of the library nearly coincided with the beginning of a progressive era in state government. Spurred largely by demands from citizens of the western part of the state for better representation in the legislature as well as for internal improvements and better educational opportunities, the General Assembly in 1834 voted to allow the people to decide whether to call a convention to amend North Carolina's outdated constitution. Voters approved the concept. Members of the convention, which met in 1835, produced an amended constitution that led to a variety of democratic reforms. A strong two-party rivalry emerged. The Whig Party, which dominated state poli-

... formal development of state libraries in most states did not occur until the nineteenth century. The movement grew out of the states' desires to build working collections of laws and legislative journals for use by legislators and departmental officials.

tics from 1835 until 1850, initiated a progressive program that fostered improvements in transportation, created a system of public schools, and provided assistance for the poor and insane.[9] It is not surprising, then, that three Whig governors during the 1830s and 1840s administered plans not only to replace essential legal materials, but also to provide the state with an important literary resource.

Soon after the fire that destroyed the Capitol, the General Assembly initiated efforts to rebuild the State Library. Legislators appointed Joseph Gales, editor of the *Raleigh Register*, to acquire by gift or purchase one or more sets of North Carolina's legislative journals and public laws.[10] Subsequently the legislature required two boards to purchase books for the library. Led by Governors Swain, Morehead, and Graham, the Literary Board and the board of trustees of the "Public Library" carried out the instructions of the General Assembly.[11]

The Literary Board[12] received its charge from the General Assembly of 1833-1834. Lawmakers gave the board the authority to spend funds from the approximately $3,500 in unexpended appropriations for the State Library.[13] Meeting for the first time in January, 1834, the directors authorized Governor Swain "to open a correspondence, with such gentlemen at the north, as he may deem advisable, in order to procure catalogues of the best editions of the works proper to be placed in the State Library and to ascertain the terms upon which they can be procured."[14] Later that year, however, Swain informed the General Assembly that the board had chosen to delay most purchases. Rapid improvements in the book trade, he thought, would allow the state to "procure better editions than can be had at present, at diminished prices."[15]

Swain lost no time, however, in executing the board's desire to purchase from the estate of Archibald DeBow Murphey a portion of the former legislator's library.[16] From May until September, 1834, the governor negotiated with Murphey's friends and his son, Victor, for the purchase of 103 volumes comprised of periodicals and works of history, biography, and travel. Included in the collection was John Brickell's *The Natural History of North-Carolina* (1737). The acquisition of this book was of particular interest to the Literary Board. Victor Murphey expected to receive a handsome price for it, but was disappointed. Raleigh booksellers Turner and Hughes appraised the entire collection at $148.25 and considered the Brickell to be worth a mere $5.[17]

With the assistance of this company and Supreme Court Justice William Gaston, Swain guided the state in making additional purchases. The Literary Board in August, 1834, authorized the governor to advance Turner and Hughes funds for the purchase of books for the "legislative department" of the State Library. Late that year or in 1835 the state gave the company $500 for this purpose.[18] Swain wrote in August, 1835, that he was anxious before leaving office to "lay the foundation of a respectable library for the State, and more particularly for the Supreme Court."[19] Accordingly, in the fall of that year he instructed William Gaston to purchase law books for use by the court. During a trip to New York Gaston spent over $1,300 for books supplied by Gould, Banks & Co.[20]

During the 1830s, Swain and his colleagues on the Literary Board were hampered by the lack of suitable quarters for the new library.[21] The state completed a commodious new Capitol in 1840, however, and the State Library occupied the east-wing room on the third floor of the new structure.[22] Like lawmakers in other states, members of the North Carolina General Assembly realized that their new library needed closer supervision. Reflecting a national trend, they passed legislation during the sessions of 1840-1841 and 1842-1843, that created a board of trustees composed of the governor and justices of the Supreme Court. Legislators provided for the appointment of a full-time state librarian, but gave the board the authority to purchase books.[23] Governors Morehead and Graham guided the board in exercising this responsibility.

The board in 1841 hired Joseph Green Cogswell, a well-educated teacher and librarian who was in the process of purchasing books for what would become the Astor Library, to help them develop a balanced collection.[24] Corresponding regularly with governors Morehead and Graham, Cogswell worked patiently and with an eye for strict economy as he carried out his assignment. In return, he received a small commission on his purchases.

He began by preparing a systematic catalog of titles that could be purchased for the $4,000 to $5,000 appropriated for that purpose.[25] In March, 1842, he compiled a purchase list based on auction and half-price catalogs and sought the titles during a trip to London.[26] Later that spring he purchased part of the catalog in New York City for about ten to twenty percent less than the books' market value. Included were twenty-one volumes of the works of English poets, elegantly bound, for half

The restored State Library Room on the third floor of the North Carolina Capitol is an interpretation of the library's appearance in the 1850s. Books purchased for the library after the Capitol fire of 1831 were housed in this room from the early 1840s until 1888.
Photo Division of Archives & History, Raleigh, N.C.

the amount the original owner had paid. He informed Governor Morehead that he was going to Boston to attempt to "do better" on the remainder of the list: a delay, according to Cogswell, would be preferable to paying higher prices. He went to Boston from New York, purchased books at a discount of ten percent, and charged the state only $12 for expenses.[27]

During Governor Morehead's term of office, Cogswell selected works of biography, history, philosophy, geography and travel, science, poetry, and fiction, among others. Patronizing such firms as Wiley & Putnam of London, Alexander V. Blake of New York, and Little & Brown of Boston, he spent over $3,500 for the State Library.[28]

Later, under the direction of Governor Graham, Cogswell sought two important works that would crown his efforts. Prior to September, 1845, the library board authorized their agent to procure a copy of John James Audubon's *Birds of America*, a collection of 435 hand-colored plates in four volumes, published between 1827 and 1838. At Cogswell's request, Governor Graham sent him $750 in October so he could purchase the Audubon set if one became available.[29] Leaving no avenue unexplored, Cogswell even approached six of the original subscribers. In April, 1846, he proudly announced the purchase of a copy of "Audubon's large birds" for $650—a full $200 below the lowest amount for which the set had previously sold. He enlisted the aid of the artist himself in locating the set, agreeing in return to subscribe to Audubon's next work, the quadrupeds, at $300. This purchase pleased Governor Graham, but his excitement probably abated when Cogswell informed him later in April that he had discovered three or four creased plates among the Audubon work. When he noticed the flaws he reduced the state's offer by $20 and convinced the seller to provide new title pages to replace the ones that had been folded.[30]

Cogswell recommended the purchase of another important work, *Description de l'Egypte*, which had been published by the French government between 1809 and 1828. Containing over twenty volumes of text and immense plates, it describes and illustrates not only Egyptian antiquities, but also the country as observed by scholars who had accompanied Napoleon I during his expedition in 1798 to conquer it. According to Cogswell, the set sold originally for $800.[31] Securing the set—at the right price—presented as much difficulty as had *Birds of America*. Cogswell located a set in the effects of a bankrupt, but when the owner discovered a merchant from Canton also was interested in purchasing the books, he raised the price from $300 to $450.[32] The state's slowness in sending funds caused their agent in December 1846 to miss a set that was to be auctioned in New York.[33] After an unsuccessful attempt to purchase the Egypt work in Paris, Cogswell finally acquired it in December 1847, paying $255.88 at an auction in New York. By this time Governor Graham had warned the state's agent that nearly all of the funds accumulated for the library, with the exception of the $500 annual appropriation, had been exhausted.[34]

John James Audubon's monumental *Birds of America*, purchased in 1846 by Joseph Green Cogswell for the State Library, includes this plate, "Carolina Parrot." The collection of 435 hand-colored plates was transferred in 1974 to the North Carolina Museum of Art. *Photo courtesy Division of Archives and History, Raleigh, N.C.*

The North Carolina State Library now contained about 3,000 volumes, far fewer than in the collections of most states.[35] It is likely, though, that officials in North Carolina considered their library to be a useful source of information and an important cultural asset. It reflected the patient work of leaders who were willing not only to exercise their judgment, but also to defer when necessary to the advice of a knowledgeable professional. In doing so, three chief executives and their colleagues fulfilled Governor Swain's desire to "lay the foundation of a respectable library for the State . . . ."

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[2]Wiegand, 4.

[3]*Laws of North Carolina, 1812*, c. 16; *Journal of the Senate of North Carolina, 1817*, pp. 118-120. The title of session laws and legislative journals varied frequently, hence the use of these abbreviated citations.

[4]For examples of committee reports, resolutions, and laws pertaining to the State Library, see Appendix II in Maurice C. York, "A History of the North Carolina State Library, 1812-1888" (unpublished master's thesis, University of North Carolina at Chapel Hill, 1978); for an indication of the regularity with which library committees were appointed in the early years, see *Legislative Committees, 1821-1838*, General Assembly Session Records, Allowances, Calendars, Etc., 14, State Archives, Raleigh, North Carolina. Hereafter, this institution will be cited as State Archives.

[5]Resolution in *Laws of North Carolina, 1825-1826*, p. 90; "Comptroller's Reports": 1822, p. 7; 1823, p. 11; 1826, p. 10, Treasurer's and Comptroller's Papers, Accounts, Comptroller's Statements 1815-1844, State Archives.

[6] The catalog was entered in the rear pages of the following volume: *North Carolina-South Carolina Boundary: Report of Commissioners, 1805-1815*, Secretary of State, General Records (S.S. 1042.1), State Archives. The Legislature of 1826-1827 appointed Hardin, a nephew of Secretary of State William Hill, "Librarian to the State Library" and keeper of the Capitol. Resolution in *Laws of North Carolina, 1826-1827*, p. 87; and Lauriston B. Hardin to WIlliam Hill, January 8, 1831, Secretary of State, General Records, Correspondence (S.S. 30), State Archives.

[7]Built in 1794, the Capitol had been renovated and expanded during the early

1820s. The State Library probably was moved to its new quarters in 1825. York, 66-67.

[8]Charles Holloman, "The Day the Capitol Burned," *We the People*, March 1965, 51-52; H. G. Jones, *For History's Sake: The Preservation and Publication of North Carolina History, 1663-1903* (Chapel Hill: The University of North Carolina Press, 1966), 85; "Report of the Committee on the Public Library," January 13, 1832, in "Resolution Concerning the Public Library," Senate Resolutions (Dec. 24-Jan. 13), General Assembly Session Records, Nov., 1831-Jan., 1832, 4.

[9]William S. Powell, *North Carolina through Four Centuries* (Chapel Hill: The University of North Carolina Press, 1989), 267-299, hereafter cited as Powell, *North Carolina*.

[10]Resolution in *Laws of North Carolina, 1831-1832*, p. 144; resolution in *Laws of North Carolina, 1832-1833*, p.100; Jones, 89.

[11]Swain (1801-1868), a native of Buncombe County, served as governor from 1833 until 1836. One of North Carolina's most progressive chief executives during the nineteenth century, he was instrumental in the success of the movement to revise the state's constitution. Morehead (1796-1866) resided in Greensboro. An avid proponent of improvements in transportation and educational reform, he was elected to two-year terms as governor in 1840 and 1842. Graham (1804-1875), a lawyer from Hillsborough, advocated internal improvements and humanitarian causes during his two terms as governor, from 1845 until 1849. Powell, *North Carolina*, 256, 277, 279; William S. Powell, ed., *Dictionary of North Carolina Biography* [projected multivolume set] (Chapel Hill: The University of North Carolina Press, 1979-), 2: 337-338, 4: 321-322; Samuel A. Ashe, ed., *Biographical History of North Carolina*, 8 vols. (Greensboro: Charles L. Van Noppen, 1905-1907), 1: 447-450; R. D. W. Connor, *Ante-Bellum Builders of North Carolina*, Studies in North Carolina History, No. 3 (Greensboro: North Carolina College for Women, 1923), 70.

[12]This board, created in 1825 with the governor as president and the state treasurer as treasurer, was designed primarily to provide public schools for the state. The Literary Fund, administered by the board, included proceeds from state-owned stock, excise taxes, sales of public land, and legislative appropriations. Hugh Talmage Lefler and Albert Ray Newsome, *North Carolina: The History of a Southern State*, 3rd ed. (Chapel Hill: The University of North Carolina Press, 1973), 332.

[13]Charles L. Coon, *The Beginnings of Public Education in North Carolina: A Documentary History, 1790-1840*, 2 vols. (Raleigh: North Carolina Historical Commission, 1908), 2: 689-690; Resolution in *Laws of North Carolina, 1833-1834*, p. 197.

[14]"A Meeting of the President and Directors of the Literary Fund ..." January 13, 1834, Governor's Papers, David L. Swain, 68, State Archives. All records of North Carolina governors cited in this paper are a part of the State Archives.

[15]Coon, 2: 694.

[16]Murphey (1777?-1832), a lawyer and planter from Hillsborough, represented Orange County in the North Carolina Senate from 1812 until 1818. His idealistic, visionary proposals for internal improvements and public education did not meet with success until after his death. Murphey was frequently in debt. His heirs offered his valuable library for sale to help meet his obligations. Powell, *North Carolina*, 253-266; Jonathan Worth to Swain, May 12, 1834, Governor's Papers, David L. Swain, 69.

[17]Jonathan Worth to Swain, May 12, 1834, Swain to Jonathan Worth, May 29, 1834, Victor M. Murphey to Swain, July 9, 1834, July 30, 1834, August 25, 1834, Governor's Papers, David L. Swain, 69; Victor M. Murphey to W. R. Hill, September 20, 1834, Governor's Papers, David L. Swain, 70; "Valuation of the following books purchased for the State from V. M. Murphey [,] by Henry Turner of the Firm of Turner & Hughes," September 10, 1834, Governor's Papers, David L. Swain, 70.

[18]Coon, 2: 721; "Comptroller's Report," 1834-1835, p. 21, Treasurer's and Comptroller's Papers, Accounts, Comptroller's Statements 1815-1844, State Archives.

[19]Coon, 2: 727.

[20]Coon, 2: 728-729.

[21]Coon, 2: 693-694.

[22]York, 69. The library of the Supreme Court was separated from the State Library in 1843. *Laws of North Carolina, 1842-1843*, c. 54, ss. 1-2.

[23]Homes, 298; *Laws of North Carolina, 1840-1841*, c. 46; *Laws of North Carolina, 1842-1843*, c. 68.

[24]Cogswell (1786-1871), a native of Massachusetts, studied at Phillips Academy and at Harvard College. During the mid-1830s he served as headmaster of a school for boys in Raleigh, but returned to the North because of the backwardness of North Carolina. After building the collection, he served as librarian of the Astor Library from 1848 until 1861. Anna Eliot Ticknor, ed., *Life of Joseph Green Cogswell as Sketched in His Letters* (Cambridge: Riverside Press, 1874), 2-7, 184-187, 204-205, 239-241, 288, 343.

[25]This writer could not locate legislation that specified how much the General Assembly in 1841 appropriated for book purchases. The firm of Turner and Hughes mentioned the figure of $5,000, but Cogswell worked under the assumption that he would spend $4,000. Turner & Hughes to Governor Morehead and Justices of the Supreme Court of North Carolina, February 3, 1841, Letter Books of John M. Morehead, 1841, G.L.B. 34, p. 13; Joseph Green Cogswell to Morehead, December 10, 1841, Governor's Papers, John M. Morehead, 99.

[26]York, 34-41; Cogswell to Morehead, March 15, 28, 1842, Governor's Papers, John M. Morehead, 99.

[27]Cogswell to Morehead, June 15, 22, 1842, Governor's Papers, John M. Morehead, 101.

[28]Cogswell to Morehead, June 22, 1842, [August 14, 1842], Governor's Papers, John M. Morehead, 101; Cogswell to Morehead, November 14, 1842, Governor's Papers, John M. Morehead, 102; Secretary of State, General Records, Miscellaneous Papers, 1750-1902 (S.S. 906), State Archives.

[29]Cogswell to Governor Graham, September 3, 1845 and Graham to Cogswell, October 1, 1845, Letter Books of William A. Graham, 1845, G.L.B. 36, pp. 324 and 325, respectively. Hereafter, this source will be cited as Graham Letter Books.

[30]Cogswell to Graham, January 19, 1846, Governor's Papers, William A. Graham, 113; Cogswell to Graham, April 4, 21, 1846, Governor's Papers, William A. Graham, 114; and Graham to Cogswell, April 10, 1846, Graham Letter Books, G.L.B. 36, p. 496. The edition of viviparous quadrupeds was purchased. O. H. Perry, *Catalogue of Books Belonging to the North Carolina State Library, Prepared by O. H. Perry, Librarian* (Raleigh: Nichols, Gorman & Neathery, Book and Job Printers, 1866), 6; Cogswell to Graham, January 6, 1848, Graham Letter Books, G.L.B. 37, p. 492. The State Library's copy of *The Birds of America* is now in the possession of the North Carolina Museum of Art.

[31]Cogswell to Graham, January 19, 1846, Governor's Papers, William A. Graham, 113. For a description of this publication, see Robert Anderson and Ibrahim Fawzy, eds., *Egypt Revealed: Scenes from Napoleon's Description de l'Egypte* (Cairo: American University in Cairo Press, 1987).

[32]Cogswell to Graham, January 19, 1846, Governor's Papers, William A. Graham, 113; Cogswell to Graham, April 4, 1846, Governor's Papers, WIlliam A. Graham, 114.

[33]Cogswell to Graham, December 21, 1846, Graham Letter Books, G.L.B. 36, p. 118; Cogswell to Graham, December 23, 1847, Governor's Papers, WIlliam A. Graham, 119.

[34]Graham to Cogswell, April 20, 1847, Graham Letter Books, G.L.B. 37, p. 301.

[35]"The Educational Interest of the United States," *American Journal of Education* 1 (August 1855), 369. A table in this article lists the number of volumes in various state libraries in 1850.

North Carolina Libraries Face the Depression:

A Regional Field Agent and the "Bell Cow" State, 1930-36

by James V. Carmichael, Jr.

Librarians, like other professionals, flatter themselves with the notion that their problems are unique. The generational arrogance that comes with an expanded knowledge base, new technology, and professional respectability often obscures the similarities of their situation with that of their forebears. Thus, with cuts in the serials budgets of most state universities, the closing of big city branches, and consolidation of services — all set against the national backdrop of the savings and loans scandal and what is now formally acknowledged as a "recession" — information professionals may forget that librarians in the Great Depression faced comparable challenges. New North Carolina State Library Commission Secretary Marjorie Beal addressed the North Carolina Library Association (NCLA) in 1935 on "The Lure of the Rent Shelf," and the doubtful comments which followed her suggestions for rental fees on non-fiction ("a product of the present stress")[1] echo the ambivalence expressed by today's librarians over fees for online searches. Moreover, "innovation" (the buzzword of the late 1980s and early 1990s), and educational and social concerns such as literacy and the homeless, have obvious parallels in the 1930s: for example, the regional library concept, the interest in literacy indices for the southern states, and the increased demand for services occasioned by the influx of the unemployed into the nation's public libraries. Certainly, there are differences of quality and degree, but it is instructive to note that in North Carolina, at least, federal dollars provided only a gloss on the very fundamental solutions adopted by librarians to their problems before the extra money became available. Edward G. Holley, for example, has noted the effect of the Great Depression on academic libraries and praised the extraordinary degree of experimentation that resulted from hard times in such areas as interlibrary cooperation and lending.[2] This article examines the social and political context of North Carolina library affairs during the same era and the effect that "field work" — a predecessor of "consultancy" — had on them.

In one apocryphal story, a southern farmer interviewed by a Federal Writers' Project worker during the Great Depression claimed he did not know there was a depression going on—an indication, no doubt, of how poor southern conditions had been since 1865. Although many studies have measured the effects of the Depression on libraries, describing southern library service during this era becomes an exercise in selecting negative superlatives. When the University of North Carolina's Louis Round Wilson unveiled his master plan for southern library development at the Southeastern Library Association Conference of 1926, 73 percent of the southern population was without library service of any kind.[3] Robert B. House, also at the University of North Carolina, summed up southern "mental life" as "inflexible, unresourceful, unimaginative. I don't know whether other sections have more wealth because they have more sense or have more sense because they have more wealth. But I believe there is a correlation between brains and wealth."[4]

Even given the grim reiteration of southern educational, economic, and demographic statistics, the end of the business progressivism of the 1920s boded well for southern libraries, particularly for those of North Carolina. Georgia could claim the region's first state library association, first library school, and first state library commission, but North Carolina had quickly outstripped that state's record of library support by 1909 when the initial appropriation for the North Carolina Library Commission was received. Atlanta librarian Julia T. Rankin admitted to Annie Ross, North Carolina Library Commission director, that "Your news fills us with so much envy that we can hardly congratulate you."[5] By 1929-30 North Carolina's $24,900 appropriation, used to support the traveling library program, state field work, and rudimentary public library extension work, was the largest in the South.

Both Barker and Beal exemplified the ideals of missionay librarianship which a later generation has been quick to revile. They extended library service in lean times not through money, but by a patient diplomacy, nurture of constituencies, and frequent contact with lay groups and related organizations.

Other benchmarks had been set regularly — in 1917 North Carolina became the second southern state to adopt a county library law, thanks to the leadership of a progressive library commission; Greensboro claimed the first continuously operating countywide service south of Maryland (1915); Durham's book truck, the first in the region (1923), became nationally famous in the library press; and Nellie Rowe, Greensboro's librarian, after having

secured the state's second book truck in 1926, created a mild sensation at the 1929 Washington, D. C., American Library Association (ALA) conference by describing her successful scheme to secure a "dog tax" for maintaining county book truck service. At the North Carolina Library Association meeting of 1927, the nation's first Citizens Library Movement was formed and heralded a new era of grassroots support through district meetings, publicity, and lobbying efforts.

Southern library progress appeared to be on the verge of a new era of expansion when the Julius Rosenwald Fund announced a half-million dollar grant to fund county library demonstrations in the South in 1929. Of eleven U.S. sites which met the requirement for matching fund agreements, a county library law, and service to both the black and white segments of the population, two (Mecklenburg and Davidson counties) were in North Carolina. A historic joint meeting of the Southern Conference of Education, the Southeastern Library Association (SELA), and the southern state library associations at Chapel Hill on October 19-22, 1929, crowned these achievements with the dedication of the new University Library and the adoption of a program of foundation aid to southern libraries based on the outline drawn by Louis Round Wilson in 1926. Features of the program included a survey of southern library schools, the appointment of state school library supervisors, the attachment of state field workers to each southern state library extension agency, and the appointment of a regional field agent to oversee the developments in thirteen southern states. One week later, however, the stock market crashed.

Pictured right: Tommie Dora Barker, American Library Association Regional Field Agent for the South (1930-1936), 1940. *Photo courtesy Robert W. Woodruff Library, Emory University.*

Below: Helen Marjorie Beal, Secretary of the North Carolina State Library Commission, circa 1935. *Photo courtesy Division of Archives and History, Raleigh, N.C.*

The ambitious southern library program drafted by the SELA delegates was adopted by the Rosenwald Fund, the Carnegie Corporation, and the General Education Board in January 1930, since the worst effects of the Depression had not yet been felt. The Rosenwald demonstration libraries in Davidson and Mecklenburg counties, receiving appropriations of $20,000 and $60,000 each over a five-year period, reported progress from 1929 through 1931 — new branches and stations, a book truck in Davidson County, and school library service in seventeen city schools in Mecklenburg County administered through the public library at Charlotte with "a fine spirit of cooperation."[6] Moreover, new public library buildings continued to be built throughout the Depression even without federal aid, including a handsome new small structure dedicated in Gastonia in 1931, a gift of the Young Men's Christian Association (YMCA).[7] North Carolina boasted seventy-three public or association libraries in 1931, as well as nine independent libraries for the black population. These portents of progress were in many cases cosmetic, however, for as the new regional field agent for the South, Tommie Dora Barker, remarked, out of eighteen North Carolina "county" libraries, only ten received appropriations of more than one thousand dollars, and "possibly only five deserve the name of county library."

The regional field agent position was designed to represent ALA's interests in the South. Southern librarians had become increasingly disaffected during the 1920s due to their lack of representation in elective posts, the vehemence with which segregation in the South was discussed at national meetings, and the general subordination of southern library needs to national programs which favored the Northeast and Midwest. Barker herself had been defeated for second vice-president of ALA in 1927, but she usually took the larger professional view of situations rather than a parochial one. For this reason, she was a trustworthy ally for ALA officials like Board of Education for Librarianship Secretary Sarah C. N. Bogle, Library Extension Division Chief Julia Wright Merrill, and ALA Executive Secretary Carl A. Milam. More importantly, as a native of the region, Barker was able to promote area library interests to the southern public and foster sound planning on such crucial matters as library legislation, state certification for librarians, the newly adopted Standards for High School Libraries of the Southern Association for Colleges and Secondary Schools in the Southern States, and acceptable levels of service and professional remuneration at local sites.

From her Atlanta office, Barker wrote over six thousand letters to state library officials; local librarians; government, civic and educational leaders; and foundation officials from 1930 to 1936 in an

effort to preserve the aggressive southern library development program launched on the eve of the Depression. Through 165 field visits—23 of them in North Carolina—occupying over two years of days in the field, Barker shrewdly assessed local library personnel, a record of which she left in copies of "field notes" sent to ALA in Chicago and to the Carnegie Corporation in New York. Her communications with ALA probably explained to association officials as could no outside report exactly why library conditions were so bad, or why, for example, North Carolina declined a sustaining membership in the national association so that monies could be devoted to a legislative campaign to combat state salary cuts. She could be ruthlessly honest yet objective in her analysis of local library situations, for, as director of the Atlanta school, she had known many of the state's professional librarians. Graduates of the Carnegie Library School of Atlanta included Lillian Baker Griggs of the Women's College of Duke University; Nellie Rowe of the Greensboro Public Library; Janet Berkeley of the Winston-Salem Public Library; Julius Amis of the Stanly County Library in Albemarle; Mary Selden Yates of the North Carolina Library Commission (in charge of traveling libraries); and Anne Pierce of the Mecklenburg County Library in Charlotte. Her personal acquaintance with the capabilities of these graduates enabled her to discern underlying causes of failures as well as successes. For example, in spite of the high praise she gave to Anne Pierce's work at Charlotte, her remarks regarding Pierce, who garnered support for the library single-handedly and ran the entire operation in Mecklenburg too much as a "one-man show," seem prescient of its collapse, even without the temper of "economy fever" prevalent in the state.

Barker was necessary to the implementation of any larger program of library development because of southern mistrust of ALA initiatives. Ironically, her official contacts in North Carolina came through Marjorie Beal, the newly appointed secretary of the state library commission. Barker had first met Beal, a native New Yorker, at the 1929 Rural Library Institute in Madison, Wisconsin. Like Barker, Beal was married to her profession. Unprepossessing in appearance, diminutive and slightly walleyed, she met situations with a forceful personality tempered with tact. Moreover, according to Barker, she was "quick to take suggestions," such as the field agent's recommendation that the state library commission needed strengthening with board members who would be present at meetings, help with legislation and appropriation requests, and rise above their local interests for the sake of statewide interests. Both Barker and Beal admitted that state librarian and library commission chairman Carrie Broughton's interests were confined to her own agency, for example, but recognized in University of North Carolina President Frank Porter Graham an ally cognizant of the larger implications of adequate statewide planning.

Between 1931 and 1933 the state library situation bottomed. The Mecklenburg and Davidson county appropriations were cut and the Rosenwald demonstrations were discontinued. Lily Moore, librarian at Lexington, in Davidson County, suffered a forty percent cut to her salary and had to curtail library services to black residents of the county. Moore, professionally trained but northern by birth, also fell victim to a local ordinance requiring the county librarian to be a North Carolinian. As she left the library, she noted that the gains of the past two years had been "torn to shreds and scattered to the winds."[8] Barker waited for "final obsequies" on the project, but warned Rosenwald officials that the program would "go off the map entirely" unless a compromise agreement could be arranged. She finally persuaded them to suspend the agreement until conditions improved. "I do not know what is going to become of the small libraries," wrote Lillian Griggs from a lofty vantage point at Duke. "They had nothing before the Depression and now they have less."[9]

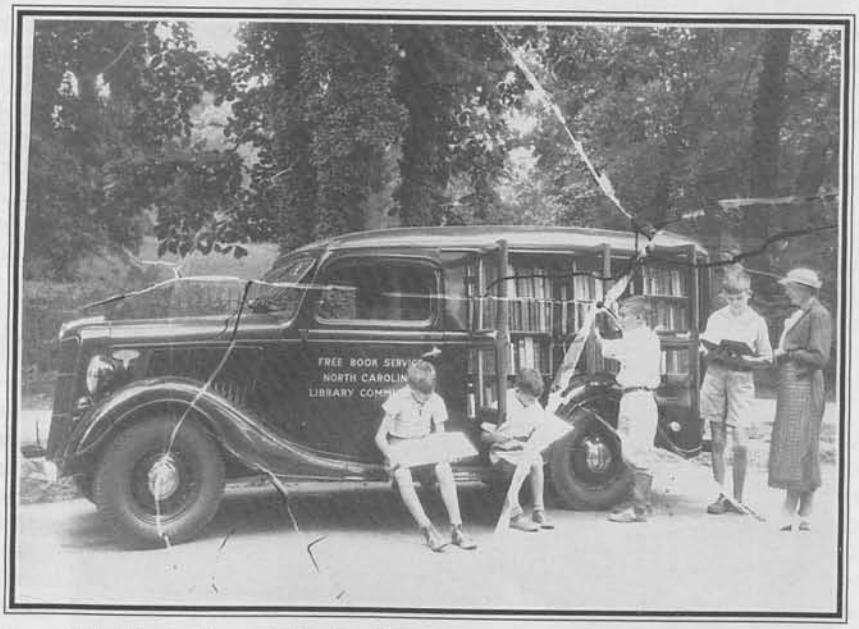
From Charlotte, Anne Pierce reported that the Mecklenburg demonstration had been "knocked flat" by default on the Rosenwald agreement by county commissioners, and "shot all to pieces" by a new board unsympathetic with the library demonstration, a state of affairs

Pictured left:
Mrs. Mollie Huston Lee (circa 1935). Librarian at Shaw University, Lee founded the first black library association in America in 1934.
Photo courtesy Richard B. Harrison Library, 1944, 53.15.5297.

Below: Nellie M. Rowe, Librarian at Greensboro Public Library, circa 1933.
Photo courtesy Greensboro Public Library.

rendered all the more tragic due to Mecklenburg's previously unparalleled example of effective extension service.[10] The demonstration libraries were not alone in their problems, however. Nellie Rowe in Greensboro, threatened by across-the-board salary cuts of sixty percent in 1931, learned that one county commissioner suggested that librarians drawing $200 and $250 salaries could be replaced by "high school girls," while another remarked in a commission meeting that if he had his way he would close the library and give the money to charity. Actually, such attitudes were not extraordinary, but they usually resulted in compromise cuts, such as the twenty percent cut to which Rowe was eventually subjected.

Beal estimated statewide salary cuts at ten percent, yet library leaders seemed less relieved that positions were being maintained than concerned that acceptable levels of library service were being sacrificed to politically expedient policies of retrenchment. A bill to discharge married women earning more than $100 a month was seriously considered by the legislature in 1931, and while North Carolina did not have to revert to the use of scrip to pay city employees, the salary reductions cut deeply in spite of the offsetting effects of deflation. As Louis Round Wilson remarked, "taxes, church dues, memberships, doctor's bills, hospital charges, clothes, lights, water, gas, 'phone, insurance . . . can't be paid for by 85 cents on the dollar, even if [Governor O. Max Gardner] says so."[11] One concerned member of the dispirited Citizens' Library Movement observed that the state government officials had been willing to spend "money without any limitations whatsoever upon our automobile highways but are willing to let the highways of the mind go to rack and ruin. I think we are road crazy."[12]



State Library Commission Book Truck, 1937. *Photo courtesy Division of Archives and History, Raleigh, North Carolina.*

Gaps between professional and non-professional service were glaringly apparent, especially when the librarians were political appointees or untutored incumbents of long standing, and the ineptitude of individuals was reflected in their library environments. The librarian at Davidson College was "elderly and untrained", the building "ill adapted to library conditions at best," while at the Olivia Raney Library in Raleigh, the "elderly, untrained" librarian gave little service "in return for $3000 appropriation," and services to blacks there would have to await "a change of librarians." Dynamic professional librarians like Nellie Rowe, who had saved most of Greensboro's library appropriations in 1931 by mobilizing county residents to rally against cuts, were rare. At Gastonia, the librarian was "complacent over the present accomplishments of the library," in spite of the fact that the county appropriation of $900 could barely maintain repair on the well-worn book stock. At Salisbury, "the whole set up, quarters, books and librarian, [was] about as hopeless as they could very well be." The notable exception to the generally haphazard administration of "volunteer" libraries was the Thomas Hackney Library in Rocky Mount which, under clubwoman Nelle G. Battle, developed an unusually high level of support during the Depression. Even Mary Peacock of Salisbury, the state school library supervisor, had a limited background in her work, and her "lack of appreciation of that fact" presented an obstacle for Barker to overcome. The state's fifty-three school librarians provided cold comfort, given the fact that funds were lacking for state high school supervisor John Henry Highsmith to make accreditation visits to libraries.

While in North Carolina to inspect the troubled demonstration libraries in the fall of 1932, Barker saw other disturbing elements of deterioration in the state library situation. At Woman's College of the University of North Carolina, librarian Charles Stone, who had just received ALA accreditation for his library school program for school librarians, was reduced to teaching cataloging courses on the stage of Aycock Auditorium after a devastating fire gutted portions of the college library, including the reference and library science collections. State service also came up for review under the steely eye of the governor's new state budget commissioner. The State Library Commission budget had suffered a thirty percent reduction between 1929 and 1931, and the fund for state aid to public libraries had been cut completely. Barker, like North Carolina librarians, was powerless to reverse these specific situations: by 1933 the school library program for which Stone had attained ALA certification had fallen victim to Brookings Institution recommendations for consolidation of all library programs at Chapel Hill. By 1935 Stone had left Woman's College for the College of William and Mary in Virginia. As for the state work, Barker warned in 1933 that "it would be the last straw if the `bell cow' state were to renege" on its commitment to the library commission, but several days later, Beal lost another staff member.[13]

Working together in earnest by 1932, Barker and Beal launched a modest but forceful campaign to place library interests before the public, for with several notable exceptions, Tar Heel libraries had been too embroiled in local problems to cooperate in a statewide effort. Barker believed that "librarians need to be more aggressive,"[14] and this belief extended to forging viable links with sometimes unlikely partners. At the University of North Carolina, she convinced sociologist Howard Odum to include library development as a factor to be considered in his massive regional study, *Southern Regions of the United States*.[15] She also began negotiations to secure grant monies for the accreditation visits for high school libraries in accordance with standards adopted by the Southern Association of Colleges and Secondary Schools in the Southern States in 1927. At the countywide library committee of the State Conference of Social Workers in 1932, Barker outlined a program of publicity centering on the use of a book truck. It is hard today to realize what an impact the book truck had on people who were used to thinking of libraries as

monumental edifices or cultural ornaments, but Barker had used a model book truck belonging to ALA in several southern states with great effect, as well as simple tools such as maps showing counties without library service, demographic aids, and pamphlets which visitors to her exhibit could peruse at home. At a meeting of the North Carolina Grange in 1932, Barker set up a booth outside the meeting hall, and, although there were few visitors, she made contact with Grange officials who up until that time had been unaware of any library program in the state. She also reserved space at the 1932 state fair for a book truck exhibit, which apparently relied on the ALA model, as money could not be found to fuel Durham's book truck, and Greensboro's could not be spared.

Over countless cups of tea and coffee, Barker and Beal tried to change the way that people in high places thought about libraries. The vice-chairman of the extension division of the American Home Economics Association, for example, was "inclined to think of books and libraries as something that concerns only the young people's work," but Beal, who had begun speaking at home demonstration clubs about the value of reading and libraries, recounted the remark made by one club member who stated that she was glad that instead of talking about putting things in cans, they had begun talking about putting "something in their minds!" The vice-chairman then arranged a meeting with the state president of the home demonstration club, a meeting which eventually resulted in Beal's Home Demonstration Reading Program, still in existence.

Barker also arranged initial contacts with Clarence Poe of the *Progressive Farmer* for a series of articles on libraries which she wrote for all five southern editions of that paper. Barker and Beal placed North Carolina library statistics in the University of North Carolina *News Letter* with comparative data for other southern states. Most importantly, they presented university president Frank Porter Graham with a proposal for a Conference of Southern Leaders to gather together representatives from every phase of southern life—the ministry, academic disciplines, civic and state leaders, and library officials—to discuss ideas pertinent to the development of the South's economic and intellectual life. The conference, which took place at Chapel Hill on April 7-8, 1933, had been carefully tailored by Barker, Beal, Griggs (then NCLA President) and the ALA staff to reach a non-traditional audience with library themes. As such, it represented a radical departure from the cloistered, ill-attended and often dispirited southern state library meetings. Only slightly over a quarter of the 105 registrants were librarians, and Griggs had to go to some pains to explain to librarians like Anne Pierce that only state library workers in the region had been invited. Other groups represented were college and university deans and professors; library trustees; church officials; philanthropic foundation representatives; secondary school personnel; women's clubs; students; state, community and university extension personnel; plus representatives from the YMCA, the Boy Scouts, the National Municipal League, and Rotary International.

Not until the second day of the conference did the program shift from general discussion of the role of social agencies in improving the quality of life to that of libraries. Louis Round Wilson, whose reputation was irreproachable even if his oratorical skills were not (one Carnegie official later called him "probably the best president [ALA] ever had; [but] a weak speaker and a poor presiding officer"),[16] had returned to Chapel Hill for the conference to advocate statewide planning. The impact of the conference can be gathered from the hundreds of copies of conference proceedings requested from ALA headquarters in the months which followed, along with copies of the promotional brochure, *Books for the South*,[17] which Barker had thoroughly revised from headquarters copy. One indirect consequence of the conference was a recommendation that library interests be represented in President Franklin D. Roosevelt's Tennessee Valley Authority (TVA) program, a resolution which became a reality the following year. On a more subliminal level, the conference paved the way for statewide plans throughout the South which eventually became part of ALA's National Plan for Libraries, unveiled in 1935.[18] Even given the national economic emergency, cooperative national planning would have been sporadic at best in the southern states without the preliminary of patient field work in the bleak months of 1932.

The impact of the Conference of Southern Leaders and the careful groundwork laid by Barker and Beal in broadening the

The More Things Change ...

Are you, a librarian, satisfied with the present status of libraries in world affairs? Should librarians not rise now to stress the fact that libraries are educational institutions to be constantly and continuously advertised as "the people's university?" Should we not insist that librarians share with the teachers of America this great educational task — "to replace violence with reason and the human and generous spirit?"

North Carolina Libraries, March 1943, p. 2.

vision of librarians to the possibilities of their own work resulted in similar conferences at Clemson University in South Carolina in 1934 and 1936 and in Texas in 1935, all built around broad social themes which gradually focused on libraries. The conferences consolidated a broad coalition of citizen interests representative of the temper of the times. Barker's visits to North Carolina tapered off after the Chapel Hill conference, and, although the Mecklenburg demonstration was never resumed, the Davidson County project showed steady progress on a reduced scale after the worst turn of the Depression in 1932-33. North Carolina's forty unemployed professional librarians eventually found work, including Lily Moore, thanks to the federal library projects which began in 1933 with the Federal Emergency Relief Administration (F.E.R.A.), and reached a peak in the Works Progress Administration (W.P.A.), which from 1935 to 1942 employed hundreds of southern workers in library service, extension, and construction.[19]

Nevertheless, federal dollars did not turn the tide in public library affairs in North Carolina. North Carolina, in fact, spent fewer W. P. A. dollars than any other state. True, the state, which had only three in 1930, by 1943 led the nation in the number of bookmobiles. North Carolina counties with library service increased from twelve to eighty during the same period, and federal dollars doubtlessly made such progress feasible.[20] Without the fundamental work which Barker and Beal performed in the political, social and diplomatic arena outside the library, however, it is doubtful that the money spent would have had such enduring value. In commending the work that Barker had done in 1935, NCLA noted that she had succeeded in "cementing the library interests of the entire South, even though the period had been unusual and difficult."[21] When Beal received the "Woman of the Year in Rural Service to North Carolina" from *Progressive Farmer* in 1943, the publication noted her "outstanding service to farm families in North Carolina in helping to provide every family of every county in the State with an opportunity to know good books."[22]

Both Barker and Beal exemplified the ideals of missionary librarianship which a later generation has been quick to revile. They extended library service in lean times not through money, but by patient diplomacy, nurture of constituencies, and frequent contact with lay groups and related organizations. The obvious parallels with current professional rhetoric aimed at "marketing the librarian" seem apparent. It behooves present-day North Carolina librarians to take heart in the simple power of hard work and plain words which no lament of budget limitations, technological panic, or corporate paranoia can refute.

The More Things Change ...

Librarians must take up educating people where the school leaves off. Education does not end at 17 or 21; it starts there, if anywhere. North Carolina asked for an educated man and got a football fan. Formal education fails in so far as its graduates turn to comic books and sports for sustenance and stimulation.

North Carolina Libraries, May 1945, p. 9.

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History of Tar Heel Libraries and Librarianship as Found in *North Carolina Libraries* and *North Carolina Library Bulletin*: A Bibliography*

compiled by *Robert G. Anthony, Jr.,*

*For the purposes of this bibliography, library history is defined quite broadly, and many of the articles cited here were not designed as historical pieces when written. Some were intended to be up-to-date descriptions of recently constructed or renovated buildings; others emphasize the operations or unique programs of individual libraries. A "non-history" article may be included because it represents a significant contemporary description of a particular library. As such, it offers today's reader the opportunity to understand better how things were in a library or libraries of the past. Some articles cited are quite short, but it was felt they should be included since they often contain early or unique information on a library or librarian.

The entries were selected from the first 49 volumes of *North Carolina Libraries* (1942-1991) and from the 9 volumes of *North Carolina Library Bulletin* (1909-1932). The latter periodical—the first signficant effort to distribute throughout the state on a regular basis library news and articles of professional interest—was published by the North Carolina Library Commission and sent to Tar Heel librarians, school superintendents, and other citizens interested in library development. In purpose, content, and audience, *North Carolina Library Bulletin* was very similar to *North Carolina Libraries*, which would emerge in 1942, ending a ten-year period in which North Carolina lacked a library journal.

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Editor's Note: *Beginning with this issue, North Carolina Libraries will publish at least one article that is unrelated to each issue's specific theme. The Editorial Board is delighted to introduce this feature to address the increase in excellent unsolicited manuscripts which merit publication.*

On the Road to Automation: Technology and North Carolina Bookmobiles

by Karen Zeliff

Day to day library operations include a variety of data-intensive tasks requiring storage and retrieval of information about books, patrons, and the current status of both. Many libraries have installed computerized systems to facilitate access to their files, and dozens of turnkey vendors offer total packages of a central processing unit, CRT terminals, wands or laser scanners, and machine-readable labels (barcodes) for materials and borrower's cards. But while automated library systems have been growing in popularity throughout the country since the early 1980s, the development of mobile library automation has proceeded at a much slower pace.

It was only six years ago that the Westminster Public Library system in Colorado became the first bookmobile to go online with the assistance of a radio modem.[1] Since that time improvements in telecommunications and data storage techniques have reduced many problems associated with linking the bookmobile to the library mainframe. A 1989 study of rural bookmobiles conducted by the Center for the Study of Rural Librarianship indicated that one in every ten bookmobiles throughout the country is automated.[2] Cathy Alloway, author of the first monograph on bookmobiles to be published in the last twenty-five years, estimated the number of automated bookmobiles to be much higher — as much as 50 percent.[3]

These "national averages," however, do not reflect local trends in bookmobile automation. Although a study of the 1989 *American Library Directory* ranks North Carolina second in the top ten bookmobile states (having sixty-two bookmobiles in seventy-two libraries), only three of these bookmobile operations are automated despite the fact that a large percentage of the libraries supporting these mobile services is already using automated systems.[4] It appears that, at least in our state, the automation of bookmobile services is frequently approached as an afterthought to the automation of fixed facilities.

Tracing the development of the Rockingham County Public Library bookmobile automation project - the motivation, options, choices, and results — should help to clarify some of the issues and concerns involved in the automation of mobile libraries. Hopefully, it will suggest that while some very real difficulties must be addressed when attempting to automate a mobile unit, the benefits — in terms of public service to bookmobile patrons — make the expenditures of time and effort to overcome these difficulties very much worthwhile.

OUR PROBLEM

In Rockingham County, the headquarters/technical services building and five branches use telephone lines to connect twenty-three CRT terminals with the databases on the CLSI LIBS 100 system which utilizes a UNIX platform. The library data contains title records for over 240,000 volumes, more than 31,000 patron records, and tracks the circulation of over 400,000 items annually.

In addition to these operations which are conducted at the fixed facilities, the bookmobile (a retrofitted Ford truck) carries 1,700 books and materials in other formats, services over 1,500 patrons in a service area of 525 square miles, and accounts for almost 15 percent of the library's annual circulation. Most importantly, the bookmobile brings the library to people who cannot get to the branches independently because of personal limitations. Many stops are located at retirement homes, senior citizens organizations, and daycare centers.

When the library first initiated a fully integrated online catalog, circulation, and acquisition system in 1984, little thought was given to automating bookmobile procedures although the Outreach collection was barcoded and its records converted as part of the total retrospective conversion process. At that time library automation was still in its infancy; there were no automated bookmobiles in service; and automation vendors had not yet addressed the demands of mobile service.

As time progressed, the limitations of the bookmobile's manual circulation system became increasingly intolerable. The Outreach circulation system utilized a Gaylord Charge-card machine to maintain a book-card file which was organized by bookmobile site. Inventory control was limited to manually searching over four thousand individual book cards arranged alphabetically in over one hundred card stacks. The total volume of book cards and a shortage of staff time made tracking overdue materials almost impossible, and a large number of non-traceable, lost books inevitable. Compounding the problem were the numbers of items with lost or missing cards, and of extra cards that were recovered after they had fallen out of the card pocket of the wrong book. Any item without the proper identification card had to be removed from circulation until the entire card file had been searched, the proper card located, or the item reprocessed with a duplicate book card. An interminable backlog of "snagged" items was the inevitable result.

Patron access to Outreach holdings was also severely handicapped by the restrictions of the manual circulation system. Because Outreach services draw from an independent collection stored in the basement of the library's headquarters building, patrons at other locations in the system had access to the Outreach collection of seven thousand titles (including the system's five thousand volume large-print collection) only by request. Reserves for requested items could be processed only by individually searching the book-card stacks and flagging the appropriate card. In addition, poor circulation control prevented the OPAC of system holdings at other branch locations from accurately reflecting the current status of any Outreach book. Numerous requests for titles already on loan or missing from circulation were made by patrons at other branches. Patron and staff dissatisfaction was high when requested titles were received in a hit-or-miss

fashion and the status of Outreach hold requests could not be guaranteed.

Collecting accurate circulation statistics and records of patron activity was also severely hampered by the unmanageable book-card system. Monthly statistics were gathered through a labor-intensive process of counting each book card individually (including cards that reflected unidentified lost items and snags), and "guessing" in which statistical category to place the item. Results could not be considered totally representative of the circulation activity of Outreach operations, which consequentially reduced their value as tools for evaluation and planning.

OUR SOLUTION

By July 1988, the loss of a full-time staff person accelerated the already intolerable circulation control problems, and library administrators decided that an automated circulation system should be provided on the bookmobile. In May of the following year an Offline Circulation Workstation configuration which included a WYSE 2108-20 personal microcomputer (an IBM compatible), lightpen barcode reader, other required hardware components, and applications software, was purchased fromCLSI. The Offline Circulation Workstation is able to support up to four concurrent local or remote users in the same agency. It includes both Offline Circulation software and Terminal Emulation software which permits the workstation to be used for Offline Circulation features. Total costs for the system were approximately $7,400.

Once purchased, the Offline Circulation System could not be installed on the bookmobile due to auxiliary generator malfunctions.[5] On July 1, 1989, the Outreach Department decided to automate its circulation process even though the offline workstation had not yet been installed on the bookmobile. Patrons were reregistered and given barcoded library cards, and circulation records were recorded manually on the bookmobile to be keyed into the PC after each day's run. A UPS device (uninterruptible power source to prevent power surges and abrupt power loss) was purchased in April 1990 and installed on the bookmobile (at an additional cost of $400), and full bookmobile services resumed with the microcomputer onboard on May 8, 1990.

Automating Outreach circulation procedures has been a great success, and has resulted in the following improvements to patron service: 1) intralibrary loan requests to the Outreach department have greatly increased as other agencies have become confident that OPAC readings give accurate information about the status of Outreach holdings; 2) Outreach patron records are now complete and accurate, and can be called up by patron request at any facility; 3) Outreach staff have access to patron records and can restrict borrowing privileges for delinquent patrons; 4) overdue notices are generated automatically, facilitating tracking of delinquent materials and substantially reducing the number of lost items; and 5) circulation reports can now be accurately and automatically produced in the format established for other agencies.

The automated system has worked well under actual operation conditions on the bookmobile with only minor adjustments, and no major problems are anticipated in the future. There are, however, alternatives to the microcomputer based circulation system purchased by the RCPL which should be investigated prior to making any decision about automating mobile library services.

OPTIONS

Mobile computer systems are generally of two types: 1) online — linking a terminal on the bookmobile to the main computer system via packet radio transmissions, an acoustic coupler located at each bookmobile stop, or a cellular telephone to provide dial-in access to the primary database; or 2) offline — relying on batch transaction of circulation activity stored on a microcomputer system or a portable, battery operated barcode scanner and downloaded into the central computer databases at the end of the day. There are two other libraries in the state which have each used a different process to automate successfully their bookmobile operations.

The Onslow County Public Library utilizes the Highland Library System which is designed on the Pick operating system and runs on an IBM RT model 16151.[6] The OCPL purchased a "Porta-Scan" portable, battery-operated barcode reader which is used for circulation control on the bookmobile; collection inventory for the library system; and branch backup when the primary system is down. The scanner operates from two databanks, has a 32K memory (which holds 3,300 circulation transactions and is able to track site statistics as well as patron statistics), and can be downloaded in about fifteen minutes. The Porta-Scan was added as an afterthought to the original automation package for a cost of about $1000. Operators have reported very satisfactory results with both the Highsmith System and the compatible barcode scanner. The library is investigating a future purchase of dataradio equipment to provide online service to its bookmobile.

For the past four years the Durham County Public Library System has operated a fully integrated Dynix 120 system which is accessed through a remote mainframe shared with other county government departments.[7] The automation of bookmobile operations was incorporated into the original system planning and was initiated simultaneously with the automation of fixed facilities. The DCPL bookmobile is linked online to the main computer through an ASCII terminal connected to a radio modem. The packet radio system, designed by Dataradio of

Canada transmits high speed bursts of data which have been enveloped, "packeted," and addressed to a specific location. The system utilizes special frequency airwaves which provide accurate data transmission even under difficult conditions due to a very sophisticated error detection and correction protocol. Signals are boosted by a "store and front repeater" from the transmitter to the bookmobile when it travels a distance greater than twenty miles from the broadcasting site. The system utilizes the following components: two five-port dataradio S-5 modems; a store and forward repeater; omnidirectional antennas (building and tower/dipole type); two bookmobile antennas (one C.B. type and one Yagi type); and a portable barcode scanner for backup. Total cost for purchase and installation of the system was about $15,000 and annual maintenance costs run about $1,000.

When the system is operational, the packet radio system allows the bookmobile to have full online access to system and patron records. It allows bookmobile staff and patrons to take advantage of all the options available through the online catalog and offered to patrons at fixed locations. Yet bookmobile operators report that there has been some difficulty servicing the dataradio when repairs were necessary. At one point the bookmobile was offline for three months awaiting parts. There is no local support for servicing the equipment; the supply vendor is overextended on maintenance contracts; and service is extremely slow. Other difficulties are that antennas are hard to install and adjust, and the device does not have the option of running a printer.

RECOMMENDATIONS

Looking back, the decision to automate the RCPL bookmobile using a microcomputer system to download circulation transactions into the primary database was probably the least practical choice of the three discussed above. It has no greater capacity (in terms of actual checkout and checkin functions) than does the portable barcode scanner; relies on an external power source; is not portable (and therefore cannot be used for inventory); and is at least seven times more expensive. While the microcomputer does have greater potential for use in other library applications (as a wordprocessor, terminal emulator, etc. — probably the reason behind its selection), and it does allow for multi-terminal use (for two circulation desks in the front and rear of the vehicle), its use on the bookmobile is limited. It requires special handling to prevent terminal and hard-drive damage while in transit, and is sensitive to environmental stress (heat, humidity, etc.) typical of on-road situations. Downloading is a time consuming process that requires that data first be transferred to disk, or cabling be run between the bookmobile and the main computer.

The most effective and economical system currently available for bookmobile automation is the packet radio transmission system. It is the only system which can provide full-service access at a minimal cost. Other full-service options requiring the use of leased telephone lines are frequently impractical to implement and are expensive to maintain. Yet the service restrictions on the packet radio system currently marketed warrant serious consideration before contracting. At this time the best advice that can be given to bookmobile librarians wishing to automate their vehicles is to adopt an intermediary circulation control system — best represented by the portable barcode scanner — and wait until future improvements in data radio or telecommunications technology provide a product which will be a more satisfactory solution for mobile library automation.

Editor's Note: *Onslow County Public Library's bookmobile was taken off the road because of 1991 budget cuts. The portable scanner described in Zeliff's article is still an excellent mechanism for both inventory and emergency backup when the online circulation system is down.*

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[2]Bernard Vavrek, "Rural Library Service: An Interim Report," *Wilson Library Bulletin* 63 (May 1989): 30.

[3]Cathi Alloway, "Bookmobile Service: A National Perspective," Presentation made at Bookmobile Conference, Greensboro, North Carolina, May 1, 1990.

[4]"For Your Information," *On the Road* 1 (Winter 1989-1990): 12.

[5]OSHA issued an abatement notice for use of the bookmobile's auxiliary generator because of toxic fumes emissions which was not lifted until May 1, 1990, after repairs had been completed.

[6]Information on the Onslow County Public Library Automation System was derived from an interview with Debbie French, Computer Specialist, May 1, 1990.

[7]Information about the Durham County Public Library Automation System was derived from an interview with Joanne Abel, Bookmobile Librarian, May 1, 1990.

The More Things Change ...

Long-range planning provides a guide to direct efforts to improve school libraries. A long-range plan for school library development serves as a road map, showing persons working to improve the school library where they are now, where they are going, and steps along the way.

— *North Carolina Libraries*, Winter 1962, p. 43.

POINT

Why the Notables?

by Judie Davie

With all of the starred reviews, recommended titles, and focused titles in various reviewing journals, one could wonder why the need for a list which identifies the best in books for children. What purpose does such a list serve? Does it make a difference? Just who are those people making the selections of the outstanding works published for children in a given year? Are children involved in those choices? Who notices the list when it is published?

The Notable Children's Books List identifies outstanding books for children, ages birth through fourteen, published in a given year. Evaluative criteria include: literary quality, originality of text and illustration; clarity and style of language; excellence of illustration, design and format; subject matter of interest and value to children; and likelihood of acceptance by children. Notable Children's Books include works that exhibit commendable quality, demonstrate creativity, and reflect children's interests in exemplary ways.

The Notable Children's Books Committee of the Association for Library Service to Children consists of nine individuals representing school and public libraries; teachers of children's literature; literacy programs; and book-related interest groups from various geographic areas. These individuals nominate, annotate, discuss, and select quality titles written for children. These practitioners initiate activities so that the titles are "tasted, digested, and chewed" by children. Several heads are better than one!

Notable Children's Books is both a process and a product. Newly published titles are scrutinized, annotations are written, and periodic balloting by committee members precede the committee meetings at ALA Midwinter. The group discussion, with the various viewpoints and perspectives, continues the selection process. Committee members discuss titles, first acknowledging the strengths and then the weaknesses of the nominated titles. These reviewers bring experiences from local discussion groups; from sharing with children; from backgrounds in writing, editing, and book design; from genuine interest in identifying what is notable. Progressing from the individual to the group to consensus, the process is arduous, exhilarating, and noteworthy. The final selections result in a list composed of distinguished, landmark works that meet diverse interests and myriad needs. "Something for everyone" results.

As a collection development tool, the list represents a reference point for excellence—a chance to make sure that children and adults have access to the best! It represents a standard that affirms the choices that have been made and reminds us of what is important in selection. Titles overlooked in the initial selection process surface. Titles missed in the "starring" or highly recommended category by an individual reviewer appear. Over time, the list serves as a year to year record of what is best and what will last.

Publishers, editors, authors, and illustrators listen and take notes. As indicators of the open discussions and group process, reference the increase in the quality of artistically crafted picture books, the growing number of picture biographies, the inclusion of indexes and glossaries in information books, the sensitivity in presentation of multicultural settings, the identification of cultural strengths and diversities! Publishing for children is impacted!

Yes, the list serves a purpose—to identify the notable. Yes, Notable Children's Books make a difference. Yes, school and public library personnel, teachers, parents, children, authors, and publishers notice what is notable!

COUNTER POINT

An Excellent Redundancy

by Harry Tuchmayer, Column Editor

How many committees, and how many awards do we really need to tell us if a books is any good? After all, most books offered for consideration have already received favorable reviews in countless publications. Why not just add up all three star and four star reviews and compile the list in the same fashion that the Associated Press does when it ranks the top twenty-five teams in the country? After all, if we can't trust the reviews we used to purchase the title in the first place, why waste our time reading them?

What is at issue is not so much the purpose of a notable list as much as the process by which the list is compiled. At the risk of offending someone, I can't help but think this is all a big excuse to go to Mid-winter and party. But, if all that these committees did was party and hobnob with publishers, it wouldn't be so bad. In fact, it would reinforce the one positive by-product of this process, the access to and influence over children's book publishing. But instead, we emphasize the one truly worthless aspect of the process, compromise. What notable or landmark piece of work, except the Declaration of Independence, has ever come out of a committee meeting? While compromise is the genius of our political system, it doesn't make for great literature. In fact, if this were the yardstick by which we measured notables, Babysitters' Club and Sweet Valley High should top our list!

What about the list itself, what purpose does it have? This can't be, or shouldn't be, the basis for the initial purchasing decision. Waiting until the pundits have put their stamp of approval on a title denies kids the very opportunity to read new books as they are released. If we did that to adults, we would be shipped out of town with the last batch of returns. Kids want the newest titles on our shelves as fast as possible, and for the most part libraries have done a good job responding to their demands. So if the list isn't for kids, who is it for? Adults, parents and educators!

Parents and educators are constantly looking for lists of books that they can give to kids for holiday or summer reading. As we've heard over and over again, its not good enough that kids want to read; they have to read good books. But, if that's all we need the list for, the Children's Catalog should suffice. So, as far as I can tell, these lists are superfluous, or are they? Can it be that they are produced for one reason, and one reason only; they provide documentation in case someone objects to a title's presence in your collection. Unfortunately, this is all too often the case. Thus, awards such as these serve one purpose I can't condemn. They protect controversial books and help guarantee their availability in the library.

Committees by their very nature seek accommodation, not confrontation. Yet what often makes for exceptional reading are those very books that take definitive stands on issues. In short, they are books people feel strongly about; titles people either love or hate; titles for which compromise is impossible. Do these sound like the kind of books that could survive a committee vote? Do they sound like books that offer "something for everyone"? Do they sound like books that will make a notables list? That, I don't know. But do they sound like books that justify a notables list? On that particular point, I guess they do!

Library Research in North Carolina

— Ilene Nelson, Column Editor

Abstracts of master's papers submitted by students enrolled in the School of Information and Library Science at the University of North Carolina-Chapel Hill in fulfillment of their degree requirements were published in this column for the first time in the Winter 1990 issue of *North Carolina Libraries*. The response from readers was sufficient to prompt this second review of research being done by the students at one of our state's library schools. The papers themselves are available through interlibrary loan from the Library School Library at UNC.

According to figures reported in the *Digest of Education Statistics 1991*, there are more than 90,000 library/media centers in public and private schools in the United States. Compare this with the approximately 15,000 public, 9,000 special, and 4,500 academic libraries. By virtue of their numbers alone, school library/media centers merit study. The following three papers describe research involving this sector.

Mark D. Blaisdell-Buck. *Curriculum Integration Between Media Center and Classroom: Teacher Attitudes and a Tool for Implementation*. A Master's paper for the M.S. in L.S. degree. July 1990. 46 pages. Advisor: Ray Carpenter

> The three major objectives of the study are: (1) to facilitate the creation of lesson plans for classroom teachers and school library media specialists, (2) to integrate the curriculum of the classroom with the media center, and (3) to initiate a database to contain the lesson plans created using a tool designed from survey data obtained and a review of the literature. A survey of teachers in the Charlotte-Mecklenburg Public Schools was conducted to determine the classroom teachers' willingness to participate in a program involving curriculum integration, and their perceptions of media center use. The primary variables analyzed were (1) perceptions of media use, (2) administrative support of the media center, (3) teacher involvement with media center activities, (4) disposition toward curriculum integration, and (5) demographic variables. The findings were used to develop a tool which meets the study's three major objectives.

Maureen D. Jones. *A School Library Media Program: Using Information Power to Design a School Library Media Program for an Independent High School*. A Master's paper for the M.S. in L.S. degree. December 1990. 62 pages. Advisor: Barbara B. Moran

> This paper has consolidated the recommendations of the national, state, county, district and school level guidelines to create a quality school library media program. The purpose of this project was to fulfill the need for a written media program in a small, independent high school. The problem addressed the lack of a media program at the high school, and the need to satisfy that requirement based on the recommendations of the visiting accreditation team for the Southern Association of Colleges and Schools (SACS). The result of this project is a school library media program which has been designed for the specific needs and limitations of a small, college-preparatory high school, acknowledging and encompassing the range of recommendations from all levels of the education network.

Maxine Wise. *The Use of Modified Pathfinders to Facilitate Bibliographic Instruction in a Middle School*. A Master's paper for the M.S. in L.S. degree. July 1990. 38 pages. Advisor: Evelyn H. Daniel

> This paper addresses bibliographic instruction at the secondary level. Several issues are identified and analyzed which concern the success of bibliographic instruction at the secondary level as perceived by professional librarians. In addition to analyzing the salient issues relative to this topic, a method of bibliographic instruction is sought which would provide a greater chance for success. A pathfinder model which has strong potential is identified. Modifications to the model are proposed which would create a teaching tool more appropriate for secondary school students. The development, rationale, and description of this tool are the substance of this paper.

Papers written by Melissa Lamont and Mary McNabb explore aspects of the distribution of government information, with particular emphasis on the impact of electronic formats. Stuart Basefsky, a documents librarian at Duke University, contributed an essay also addressing the ramifications of electronic distribution of government information to the December 12, 1991, issue of the *Christian Science Monitor*.

Melissa Lamont. *Access to Federal Government Publication: Old Problems and New Technologies*. A Master's paper for the M.S. in L.S. degree. July 1990. 28 pages. Advisor: Ridley R. Kessler, Jr.

> This study reviews the controversy over the distribution of federal government publications, particularly electronic publications. The issues of privatization, commercialization and copyright of government documents are discussed. Included are several proposals for the alteration or enhancement of the Depository Library program.

Mary C. McNabb. *The Depository Library Council, the GPO, and the Struggle Over the Inclusion of Electronic Formats in the Depository Library Program*. A Master's paper for the M.S. in L.S. degree. July 1990. 70 pages. Advisor: Ridley R. Kessler, Jr.

> This study traces the Depository Library Council's recommendations which focus upon government information and publications in electronic format. The purpose of this study of the Council's recommendations is to determine the influence of the recommendations on the GPO's policies and practices.
>
> The purpose of the Depository Library Council to the Public Printer is to provide advice on matters dealing with the Depository Library Program. The submittal of recommendations to the Public Printer is the Council's

formal method of advisement. The correlation between Council recommendations and the resulting actions of the GPO is evidence that the Council has visibly shaped the policies and practices of the GPO dealing with the inclusion of electronic formats in the Depository Library Program.

The balanced development of the library's collection is always a challenge. Patricia Hattler's study of non-fiction needs and interests along with the more specialized investigations by Dianitia Hutcheson and Alisa Whitt offer practical guidance.

Patricia Hattler. *Determining Information Needs and Interests: A Content Analysis of a Public Library's Nonfiction Reserve List.* A Master's paper for the M.S. in L.S. degree. December 1990. 34 pages. Advisor: Evelyn H. Daniel

This study uses content analysis of reserve lists from a large branch of a county library system to determine reading interests and the effects of best sellers on demand. Nonfiction reserve lists for a four-month period were analyzed and categories were established. Best sellers accounted for an average of approximately 3% of titles and 30% of requests. Categories with the highest numbers of individual titles were Biography (8.3%), Psychology (7.5%), and Personal Success in Business (7.3%). Categories with the highest number of requests were Economics and Business (12.6%), Biography (10%), and History/Political Science/International Relations (7.8%). Not all best sellers were popular, and many requests were for older titles. The use of content analysis is recommended to collection development staff as an aid to determining reader interests and evaluating existing collections and book buying practices.

Dianitia Hutcheson. *Clergy-Recommended Religious Books for Public Libraries.* A Master's paper for the M.S. in L.S. degree. November 1990. 55 pages. Advisor: Robert N. Broadus

This study describes a survey of selected clergy in Raleigh, Durham, Greensboro, and Winston-Salem, North Carolina. The survey was conducted to obtain a list of books which clergy people recommend be included in a public library collection.

Twenty-four Southern Baptist, Roman Catholic, and Episcopal clergy people made 278 recommendations of 212 titles. The list was examined for duplicate recommendations and original publication years. It was compared to several bibliographies and to the holdings of the public library in one of the survey cities. The list was classified by subject using the Dewey Decimal system and observations were made. Finally the list was examined by denomination.

Alisa J. Whitt. *The Information Needs of Lesbians and Bisexual Women.* A Master's paper for the M.S. in L.S. degree. July 1990. 68 pages. Advisor: Elfreda A. Chatman

This study describes a questionnaire survey of 141 lesbians and bisexual women in a metropolitan area of North Carolina. The survey was conducted to determine the information needs of these women and to explore the relationship between the process of homosexual identity acceptance and changing information needs. In addition to assessing library usage and library satisfaction, this study also examined information needs as they exist within the situational contexts of these women's lives. Results of the survey indicated that during the initial stages of coming to terms with a lesbian or bisexual self, information needs concern identity acceptance and locating other lesbians/bisexuals. At this point, individuals are ignorant about homosexuality and the gay subculture; therefore, mainstream sources of information offer the only known alternative for locating lesbian-related information. The library is used heavily at this stage. During the later stages of identity acceptance, information needs become more specific and information sources are consulted with more discrimination. The library is relied upon less during these later stages because women have located the gay subculture and prefer it for information. These women constitute an information rich population, and many of them are regular or frequent library users. Overall, satisfaction with the library's collection of lesbian materials is low; respondents consistently report that collections are meager and dated. Furthermore, respondents feel that librarians are unable to serve adequately this population due to their ignorance or homophobia. In light of respondents' suggestions, several recommendations are made for improvement of the library's services to this population.

The More Things Change ...

The records of our local history ought to be preserved. And if the public library does not do the job, probably it will not be done.

— *North Carolina Libraries*, March and May 1957, p. 63.

North Carolina Books

Robert G. Anthony, Jr., Compiler

Lenwood G. Davis.

A Travel Guide to Black Historical Sites and Landmarks in North Carolina.

Winston-Salem, N.C.: Bandit Books (P.O. Box 11721, 27106), 1991.
231 pp. $9.95. ISBN 1-878177-02-8 (paper).

In his introduction to this travel guide, Davis, professor at Winston-Salem State University, author of numerous books on African-American history, and native Tar Heel, states that this "is the first and only guide to Black historical sites and landmarks in North Carolina." Its purpose is to help the reader "see and touch the physical evidence of Blacks' contributions and achievements in this state through their monuments, buildings, churches, landmarks, colleges, and highway markers." Although it is not the only source for such information, Davis's book achieves the author's goal in that it, for the first time, collects the scattered fragments of Black North Carolina history into a single work.

From research and information gathered primarily from the National Register of Historic Places and the North Carolina Department of Cultural Resources' Highway Historical Markers Program, Davis provides a work for both the general reader and the casual tourist. Of the book's three parts, Part One, the longest, is a listing and description of historic landmarks and sites throughout the state. Part Two identifies and gives information on highway historical markers commemorating places important in the state's Black history. Black restaurants and bookstores are included in Part Three. A glossary of architectural terms and an index complete the book.

The main strength of this work is that it does serve as the one single-volume source for concise travel information on Black North Carolina. Davis has included much on subjects that have been either completely omitted or given only cursory treatment in other sources. Equally important, though, is the book's function as a quick record of the achievements of and the diversity of experience among Blacks of this state. This is significant in light of the fact that too many standard histories offer portraits of Blacks as a monolithically downtrodden, uneducated, and helpless group. Even a quick thumb-through of Part Two shows individuals who attained not only statewide but even national prominence. The book will also likely surprise most readers with little-known tidbits of information such as the connection between George Vanderbilt and Black development in Asheville.

Davis's work does have its drawbacks, however. It often suffers from a choppy writing style and the overuse of certain phrases or descriptions. For example, in Part One Davis uses the phrase "this church has played a significant role in the lives of Black People," or some variation of it, to describe several landmarks listed either successively or close together. The reader would have been better served had the author at least said why or how some of these institutions played that "significant role." The absence of accompanying photographs for most entries in Part One will leave many readers at a definite disadvantage in trying to appreciate fully a building's "hipped roof" or "shed dormer" windows. Davis either could have eliminated Part Three or expanded it to make it much more useful as travel information. This reviewer believes, however, that the main focus of this book — the listing and description of the historic sites — is an invaluable contribution by itself.

Overall, Davis has created a useful and very much needed guide. It is an important source for Black North Carolina history, the records and visible monuments for much of which are fast disappearing. For example, even as the author prepared this book, Good Samaritan Hospital, Charlotte's first Black hospital (pp. 105-106), was razed, under protest, to make way for a proposed National Football League stadium. This book is recommended for all public and academic libraries and for those special collections dealing with the South.

— Philip Cherry III, Public Library of Charlotte and Mecklenburg County

Mark Winetka and Jason Lesley.

Lion's Share: How Three Small-Town Grocers Created America's Fastest Growing Supermarket Chain and Made Millionaires of Scores of Their North Carolina Friends and Neighbors.

Asheboro, N.C.: Down Home Press, 1991.
265 pp. $19.95. ISBN 1-878086-07-3.

Corporate biographies are a venerable genre. They relate an organization's mythic concept of itself: how one individual (or several), with vision or a sense of purpose, finds a niche in the marketplace, and, through dedication and hard work, builds an empire — the American success story.

First-time authors Winetka and Lesley, editors of the *Salisbury Post*, do a creditable job of this on behalf of their hometown corporation, Food Lion. They weave personal profiles with individual anecdotes into an eventful narrative of how a one-store grocery was transformed into an eight-hundred-unit corporate giant. Originating in a desire to sell groceries to their neighbors at the lowest possible prices, brothers Brown and Frank Ketner converted across-the-board discount pricing (LFPINC—"Lowest Food Prices in North Carolina") and twenty-five of their neighbors' one hundred dollars investments into the Southeast's largest and most profitable grocery retailer. It is a saga of inspiration, dedication, and hard work.

Particularly, hard work. In an industry where long hours are the norm, Food Lion managers work more than anyone — one hundred hours or more per week. So do their employees. Job turnover is high. Morale is questionable. One manager quit because he could not take the hours — work responsibilities allowed time for nothing else. A *Fortune* magazine article asked the company "Do You Work Your Employees Too Hard?" to which Ralph Ketner observed that it took a certain kind of person to work at Food Lion — such as the stock boy who worked so hard and long that his feet bled.

The book is full of similar macho anecdotes. That particular stock boy became a vice-president. Another sued the company for violating his retirement benefits. Management extols its discount pricing, its centralized distribution, and its many innovative cost-cutting ideas. But the payoff seems to be long-term: promotion earns longer hours, profits go into the company, stock pays little or no dividends. Retirees do participate in profit-sharing—if they last that long.

Everything goes into growth. Food Lion is one of the largest grocery chains in the country. But the most successful? And who shares in that success? Company expansion occurs in areas traditionally short of skilled workers and employment opportunities. Winetka and Lesley report every stock split and profit margin; they say little about salary or benefits. While the management remains American, the Belgium firm Establissement Delhaize owns controlling stock. The lack of footnotes and references further the doubt. In an economy searching for winners to emulate, the Food Lion story will continue to be scrutinized. This book is just the start.

— William Fietzer, University of North Carolina at Charlotte

Donald D. Davis.

Barking at a Fox-Fur Coat.

Little Rock, Ark.: August House, 1991.
206 pp. $19.95. ISBN 0-87483-141-5 (cloth);
$9.95. 0-87483-140-7 (paper).

Psychologists tell us that the primary human needs are water, food, and shelter, in that order. Next in their estimation is — to borrow a word from Uncle Frank, the storyteller in *Barking at a Fox-Fur Coat* — "proliferating." Then comes, in the unsubstantiated opinion of this reviewer, storytelling and music. Both have become such major industries in our civilization that we do not even think about how much they fill our daily lives. Just as home-cooking is superior to opening a can or a frozen dinner, however, a real live storyteller is a welcome treat amid a diet of television dramas and sitcoms.

Donald Davis, author of *Barking at a Fox-Fur Coat* and the earlier *Listening for the Crack of Dawn* (August House, 1990), is a professional storyteller who, after serving twenty years as an United Methodist Church minister, now travels and performs full-time. He has been featured at the World's Fair, the National Storytelling Festival, and the Smithsonian Institution. His stories draw upon the rich heritage of the Appalachian Mountains where he was born and raised, on the unique personalities of his relatives and neighbors, and on the humorous incidents involving passers-through. But they are not limited to that locale. Take for example, the story of the remarkable foxhound whose prowess for sniffing sixty-year-old tracks ends in a used clothing shop in Baltimore. Uncle Frank' s low-key cleverness inspires the entire personnel of the Springfield, Missouri, post office to clean up the grounds or lose their jobs, or so they are led to believe.

The only thing missing from these delightful stories is the master storyteller himself, telling them in person. But they are so well written that the reader easily can imagine the glint in the eye, the mischievous smile twitching at the corner of the mouth, the vocal inflections building excitement, anticipation, and hilarity at an unexpected turn of events.

In the tradition of American folklore, the stories contain an element of the preposterous, as well as truth. They recite events that bear a similarity to incidents in our lives and remind us of the foibles, pranks, and quirks of our own lives and of those around us. Those who have hitched rides with strangers understand the panic that poor little Buchanan, the North Carolina State University student trying to get home for a visit, feels when Uncle Frank decides to teach him a lesson about hitchhiking that he will never forget. Those who have pulled pranks on their grade-school teachers chuckle at Uncle Frank's boyhood escapade, especially when it ends in his comeuppance.

The seventeen stories in this collection will delight people of all ages, whether they are being read personally or being listened to as someone else reads them. In an appendix, the author gives credit to the family background that inspired the stories. "[F]amily stories are usually joint efforts.... All of them...have had a few chips carved by most everyone who ever regularly told them."(p. 203)

This book is suitable for any library serving general readers.

— Alice Wilkins, Sandhills Community College

J. Wright Horton, Jr., and Victor A. Zullo, ed..

The Geology of the Carolinas: Carolina Geological Society Fiftieth Anniversary Volume.

Knoxville: University of Tennessee Press, 1991. 406 pp. $49.95. ISBN 0-87049-662-X.

As we hastily crisscross our state on business or leisure trips, few of us are aware of the vast historical epic that lies beneath our very feet. The story of our state, written in a beautifully complex geological web, stretches far beyond the written record and the tangible artifact to a distant age when epochal events shaped our rock and soil structure. *The Geology of the Carolinas*, whose avowed purpose is to give a coherent picture of the geology of both North and South Carolina, unravels various threads of that web through the light of modern scientific inquiry.

The volume's nineteen chapters include topics such as plutonic rocks, metamorphisms, various stratigraphies (e.g., paleocene, eocene), surficial geomorphology, and mineral resources. Each chapter is written by professional geologists associated with major universities or the United States Geological Survey and who are actively researching in this field. In each chapter, past geological studies are summarized and brought up to date, and differing interpretations or unresolved scientific problems are pointed out.

The work is amply illustrated with finely done geologic maps, tables, charts, line drawings, and, occasionally, photographs. While there is a colored geologic map on the front cover of the book, all internal illustrative material is in black and white.

There are summary pages listing figures and tables used to illustrate the work. Additionally, there is a forty-six-page bibliography, an index to field trip guidebooks published by the Carolina Geological Society, and a general index to the volume.

The Geology of the Carolinas is definitely a work for the serious student or the professional researcher interested in this topic. The authors are writing for a scientifically literate audience who are acquainted with geological, chemical, and mineralogical terminology. This volume is most suitable for academic and special collections that serve faculty, students, or researchers in the above-mentioned fields and/or other libraries that house full collections of Caroliniana materials.

As the title indicates, this work was planned as a fiftieth anniversary volume of the Carolina Geological Society. The editors and authors of the varied chapters have succeeded magnificently in giving a coherent view of the current geological knowledge of the Carolinas. They and the members of the Carolina Geological Society can be justifiably proud of this important contribution to the "history" of our area.

— John Welch, North Carolina Division of State Library

What drives a retiring, indecisive, unmarried professor into a determined frenzy of activity that transports him geographically from western North Carolina to London and back, emotionally from resigned aloneness to deeply satisfying marriage, and psychologically from estrangement from his roots to mature integration of all he has experienced? Mid-life crisis? Sex? Revenge? Self-redemption?

For the answers — and more — read Michael Malone's *Foolscap*, a delightful comedy of academe, theater, and self-discovery. Native North Carolinian and University of North Carolina at Chapel Hill graduate Malone has authored six generally well-received novels, and this seventh will only add to his reputation.

Michael Malone.

Foolscap.

Boston: Little, Brown and Company, 1991.
392 pp. $19.95. ISBN 0-316-54527-9.

Foolscap is humorously barbed but not malicious satire targeting academic politics, scholarly narrowness, research trendiness, willful donors, publishing politics, theatrical games-playing, and regional stereotypes. But foremost, it chronicles the occasionally traumatic, often hilarious, but ever maturing evolution of one Dr. Theodore Ryan. Son of peripatetic entertainers, Ryan has fled his childhood rootlessness to seek stability as professor of Renaissance drama at Cavendish University in Rome, N.C. As Ryan admits, "I like my theater on the page, not the stage."

But theater intrudes nonetheless. Taunted into acting in a faculty production and galvanized by the news that a former nemesis is to be director of Cavendish's new performing arts center, Ryan takes a fateful step. A play he once penned he unveils to America's "greatest living playwright," Joshua "Ford" Rexford, of whom Ryan is the official biographer. (And what a subject Rexford is: a larger-than-life philandering drunk who nevertheless has won four Tonys and three Pulitzers.) Exit Ryan's life as a spectator.

After he and Rexford revise the play, *Foolscap*, which depicts Sir Walter Raleigh as he awaits execution in 1618, the old playwright steals it away to England. In pursuit, Ryan begins to act with an uncharacteristic decisiveness. He serendipitously recovers his play, but Rexford kills himself in an auto accident. Ryan, momentarily left aimless, then embarks on a meaner project: to pass *Foolscap* off as a long-lost and unknown play written by Raleigh himself. Can he fool the expert — retired Oxonian Renaissance scholar Dame Winifred Throckmorton, whom Ryan has idolized for years? Will he sacrifice his integrity for a moment of notoriety? Suffice to say, the resolution allows Theo a clouded triumph on the stage and a new-found integration of his theatrical, academic, and personal selves.

Malone's well-conceived play-like structure carries the plot smoothly. Five scenes are divided into chapters titled as stage directions and headed by wonderfully apt epigrams. The characters are numerous and diverse, and though some are thinly drawn, all function to enhance the story's success.

Foolscap belongs in any public or academic library, and should be required reading for all academics, particularly the opening chapter's account of the English faculty meeting. If that does not bring self-recognition, nothing will.

— Robert Dalton, University of North Carolina at Chapel Hil

Lagniappe*/North Caroliniana

compiled by *Plummer Alston Jones, Jr.*

Editor's Note: "Lagniappe/North Caroliniana," the newest feature column of *North Carolina Libraries*, is envisioned as a complement to "North Carolina Books." As such, "Lagniappe/North Caroliniana" will feature reviews of materials in various non-book formats presenting fictional or nonfictional accounts on North Carolina or the Southern regions which include North Carolina (e.g., the Appalachians, the Southeast, the Old South, the New South, etc.). Publishers and creators of non-book materials which meet these criteria should forward materials for possible review. Reviews of up to 250 words are welcomed and will be considered for publication. Send materials and reviews to Plummer Alston Jones, Jr., c/o Iris Holt McEwen Library/LaRose Resources Center, Elon College, P.O. Box 187, Elon College, NC 27244-0187.

North Carolina Business Periodicals: A Review

by Barbara S. Akinwole

There are numerous business periodicals that can be read to keep one informed on the state of the economy, who's who in business and industry, and who among us is brave enough nowadays to venture into entrepreneurship land. Indeed, the selection process for business periodicals can sometimes seem overwhelming. When selecting a periodical for the library's collection many factors must be taken into consideration, including the cost of the subscription, content and frequency of the publication, institutional setting, and the clientele to be served. These factors are especially important in times when budgets can support only a limited number of subscriptions.

The current state of affairs in business and industry requires a keen awareness of the changing trends in local areas, the state, and the nation. North Carolina's business periodicals are excellent sources of timely information that is helpful to business leaders and government officials who make daily decisions which have a significant impact on local, regional, and state economies. Admittedly, these business periodicals provide at best "interesting" reading for the general citizenry, but, for the serious reader, they provide a wealth of information sufficient to make informed personal or business decisions.

The following is a review of selected recommended North Carolina business periodicals.

Carolina Business, Eastern North Carolina's Business to Business Journal
(1985- ; Taylor Publications, Inc., P. O. Box 12006, New Bern, NC 28561; Telephone: (919) 633-5106; monthly; $27).

Carolina Business, Eastern North Carolina's Business to Business Journal is the pride of this region of North Carolina. It is an excellent newspaper-like publication that gives credence to an area of North Carolina that is often left out of business- and industry-related conversations. Although the title indicates a regional focus, its contents include articles that address state, federal, and international issues of concern to eastern North Carolina specifically and the state in general. Moneywise topics are included, along with articles on education, population and economic trends, human resources, politics, management, and health. *Carolina Business* is normally divided into two sections with additional sections added as needed. The January 1992 issue, for example, included a third section which featured eastern North Carolina in review for 1991. The alphabetical listing of new businesses included in Section A is a definite plus, but a subject listing would be helpful. Each month a different North Carolina county is featured in "Community Focus," again, a plus for this publication and the county thus highlighted. The advertisements are plentiful as well they should be in a periodical whose primary objective is to promote eastern North Carolina as the place to be for business and industry. Section B, perhaps the periodical's strongest selling point, covers real estate and investment facts as well as newsworthy articles on consumerism. *Carolina Business* is a good source of information for student reports on North Carolina counties. Real estate entrepreneurs will not find a better information source. Community college libraries particularly will find this periodical helpful for small business centers clientele. *Carolina Business* is a must for academic, public, and school libraries.

*La•gniappe (lăn-yăp´, lăn´ yăp´) n. An extra or unexpected gift or benefit. [Louisiana French]

Minorities and Women in Business

(1984- ; ed. John D. Enoch; Venture X, Inc., 441 S.Spring St., Burlington, NC 27216; Telephone: (919) 229-1462; bimonthly; $15).

Minorities and Women in Business is a timely North Carolina-based periodical. Fashioned after other slick-cover publications, it is trendy and chock-full of pertinent information. Its purpose is to give voice to a segment of the business population that might not otherwise be heard from. *Minorities and Women in Business* features articles under such headings as "Role Models," "Securities Market," "Increase Profits," "Death and Taxes," and "The Art of Persuasion." Also included are timely articles and commentaries on national and international topics of importance to all entrepreneurs, but especially minorities and women. *Minorities and Women in Business* is not a separatist periodical; its focus is broad while at the same time it addresses many issues that are sometimes unique to minorities and women entrepreneurs as well as issues that are often given less than adequate treatment in other business periodicals. *Minorities and Women in Business* is recommended for academic, public, and special libraries, especially those serving financial institutions.

Business: North Carolina

(1981- ; ed. David Kinney; News and Observer Publishing Co., 5435 77 Center Dr., Ste. 50, Charlotte, NC 28217-0711; Telephone: (704) 523-6987; monthly; $26; indexed in *Trade and Industry Index*; available online through DIALOG and BRS).

Business North Carolina is a monthly periodical whose title is very much indicative of its scope. It rates an "A" in timeliness and newsworthiness. The reader is introduced to the periodical by way of a folksy, but informative editor's column entitled "Up Front" which is followed by a full-page spread showing the economic trends of the state. These standard features are followed by the "Tar Heel Tattler" column, which is essentially a fact-based extension of the opinion-based "Up Front" column. Once the reader has been made to feel comfortable with this periodical, a series of interestingly written and informative articles is presented. Topping off all of these power-based articles are subtler, more personal features, including "Expense-Account Dining," which allows the reader to jet or drive around the state and sample cuisines from the sea to the mountains, and "People," which spotlights individuals and their business successes. *Business Carolina* is recommended for academic, public, and special libraries.

Triangle Business Journal

(1985- ; ed. Dale Gibson; American City Business Journals, Inc., P. O. Box 95143, Raleigh, NC 27625; Telephone: (919) 878-0010; weekly; $36; ISSN 0891-0022).

Triangle Business Journal (*TBJ*) (formerly: *Triangle Business*; publisher: Spectator Publications, Inc.) was sold in November 1991 to American City Business Journals (ACBJ), Inc., a publisher of some twenty-six weekly business newspapers. The original publication was designed as an information vehicle for business executives in Wake, Durham, and Orange counties, who are charged with making decisions that have a significant impact on the business environments in those counties in particular and in the state at large. The change in ownership did not affect the quality of this periodical. *TBJ* remains newsworthy and the various enhancements have made it second to none in its class. "Bottom Line," a financial summary of publicly held companies in the Triangle, is one such excellent addition. This column contains information useful to job seekers and anyone who wants to maintain an awareness of the business community. "TBJ Stock Watch" is a quick way for investors to keep abreast of the local stock trends without having to wade through those lengthly columns of stock quotes. *TBJ* could be viewed as a condensed version of the *Wall Street Journal* for North Carolina companies. Although much of the information found in *TBJ* is available in other sources — for example, the *New York Times* Sunday crossword puzzle was recently added — *TBJ* serves its intended clientele well. *TBJ* provides excellent reading for students in college business departments and is recommended for academic, public, and special libraries.

Business Leader, The Magazine for Decision Makers

(1989- ; Business to Business, Inc., 4109 Wake Forest Road, Suite 103, Raleigh, NC 27609-6260; Telephone: (919) 872-7077; monthly; $20 for one year, $35 for two years; ISSN 1058- 6490).

If you want to know what's really going on in the Raleigh-Durham-Research Triangle Park business community, then you need to read *Business Leader, The Magazine for Decision Makers*. This slick-cover periodical focuses on the issues and trends of concern to small and medium-sized businesses located in this populous geographical area of North Carolina. The column "Personalities" provides insight into the lives of local entrepreneurs. "Business Network," the "what's happening" section, includes information that can be found elsewhere in other publications, but not in such an impressive and pleasing-to-the-eye format. The "Business Lunch" column introduces a personal touch by highlighting eating places in the Triangle area. Junior and senior high school students as well as college students who are interested in careers in business and industry should be reading *Business Leader* on a regular basis since it exposes them to infinite possibilities for employment. Despite its regional focus, *Business Leader* is an excellent tool for introducing the "future of America" to life in the world of work. *Business Leader* is recommended for academic, public, and school libraries.

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Fall 1993 Social Issues in Librarianship
Jane Moore, Guest Editor

Winter 1993 Conference Issue

Unsolicited articles dealing with the above themes or any issue of interest to North Carolina librarians are welcomed. Please contact the editor for manuscript guidelines and deadlines.

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