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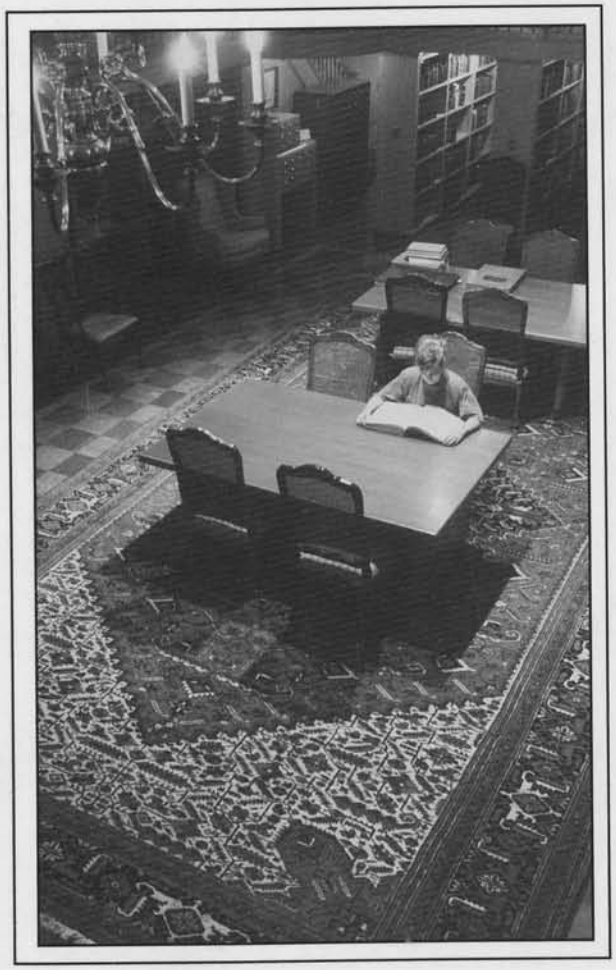

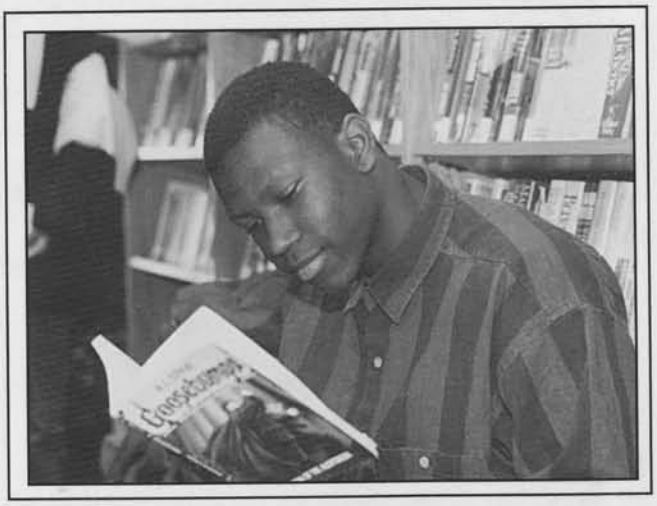

... books are a special or magical invention, and thus by extension, book collectors and book lovers are on a sort of quest for the Holy Grail, in search of, and in communion with, magical things.

— David Stegall, Page 100

NCL Community of the Book

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North Carolina Libraries

Fall 1996

Community of the Book

Guest Editor, *Rosemary H. Arneson*

Features

Advertisers: Broadfoot's, 133; Checkpoint, 121; Current Editions, 109; Ebsco, 102; *Journal of the Tar Heel Tellers*, 119; Mumford Books, 137; Quality Books, 112; SIRS, front cover; UNC Press, back cover.

Cover: Photo of members of *North Carolina Libraries* Editorial Board by Rose Simon; photo of Z. Smith Reynolds Library, Wake Forest University courtesy of Rhoda Channing; photo of student reading courtesy of Kay Stockdale.

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From the President

Dave Fergusson, President

If you haven't seen it yet, take a look at NCLA's new home page on the Web. The Rockingham County Public Library is generously maintaining it for us, and the address is http://www.rcpl.org/ncla. Sue Cody took on this web site assignment, and by the time you have seen it, I think several of our sections and round tables will have additional home pages of their own set up and linked. Of course, if you are not a subscriber to NCLA-L, go directly to jail and do not collect $200. Rather, send the message "subscribe ncla-l yourfirstname yourlastname" to listserv@ils.unc.edu.

While attendance at the NCASL Conference in High Point was below expectations, the programs and exhibits I visited were great. I enjoyed spending some time soliciting vendors for future conferences and I won a door prize at lunch. Former *Omni* magazine editor Keith Ferrell's take on the Internet, which he delivered after the lunch, was both challenging and disturbing. Ferrell decried the lack of authority and the disconnected qualities associated with much of the information our young people accept as fact off of the Net. He contrasted that with the linear progression of thought and the validity associated with material which has been judged, edited and published by a publishing house with a reputation earned over time.

The NCLA Executive Board met Wednesday, August 7, in High Point, and I want to mention two interesting outcomes. The entire board met all afternoon with facilitators Ernie Tompkins and his wife Nickol Northern-Tompins to address the unresolved issues in the 1995 Governance Study. Ernie, who works with the City of Winston-Salem and seems to know half the librarians in the state, and Nickol, who works for the City of High Point, graciously donated their time to help us.

After much discussion, it was agreed that the Board would investigate preparing an amendment to the Constitution for a membership vote. The change would award an additional seat on the Executive Board to a section or round table reaching a certain level of membership, and would add additional seats as higher membership numbers are reached.

A motion is also being prepared for the next meeting of the Board which will charge all NCLA bodies (sections, round tables, etc.) with adopting substantial registration cost differences for members and non-member rates all at future workshops. This would affix value to membership, and in effect penalize non-members, or those not involved in the organization which provides the workshops. Draconian as it may seem, this is a common practice and expands the value of membership.

A major concern of the Association these days is its decreasing membership, especially renewals which have really declined. The Membership Committee, headed by NCLA Directors Barbara Akinwole and Jackie Beach, is working hard to address this problem, but in the meantime I thought it would be worthwhile to look at NCLA membership as it would be examined in the "private sector" — to see how the value measures up. I selected two very popular ways of spending one's money and then compared them to NCLA membership.

Comparison of NCLA Membership to the cost of a BMW 318i convertible:

> Your NCLA membership costs $10-$40 per year while the BMW rounds out at $32,750. How good are opportunities to meet other people? The NCLA Conference draws 1,400 people. The 318i seats four. What does it cost for maintenance? NCLA averages $30 dues per year. The BMW will average $30 a day if you are lucky. NCLA is, of course, a *North* Carolina organization. The BM'er comes from Germany, or worse yet, *South* Carolina.

Comparison of NCLA Membership to "Taste of Asia Vacation," including Singapore and Bangkok.

> Again, NCLA costs about $10-$40 a year. The "Taste of Asia" trip costs $1,860, double occupancy, and food is not even included! NCLA affords you the opportunity to meet 1,500-2,200 members annually. As to the vacation, how many people can you meet in nine days? The record of your years in NCLA is preserved in *North Carolina Libraries*, but your trip? Snapshots.

Any way you cut it, NCLA is a *great* deal! Don't you wonder why more people don't skip the family vacation altogether and buy everyone in the family an NCLA membership - toddlers through grandparents? The amount of money saved by belonging to NCLA is a wonder of modern America!

Community of the Book:

Introduction ... by *Rosemary H. Arneson*

At first glance, reading seems to be the most solitary of activities. Think of reading and you picture a person alone with a book. For many of us, in fact, the idea of having the solitude and time to plunge into uninterrupted reading is one of our fonder fantasies. I submit, however, that reading is a communal activity, something that binds us together into a Community of the Book.

The first link in the Community of the Book is the connection made between author and reader. Whatever inner fire drives a writer to write, it is clear as we listen to authors discuss their work that they are writing with the idea that their work will be read. The writer writes to inform, to instruct, to convert, to amuse, to entertain, to touch another—the reader. And once a reader picks up a writer's book and begins to read, the first link in the Community of the Book begins. The writer has found an audience.

The conversation between writer and reader does not flow in just one direction, however. When we are engaged in the act of reading, we are asking questions of the writer. And the writer answers. The questions may be as mundane as "How do I hook up the modem I just bought for my computer?" or as life-changing as "How do we find meaning in the suffering caused by the death of a loved one?" In the Community of the Book, we find answers, or, if not answers, at least someone with whom we can share the question.

The Community of the Book does not exist solely between reader and writer, however, and that is what this issue of *North Carolina Libraries* will explore. First, David Stegall, philosopher, librarian, and bibliophile, explores the importance of narrative to our human lives. Could we be what we are without the stories we have told through the centuries? What do these stories say to us and about us? Frances Ashburn builds on this theme by describing, "Let's Talk About It," a book discussion program for adults that connects scholars in the humanities with readers. This program, which has been successfully implemented in public libraries across our state, addresses both our need for stories and our need to talk about the stories we hear and read.

Rhoda Channing continues with an examination of the Community of the Book as it is served by, perhaps even created by, the academic librarian. The library, she tells us, is the "paragenetic repository" of knowledge, the means by which we pass our culture from one generation to another. With a sense of high calling, Channing demonstrates that scholarship cannot flourish in the future without libraries and archives that house the accumulated knowledge of the past.

Susan Mayes, herself an oblate in the Benedictine Order, describes the Benedictine collection maintained by Belmont Abbey College. This collection serves both the academic community of the college and the monastic community of the Abbey. Mayes connects this library to the greater community of the Benedictine Order and describes the role that reading and books have played in the Order over the centuries.

In his article, Patrick Valentine traces the growth of public library service in North Carolina. He shows how library service extended into the rural corners of the state, and how it expanded from a service for "whites only" to an inclusive service reaching the entire community.

And our public libraries continue to serve as creators of the Community of the Book, as Joan Sanders shows in her article describing the "Share A Book ... at Home" project. This is a community project; it involves the local library, its Friends group, Head Start, the local hospital, and any number of other local service centers. Its goal, simply stated, is to create in Elkin a community of readers, beginning with the youngest residents.

Mayes, Channing, and Valentine all look at the Community of the Book as something that stretches back through time, but is it also something that will continue? For evidence, we present two articles from school librarians Nancy McNitt and Kay Stockdale, both of which describe programs in their schools that encourage students to read. Stockdale provides the background, the "why" of creating Communities of the Book in our schools; McNitt describes one school's successful "how."

Human beings are social creatures; we cannot live in isolation from each other. Books, as the articles presented here show, provide us with links with each other, with our past, and with the future. Join us in celebrating the Community of the Book!

Books and the Human Need for Narrative:

Reflections on the Writings of Paul Ricoeur

by *David Lee Stegall*

"It is not by chance or by mistake that we commonly think of stories that happen to us or of stories in which we are caught up, or simply the story of a life."[1]

— Paul Ricoeur

I. Portrait of the Bibliophile

When one thinks of books and of the voracious reader, in short, the world of the bibliophile, the lover of books, a whole constellation of images comes to mind. Readers who survey the shelves of their homes characterize the volumes stacked around them in a dozen differing yet reverential ways. "These books are my friends, to whom I can turn for wisdom and humor and stories of adventure. These books are my reminders to myself, of what I have learned and of what I want to be." The shelves are like the layers an archaeologist would dig through, each layer an interest once had or an author whose every novel and story one gathered and savored. Sitting and surveying a lifetime of books, a favorite thought experiment of the bibliophile is to try to decide what would be the five books one would want to have if marooned on a desert island. [For myself, the answer is Hugh Lofting's *The Voyages of Doctor Doolittle*, *The World as I Found It* by Bruce Duffy, *The Plague* by Albert Camus, Joseph Heller's *Catch 22*, and *Shantyboat* by Harlan Hubbard]. This question is, of course, a version of asking, "what are the most precious books to me," the books one recommends or gives to friends. As the reader reflects upon the joys of reading, the authors that have befriended through their stories, the stories that seemed written just for one's own predicament, the enriching of life by books — from all this one easily slides into thinking the common claim that books are a special or magical invention, and thus by extension, book collectors and book lovers are on a sort of quest for the Holy Grail, in search of, and in communion with, magical things.

And yet clearly the voracious reader, the book lover, are also felt to be comical figures. Consider the parallel with the history of philosophy, where as any textbook teaches, the first Western philosopher was Thales. And any story of the origins of philosophy always includes the tale of Thales being so deep in thought that while walking through the countryside, he fell down a well and was thus laughed at by passersby. Thales embodies the "daydreamer" and the impractical thinker, and these same connotations cling to any discussion of the life of the bibliophile. The love of books appears whimsical, akin to a withdrawal from "real life." From Thales onward, philosophy has had an aura of the comic, as being a daydreamer's life. The same comic aura clings to the life of the bibliophile. The reader seems to be a daydreamer and sleepwalker, oblivious like Thales.

II. A Human Need for Narrative

Given the above, books seem to be a luxury, in both meanings of the term luxury — an escape from the world and something quite nonessential. Indeed, when one thinks of something like Maslow's hierarchy of needs, books do appear to be a luxury. For Maslow, there are physical needs, then safety needs, then social needs, then esteem needs and finally self-actualization needs. We are tempted, by the glory of the term 'self-actualization,' to say that this is where the experience of books and story lies. But such a temptation would be false, as the philosopher and theorist Paul Ricoeur has argued in his recent article,"Life in Quest of Narrative," in

It is common to talk of the reader bringing the book to life by the act of reading, but following Ricoeur, there is also and more importantly the book bringing the reader to life, giving to the reader the sense of the world as being understandable in units of meaning.

which Ricoeur presents his account of the nature of narrative. As Ricoeur states, "Fiction contributes to making life...into a human life."[2] Ricoeur argues that a *human* life is a narrative life, where a "narrative life" is a life that experiences stories told to it, and "stories to itself," as it describes its own life to itself. Thus, for Ricoeur, the need for narrative is infused into what it means for one to experience the world as a human being.

To make such a claim is no small feat, for as Ricoeur notes "Stories are recounted, life is lived. An unbridgeable gap seems to separate fiction and life."[3] Yet, Ricoeur continues "the sense or the significance of a narrative stems from the intersection of the world of the text and the world of the reader."[4] As David Carr puts it, in characterizing Ricoeur's overall theory, "Narration, far from being a distortion of, denial of or escape from 'reality,' is in fact an extension and enrichment, a confirmation, not a falsification of its primary features."[5]

But to say all of this is to leap ahead in 'the story.' First of all, what is meant by narrative? By narrative one means: Taking the world in terms of units of Beginning-Middle-End, of finding coherence within a unit of experiences, a carving out of a unit of meaning from the flow of experience. Humans experience the passage of time and the living of life, not as a stream of succession, of A, then B, then C..., but as episodes, 'experiences,' which have a coherence. As Ricoeur puts it, "In this sense, composing a story is, from the temporal point of view, drawing a configuration out of a succession."[6] or again, "the plot serves to make one story out of the multiple incidents or, if you prefer, transforms the many incidents into one story."[7] To be human is to hunger for units of meaning, echoing a basic need of humanity. And it is narrative which meets this hunger, a hunger for endings, for encapsuled events, for units of meaning in life. A beginning, middle, and end form a unit of coherence, of meaning, as they become a recognizable episode. We experience a capsule of Beginning-Middle-End by reading or hearing the tale told, but beneath any story, heard or read, there is the underlying message of breaking the flow of the world into units of meaning, and learning to tell one's own stories of one's experiences.

It is common to talk of the reader bringing the book to life by the act of reading, but following Ricoeur, there is also and more importantly the book bringing the reader to life, giving to the reader the sense of the world as being understandable in units of meaning. From this it follows that stories do not just inform or entertain, if by this we mean being given facts or diversions from life. Rather, or more importantly, to have a self-understanding is to be able to tell the story of oneself. "Life is an activity and a passion in search of a narrative,"[8] as Ricoeur summarizes the point. We hear that we should tell our story, as if we had any other option. To be human is to be storying, and there is no other way of being human in the world. Just as a paleolithic hand ax reveals the shape of the human hand, stories reveal the shape of the human mind, the shape of "meaning." Storying, creating units of meaning and wanting units of meaning, is part of the structure of how humans think.

Because the hunger for books, the hunger for reading, is a subset or subvariety of the human hunger for story, books fall into that list of ways and settings in which humans encounter narrative — the human activities which are embodiments of story or narrative. Such a list *in toto*, reads like the whole journey of humanity. First, there is the tribe gathering around a campfire at dusk to narrate the hunt or dance again the myth of how life came to the land. There is the narrative of parents telling wisdom tales to children in their laps, and gatherings throughout human history, with their public performances of myths and epics by bards or traveling entertainers. All this right on through to today's television and theatre and cinema and library storyhour. All reflect an unbroken chain of humanity's way of being in the world, a way of being in the world in terms of creating units of meaning called stories, units with beginning, middle, and end, that one can apply to one's own episodes of life. The story "of my childhood, of finding a companion, of making one's way in the world," are all stories of self-understanding whose making one was tutoring in, by hours of the stories of one's community. Narrative continues beyond the personal, for story is the coin of the realm for far more than personal discourse. A community tells its history, its story of itself, with all its accompanying myths, its wisdom tales, its exemplars of how good citizens live, on to its chapter within the story of humankind. Science narrates as well, with its story of evolution and of the big bang, the story of the rise of civilization, the story of life and death. Story pervades then at each level — the personal, the social and the general — as being the way humans conceptualize the world.

III. Reading as Emancipation

But are books then banal, because they do only what the campfire tale and the Aesopian homily does, i.e., supply examples of how to see units of meaning in the ongoing flow of time? On the contrary, it is the power of narrative, the human as the animal who tells stories, that guarantees to books a place of richness and honor in the human story.

This power of stories is often characterized as a story's ability to 'free' the reader, not free them from their day-to-day worries, but free them in the sense of telling them that the world can be otherwise. For Ricoeur, to be freed, to be emancipated, is to be shown other possibilities for one's life. As philosopher David Wood puts it, "Ricoeur suggests we think of the examined life as a narrated life, characterized by a struggle between concordance and discordance, the aim of which is to discover, not to impose on oneself, a narrative identity."[9] In short, from story, one finds there are other possibilities, other ways to live. Beyond a need for coherence, the need for units of meaning, there is then reading as emancipation, and indeed this notion of the narrative as emancipating leads one to again think of narrative as being the last rung of Maslow's ladder. This freeing, of what does it consist? In stories we think that information is being conveyed — the information about other places — such as what it is like to live in a world of concrete and asphalt or what it feels like to be in love. But what any story conveys to the hungry reader or listener is other possibilities, other

Stories become thought experiments by which one learns of all the interesting, differing units of meaning that humans have made for themselves.

ways one could live one's life and other ways one could think of oneself. Consider the book *Reading Rooms*,[10] in which various authors write of what libraries meant to them. One motif that recurs in this anthology is of young people, often in isolated circumstances, finding in a story on a library shelf, possibilities for their lives that they and perhaps their whole community had never spoken of. In a story, a poor black youth can learn that not all blacks are poor, and from this fact can imagine other new exciting possibilities for his or her life. One can read of worlds where not all the rulers are male, or where there are positive portrayals of gay life, or where growing up doesn't mean going to work in the local mill or foundry. In these pages, there are tales of places where atheism is fine, or where parents don't hit children, or where imagination is rewarded and listened to, rather than dismissed. Stories become thought experiments by which one learns of all the interesting, differing units of meaning that humans have made for themselves. Thus from a story first felt as someone speaking to the reader, there comes then from the experience of the story a modeling of how one can speak to oneself about oneself — the possible stories for oneself are enlarged.

IV. Conclusion

To have said this sounds simple, but what it says about what it is to be human is not so simple. Within life, there can be conflicting stories, distorting stories, addictive stories; there are no guarantees, and the stories one lives by can make false endings, assign meanings to meaningless moments, and become a fog that settles upon experience to blur the sharp edges of reality. Yet, stories do not merely distract us from painful or dull realities. Stories are the stuff of human reality — they are how one experiences reality. A story is not a magic potion, but is instead a necessary tonic for being human, and thus in a roundabout way perhaps magical after all.

To return to the beginning of the story: Thales, the philosopher fallen into the well, is comical, by being so deep in thought that he tumbles into a hole in the ground. But he is also doing something deeply revelatory about the human situation — he is in his thoughts, as he walks without seeing, asking the question, "What is the nature of reality?" or "What is this strange thing that we call 'the world'?" Likewise, the bibliophile is at times comic, but is, as Ricoeur tells us, also a reflection of something fundamental to the human situation — the need for story, for narrative, as the stuff of human thought.

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4 *Ibid.*, 26.

5 David Carr, Charles Taylor, and Paul Ricoeur, "Discussion: Ricoeur on Narrative." In *On Paul Ricoeur*, edited by David Wood. London: Routledge, 1991, 162.

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9 David Wood, "Introduction: Interpreting Narrative." In *On Paul Ricoeur*, edited by David Wood. London: Routledge, 1991, 11.

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Let's Talk About It Some More

by *Frannie Ashburn*

On Thursday evenings this spring, thirty citizens of rural Randolph County gathered in their small public library in Archdale to talk about children's literature in a program called "Not For Children Only." Over a nine-week period, they met five times to discuss the enduring value of such works as *Little Women*, *Wind in the Willows*, *Roll of Thunder, Hear My Cry*, and *Charlotte's Web*, books that can be read and enjoyed by adults as well as by children.

At the first program, there was lively discussion about the two books that everyone had read in preparation for the evening's lecture and discussion — Iona and Peter Opie's *Classic Fairy Tales* and *Tatterhood and Other Tales*, collections of fairy tales that focus on heroines instead of heroes. The evening's speaker, Dr. Cassandra Kircher from Elon College, was the first of the five humanities scholars who would come every other week to lead programs. Dr. Kircher began with a half-hour introduction to fairy tales in which she discussed the origin and collection of these culturally significant stories. The audience then split into three small groups for the real business of the evening, a "Let's Talk About It" program — and the participants were eager to do just that.

The groups quickly began animated exchanges about their own favorites, and how these special stories had affected their lives and families. More than one person had been surprised to discover the multiple origins of the classic fairy tales and their often violent original versions. Cinderella — in all her cultural permutations — was a hot topic, including the values and lessons that children learn from her story. There was much talk of family storytelling in one discussion group whose nine members ranged in age from 25 to 80 and included some with college degrees as well as a recent graduate of the library's literacy program. One woman recalled the pleasure of hearing her grandmother's fairy tales, which she has passed on to her own children and grandchildren. She thought the *Tatterhood* tales featuring heroines were "exciting," and wished she'd been told those in her own girlhood. She plans to tell some of these to her granddaughters *and* grandsons.

The evening ended as most of these evenings do. Cassandra Kircher drove away happy to have spent two hours with enthusiastic people who had read the books and wanted to talk about them. She had expected to have a good time because her husband is an experienced "Let's Talk About It" scholar and has high praise for the project. The Friends of the Library cleared away the coffee and cookies and congratulated themselves on the success of their first programming endeavor. The delighted librarian accepted gracious thanks from the departing patrons, a third of whom milled around in the parking lot continuing the discussion long after the program was "over." "Let's Talk About It" was launched in Archdale, and the only question nine weeks later was, "When can we do this again?"

Reading and discussion programs just like this one began around a kitchen table nearly twenty years ago in Rutland, Vermont. Pat Bates, then program coordinator at the Rutland Free Library and now project director for the Howard County Library in Columbia, Maryland, experimented with a number of formats before moving the original reading group from her home to the public library and adding a humanities scholar to enhance the discussion. Within two years of settling on this successful formula, Bates had received funding from the National Endowment for the Humanities to develop the "Let's Talk About It" project with the American Library Association. A national team of scholars and librarians worked together to develop themes, select books, and set up a workable program format.

In the past 11 years, libraries in all 50 states have participated in "Let's Talk About It" programs, and more than a hundred themes have been developed at the local, state, and national levels. A

The reading and discussion program is really a "hook" to lure readers into the library and encourage them to explore the wealth of reading already available there ....

"Let's Talk About It" series has four or five sessions, each featuring a reading selected to address the overall theme. Themes are based on topics like work ("Working"), the Civil War ("Rebirth of a Nation: Nationalism and the Civil War"), romantic love ("Destruction or Redemption: Images of Romantic Love"), popular fiction ("What America Reads: Myth Making in Popular Fiction"), and women's autobiography ("The Journey Inward: Women's Autobiography"). Books are selected because they're "a good read" and because they address some aspect of the series theme. The reading and discussion program is really a "hook" to lure readers into the library and encourage them to explore the wealth of reading already available there; hence, "suggested additional reading" lists are handed out along with the series books.

The North Carolina "Let's Talk About It" project is funded by the State Library of North Carolina and housed at the Duke University Office of Continuing Education. Reading and discussion series on mystery, religion, science fiction, and Tar Heel literature have been developed over the years. The most recent of these explores "Twentieth-Century African-American Literature" and features the works of such writers as James Baldwin and Alice Walker. This theme was developed by Mimi McNamee, "Let's Talk About It" state project director, in conjunction with the North Carolina Humanities Council. Our state council is a strong supporter of libraries and has awarded numerous grants for "Let's Talk About It" programs to the state's public libraries.

Readers and scholars have continued to meet regularly in public libraries statewide and nationwide to talk about books and literature. This is critical for libraries in small rural communities where such opportunities often do not exist outside the library. A 1995 report on reading and discussion programs supported by the Humanities Projects in Libraries and Archives at the National Endowment for the Humanities states that:

- Programs have occurred in every state, the District of Columbia, and the three territories
- Reading and discussion programs have drawn an overwhelmingly enthusiastic response from participants, scholars, and librarians
- In comparison with other "parallel school" program formats, the reading and discussion group entails active personal investigation of humanities subjects over an extensive and sustained period of time (approximately 30 hours of reading, listening, and discussing for a typical five-book series)
- By 1987, nearly 2 million people had attended reading and discussion programs sponsored by all sources. Since 1987, about two million more people have participated in reading and discussion programs, both scholar-led (supported by the Humanities Projects in Libraries and Archives program of the National Endowment for the Humanities' Division of Public Programs) and others
- Replication of programs has become easier, more frequent, and less expensive through the efforts of the National Endowment for the Humanities, state humanities councils, the American Library Association, and others
- The demographic mix of participants has changed. More males are attending programs, especially programs that use nonfiction (usually history, political science, or biography). The age range is wider (from 16 to 83) and the mean age has decreased from 58 to 42.[1]

This is a program that works well and continues to grow and expand.

Humans have a genuine need for stories, and we hunger for the intellectual stimulation of connecting and communicating with others through thoughts and words. For as long as books have been written, people have been reading and contemplating what they've read and then gathering together to talk with other readers. This is not a new phenomenon. What is new, is that this "gathering together" takes place in the public library and that the gathering includes a humanities scholar.

The "Let's Talk About It" format (scholar-led reading and discussion programs targeting the out-of-school adult audience) provides an opportunity to talk about books and ideas and life and literature and values and all the other fascinating things explored by readers. Within this context, adults can read a book and gather to talk about it, with the discussion enhanced by a humanities scholar. Scholar participation is the major distinction between these reading and discussion programs and other reading projects such as the Great Books programs.

"Let's Talk About It" scholars do not provide the "answers" nor do they analyze the text. They enrich the discussion with biographical information about the author and critical perspectives on the text. By raising provocative questions about a book's characters and themes, the scholar inspires participants to relate their own experiences and insights to the book and to share their responses with the discussion group. The essayist Hannah Arendt says, "We humanize what is going on in the world and in ourselves only by speaking of it and in the course of speaking of it we learn to be human."[2] The discussion among participants is the focus of "Let's Talk About It," and the reading and lecture are the shared experience which forms the basis for the discussion. This shared experience empowers an audience of strangers to talk easily with one another about important topics.

The scholar is the key to the success of these programs, bringing expertise and personal interests and enthusiasms to the reading and examination of the text. Most readers do not have regular access to scholars with whom they can discuss their reading. And scholars find it stimulating and engaging to talk about literature with a mature audience, people who bring a life experience to their reading that is much different from the average twenty-something college student.

Scholars are recruited for the project by librarians and humanities council staff who know them from other public programs. And they're often recruited by their colleagues who have enjoyed their own participation. At the 1991 Lander University PRAXIS Humanities Conference in Greenwood, South Carolina, Dr. Judith James, professor of English at the University of South Carolina observed in a talk entitled "Cultural Literacy: A Two-Way Street":

> This leads me to another observation or two about these lifelong learners who come to ... public libraries to "talk about it." Reading for them is not an "academic" exercise. They are eager to connect their reading to their life experience — in fact, they insist on it. And they have more life experience than the students we customarily teach. They provide, in this way, a useful corrective to ivory-tower

> scholarship. They keep us realistic — and humble. As all good students do, they teach me as much (or more) than I teach them.
>
> Talking about books and writers with the adult audiences that participate in Let's Talk About It enlarges my perspective, fuels my enthusiasm, and feeds my soul.
>
> I invite you to consider for yourselves as teachers what Let's Talk About It has to offer. Just think: to engage in lively conversation with interested readers about books and writers worth talking about — with no tests to give, no papers to grade; who wouldn't feel renewed in our calling and better for having "talked about it"?[3]

Discussion is inspired by the literature, by the life experiences of the participants, and by the humanities perspective of the scholars. Reading and discussing literature from a humanities perspective involves language, history, anthropology, philosophy, and all fields of study united by the search to understand the mysteries of human existence. *What are the links of the past to the present? What is the moral basis for the decisions we must make each day? How can I be my own person and still peacefully coexist with those who are different from me?*

We read and discuss literature from a humanities perspective in order to see our lives and concerns within a larger context and to understand others in the light of these experiences. We can learn about books from other people, and we learn about other people when they talk about books. *What do the themes of destruction and redemption in Emma Bovary's life have to do with my life? with my loves? How do family dynamics in Pat Conroy's* The Great Santini *help me to understand my own family or families that I know?*

A library reading and discussion program is a team effort with the scholars, librarians, and participants each playing an important role. And the teamwork at the state and national level has been no less important in providing the structure and the funding for projects that have put programs in hundreds of libraries. The American Library Association and the National Endowment for the Humanities have been the major partners in developing reading and discussion programs at the national level. The American Library Association recognized the importance of providing packaged programs for busy librarians so that a library did not have to "re-invent the wheel" by selecting topics and books to address them. "Let's Talk About It" materials are available from the American Library Association and include posters, theme brochures including an essay that describes the series theme and an annotated bibliography for additional reading), clip art, and a publicity packet (pre-written news releases, public service announcements, etc.). Major funding from the National Endowment for the Humanities has enabled scholars and librarians to develop themes and pilot programs for national projects. North Carolina's State Librarian, Sandy Cooper, was the American Library Association's national project director for "Let's Talk About It," and she also served as a consultant for individual state projects. She knows first-hand the impact these programs have on libraries, communities, and the lives of readers all across the country.

In addition to her work with "Let's Talk About It," Cooper was instrumental in developing the "Voices and Visions" reading, viewing, and discussion programs on modern American poetry that grew out of the "Let's Talk About It" project. "Voices and Visions" was developed jointly by the American Library Association and the Modern Poetry Association with funding from the National Endowment for the Humanities. It expands on the popular "Let's Talk About It" reading and discussion model using videos. Scholar-led discussion remains the key to the program's success. In a "Voices and Visions" series, poetry comes alive through outstanding visual interpretations in the videos created for the popular Public Broadcasting Service series of the same name. Drama, dance, performances, interviews, archival footage, on-location cinematography, and recordings of the poets reading their own works heighten the participants' appreciation and understanding of the poetry. Robert DiYanni's excellent anthology, *Modern American Poets: Their Voices and Visions*, is the series text.

"Voices and Visions" was so successful that the American Library Association, the Modern Poetry Association, and the National Endowment for the Humanities developed the "Poets in Person" project for public library audiences. In "Poets in Person," engaging and influential writers talked with fellow poets and host Dr. Joseph Parisi, editor of *Poetry* magazine, for a National Public Radio series. The poets use vivid details and anecdotes to tell how they came to write some of their favorite poems, giving unique insights into the creative process itself. A typical half-hour audiocassette program features five or more poems as interpreted by the poet, demonstrating that contemporary poetry is compelling and easily comprehensible. The series book, *Poets in Person: A Listener's Guide*, gives biographical information on each poet, a critical introduction to the poet's work, the text of all poems read on the tape, a bibliography, and an audiography. Scholar-led programs follow the lecture/discussion format.

North Carolina public libraries are participating in a joint project with South Carolina that will bring "Voices and Visions" and "Poets in Person" programs to over sixty libraries, senior citizen sites, and workplace sites in the two states. *Poetry Spoken Then and Now* is funded by the National Endowment for the Humanities and is sponsored in North Carolina by the Center for the Book, a program of the State Library of North Carolina. Last fall more than 100 librarians and scholars from the two Carolinas met in Columbia, South Carolina, for a one-day demonstration program and orientation workshop led by Dr. Joseph Parisi, head of the Modern Poetry Association and principal scholar for the "Poets in Person" national proiect. Dr. Parisi led a discussion on Rita Dove's poetry, allowing scholars and librarians to experience the fun of being participants instead of presenters.

Six-session poetry programs were held this spring in five North Carolina public libraries, one of which was the Shepard Memorial Library in Greenville. Dr. Peter Makuck, Professor of English at East Carolina University and editor of *Tar River Poetry*, led the "Poets in Person" series entitled "Autobiography into Art," and offered the following assessment:

> Though I often present these poets to my writing students and am familiar with their work, I both learned more about and deepened my appreciation for, say, A. R. Ammons whom I've also written about. Parisi's taped interviews and his guide book were unknown to me and turned out to be wonderful discoveries. The audience itself was a very positive part of the experience for me. As Parisi quite correctly predicted in his workshop in South Carolina,

these participants were enthusiastic, friendly, bright, and didn't need to be prodded into discussion. As a teacher, you long for but rarely have such charged group participation.

I liked working off campus and out of an academic environment, liked discussing poetry with an informed non-specialized group. I enjoyed too working with MJ Carbo, our local librarian, planning the program and strategies. I did the talking, but she really did the lion's share of the behind-the-scenes work. I risk sounding sentimental, but it was reassuring to realize that there are such good people in our community.

This fall, in addition to poetry, North Carolina public library audiences will discuss the role the United States should play in our rapidly changing world. "Choices for the 21st Century: Defining Our Role in a Changing World" is designed to engage the American public in study and conversation about the values Americans share and the influence these values have on public life. This project is sponsored statewide by the North Carolina Center for the Book in partnership with the North Carolina Humanities Council. The North Carolina programs are part of an eight-state national project funded by the National Endowment for the Humanities and developed by the Choices for the 21st Century Library Project of Brown University's Watson Institute. The other states included in the national project are Connecticut, Illinois, Iowa, Maine, South Carolina, Utah, and Virginia.

"Choices" programs provide a forum for examining U. S. foreign policy options in terms of the nation's values and priorities, and they do not advocate any particular point of view. Programs are led by humanities scholars and participants will use the library reader, *What is America, and What Do We Want It to Be?* which was designed for the non-expert. Opinions are shared in the open, supportive, and neutral environment of the public library. These programs will attract people of all ages, educational levels, and experiences and will provide a public forum for citizens to engage in informed discussion — all of it for free at the local public library. This program truly is democracy in action.

At the heart of the "Choices" library program is an exploration of four distinct visions, or "futures," for the United States in the coming years. Each *future* reflects a different assumption about the goal of U. S. foreign policy in our national life. In the first session, the scholar and the participants use the *futures* framework to:

- explore distinctly different perspectives on U. S. foreign policy;
- examine the underlying values of each;
- identify the pros and cons, risks and tradeoffs of each; and
- consider the connections between values and the development of public policy.

This session lays the foundation for the series. In sessions two and three, participants examine challenges facing the United States in the Post-Cold War era, choosing from the series topics: immigration, China, the environment, peace, and U. S. trade policy. In the final session, armed with a deeper appreciation of the values that are at stake in the development of public policy, participants define a future that reflects their own judgments about the role they believe the United States should play in the future. During this final session, they also fill out a ballot expressing their views. These ballots are then shared with elected officials at the national level.

Literature, poetry, foreign policy — all are topics of book-based humanities programs that are taking place right now in North Carolina public libraries. These reading and discussion programs clearly demonstrate that public libraries are lifelong learning centers in our communities and are an open forum for all citizens. The humanist Richard A. Lewis says,

> humanities discussion programs represent an activity that is essential to our survival as a free people .... We sometimes hear discussion dismissed as idle, nonactive, a waste of time in a busy world. We are told that what is needed to solve our problems is action. But, when it is well conducted, discussion is action. Discussion is growth, clarification, self-discovery, change, understanding and any combination of these and other "events."[4]

Thoughtful discussion is alive and well in public library programs.

The Archdale Public Library's success with "Not For Children Only" inspired branch librarian Naomi Galbreath to apply for a grant from the American Library Association to participate in "The Nation That Works," a "Let's Talk About It" series that examines work as it is portrayed in films, essays, poems, short stories, and oral histories. Archdale was one of 20 libraries selected nationwide to host a fall series of programs. "Work Across Ages: From Grandparents to Generation X" will examine the attitude of different age groups toward work and the extent to which these attitudes reflect changing national values.

The library's co-sponsors for the programs are the Archdale-Trinity Chamber of Commerce, the First National Bank of Archdale, and, of course, those enthusiastic Friends of the Archdale Library. A newspaper article about the project reads in part,

> What does a small community library do when the world is pulling it in opposite directions: forward, on the one hand, to an increasingly mechanized information age, and back, on the other hand, to the deepening need for one-on-one discourse? In the case of the Archdale Public Library, the only solution is to go full speed in both directions.[5]

What a delightful response to the "books? or computers?" dilemma of today's expanding technologies and shrinking budgets!

Whether as a librarian or a patron, discover for yourself the pleasure of the thoughtful consideration of ideas, of reading and talking about books with people in your community. It's fun, it's free, and it can take place in your library. Come on, let's talk about it ....

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The Community of the Book:

An Academic Library Perspective

by *Rhoda K. Channing*

When I was asked to contribute to this issue of *North Carolina Libraries* on a topic which resonates within me as within most librarians, the phrase "paragenetic repository" immediately came to mind. A few years ago, Professor Emeritus Charles Allen of Wake Forest used this phrase in a talk to library staff. As a biologist, Professor Allen used a scientific term, but broadened the meaning to include transfer of information beyond genetics. He pointed out that libraries, as the repositories of our cultural artifacts, made it possible for human beings to learn from people who were unrelated to them, and who may have lived hundreds of years earlier in far parts of the globe, and whose language differs from their own. Only humans can transmit culture beyond genetics and the limits of space and time. What is the vehicle? It is the printed word, preserved primarily in the form of the book. This is an amazing concept, and in our roles as the keepers of the book, is a high calling and a grave responsibility! Who would wish to deny that through literature we are exposed to the minds and souls and perspectives of the great thinkers through the ages! And exposed as well to the frauds, hoaxes, and misconceptions of the others whose works have crept onto our shelves!

In academic institutions, more than any others, these thinkers and doers of the ages are kept alive through class assignments, discussions, and interactions. Each term, students meet Plato and Aristotle for the first time; encounter Aquinas, Luther and Confucius; debate Keynes and Malthus; and experience life through the writings of the existentialists, the Elizabethans, and the slave journals. Each class forms a community that exists for the semester, but which has a life of its own that continues beyond those brief meetings. How many of us have committed to memory phrases with special meanings for us from the works of Shakespeare, Milton, Martin Luther King, Jr., Austen, or other favorites? Their impact affects us for life. The community of the book, in the classroom context studies and analyzes, reads and evaluates criticism of the works under study, and shares insights among members. Edwin G. Wilson, former Provost and much revered professor of English at Wake Forest University, and other faculty members as well have told me that each time a work is studied in class, the teacher sees something new, aided in part by the "value added" through student discussion. Students and faculty members alike are learners in the process of developing and assimilating the worthwhile items to be found in the books we provide. If there is such a thing as "progress," it seems likely that it comes about through the community of readers, using the basis of ideas carefully preserved from the past; evaluating, affirming or discarding these ideas; and then combining them with the ideas of others, perhaps from different disciplines, and adding the original contributions of the reader.

The product of this complex process is often a book or a journal article! It is, after all, what our faculty and graduate students do — use the collections to formulate theories and do extensive research to refine them, verify or refute them, and then publish the results. In preparation for this essay, I examined four scholarly works, all published in 1995. I chose these books because they happened to be shelved near my office and 1995 was visible on the spine labels! To examine the bibliographies used by the writers is to be awed by the exhaustive efforts to gather information and interpretations. Without academic libraries, many of the sources used would have been unknown to the authors, or if known, unavailable, because many of the sources are old and highly specialized materials which would never have been acquired,or, if acquired, would very likely have been weeded in other types of libraries. Most of the journals would be found only on the shelves of fairly large academic libraries, carefully bound and covered with a film of dust.

A welcome acknowledgment of the role of libraries and librarians often appears in scholarly publications. For many scholars, one library, however large, is inadequate to reach the archival and primary sources necessary for completeness. Helmut Walser Smith, whose *German Nationalism and Religious Conflict: Culture, Ideology, Politics, 1870-1914* was published in 1995, says, "The research for this book is based on a number of archives and libraries throughout Germany and the United States." He names two dozen archives and libraries in Germany, and especially the academic research libraries at Vanderbilt and Yale in this country.[1] His twenty-

four page bibliography attests to his thoroughness. Michael Grant, author of *Greek and Roman Historians: Information and Misinformation,* used the writings of 61 ancient Greek writers and 60 ancient Roman writers as source material for his book. He also lists over 110 modern writers, mostly writing in English, but also in Italian and French, in his bibliography.[2] It is my best surmise that he found these volumes in university libraries. Howard Meredith's Dancing on Common Ground: *Tribal Cultures and Alliances on the Southern Plains,* University Press of Kansas, shows extensive use of a wide variety of sources — interviews, oral history collections, manuscript collections, government documents, 135 books, articles, and doctoral dissertations — to provide the basis for his conclusions. Many of his sources were found at the Universities of Tulsa and Oklahoma.[3] Without collections in academic libraries with strong interest in Native American history, could he have written this book? *Geographies of Exclusion: Society and Difference in the West* is David Sibley's latest contribution to scholarship. His bibliography includes 239 references to scholarly books and journals.[4] We all know that many journals exist only because there is an academic library market which supports them. The same is true for many scholarly press books, which are printed in relatively small runs and are no longer guaranteed to remain in print very long. The academic library, by acquiring these resources and holding on to them even in the absence of immediate use, can make it possible for the community of scholars to flourish.

The growth in inter- and multidisciplinary studies and collaborations has been a most interesting and instructive one to watch. In an academic setting, it leads to unexpected discoveries of parallel and intersecting work which adds enormously to the student's ability to make connections. I have always believed that the one element which indicates the value of a liberal arts education is the ability to make the connections between what one learns in history and philosophy and science with what one sees in art, literature, and politics — and vice versa. The reader who can put what he or she is learning in the context of current information, other points of view, and related subjects has begun to understand the world.

David McCullough is an historian who has won a Pulitzer Prize, two National Book awards, and the National Book Foundation Medal. The *Winston-Salem Journal* of March 10, 1996 quoted McCullough at a National Press Club function as saying, "The fabric of our way of life is in jeopardy because we are losing our national memory." His particular complaint was the lack of exposure to history courses in the schools. His only optimistic note was the existence of a good system of libraries.[5] Our national memory is in the paragenetic repository called the library.

In *The Chronicle of Higher Education,* Lawrence Biemiller writes about a young African-American poet, Carl Phillips.[6] Biemiller observes that Phillips's poems contain references to Yeats, an Irish poet, and to Li Po, a Chinese poet. There are allusions to Ophelia, Fra Lippo Lippi, and Langston Hughes. How would his poetic imagination have been fed without access to mythology, drama and literature in the library? In March, I happened to have a conversation with Dr. Olasope Oyelaran, a scholar in charge of International Programs at Winston-Salem State University. We discussed this essay, and I was interested to learn that Dr. Oyelaran will be teaching the works of the African writer Chinua Achebe, one of which gets its title from a Yeats poem. It was a book which conveyed that poem from Ireland, like a seed borne by the wind and dropped to take root on a distant place. Perhaps someday all the digitization projects now getting started will provide the access to the wealth of information currently held in our academic institutions, but it will not be in the next several decades.

The academic library, by acquiring these resources and holding on to them even in the absence of immediate use, can make it possible for the community of scholars to flourish.

In the classroom and in the library, students examine, explicate, and enjoy or deplore the texts they are required to read. They learn from each other, as each adds a slightly different perspective. More and more demand is placed on academic libraries for group study rooms, where students tackle assignments collectively. Whether we call this the Community of the Book, the Community of Readers, or the Community of Scholars, it is fostered and developed in academic institutions and their often over-

looked academic support units, the libraries. Perhaps it is fanciful to suggest that the Community of Scholars is a virtual community, beginning with the first analysts and critics who published their views and continuing and expanding to each successive generation studying the same problems and original texts, but informed by the earlier works. The students browsing in the stacks, even working individually, become members of this community as soon as they begin to review the words of those who preceded them. It is a subtle indoctrination into the world of scholarship.

The well-known scholar Jaroslav Pelikan is one who has thought deeply and read widely about the role of the university in society. He revisits John Henry Newman's nineteenth century work, *The Idea of a University*, with his own 1992 volume entitled *The Idea of the University — a Reexamination* (Yale). Pelikan has much to say about the role of the university library which is relevant to the topic of this discussion: "Whenever, after an era of mass amnesia like the present, the search for cultural identity becomes, as it must again, a search for cultural and spiritual roots, a new generation will turn to these repositories ..."[7] This follows "For it is only by 'the embalming of dead genius' in its libraries ... that the university can become a repository for 'the oracles of the world's wisdom,' and only by 'looking backwards' as 'a storehouse of old knowledge' that it can become 'a factory of new knowledge' and, as such, can 'look forward'."[8] Pelikan extols the role of the university library as the 'scholar's workshop,' and stresses its centrality: "It is simply sober fact to say that no single institution in the contemporary world of scholarship has a greater bearing on the future of the university than the library, just as nothing in the history of the university has had a greater bearing on its scholarship."[9] My concern, as this is not a budget presentation, is not to belabor the importance of the academic library, but to use his writing to reinforce that Community of Readers and Writers which, too, is made of the quick and the dead. The study of literature, Pelikan says, to be understood in context, must include knowledge of what writings were read by the author.[10] In some ways, I could describe this as a "vertical" virtual community!

With the links possible over the Internet, the "horizontal" growth of the community is enhanced, and contemporaries can share information and ideas. Again, academic institutions are advantaged in that they are the most likely to offer direct Internet access to every member of the academic community, so that college students and faculty are able to link to others with the same interest or need. These links, discussion groups, home pages, and more do much to broaden access and communication, but they continue to require the resources of the academic library for the pursuit, in depth, of the casual reference on the "Net." Many of our institutions offer public access to FirstSearch and the OCLC Online Union Catalog, giving our constituents immediate information about other resources on their topics and the libraries which hold these resources. It is then a small step to requesting and receiving many of these resources and using them to keep the cycle of reading and research alive. With the importance of resources sharing among libraries, there is a collective Community of Resource Providers undergirding researchers in each institution. In addition to academic libraries, major public libraries and libraries of all types and sizes contribute their unique resources, or sometimes those which are not unique, but simply available.

Our challenge as librarians is to understand the nature of our users and their work, to help them locate the Community through our catalogs and finding aids as well as through their classmates, teachers, and peers. It is to support their Communities through our collection policies and preservation efforts and to encourage them to delve more deeply by providing inspiring spaces for exploration and attractive stacks for the serendipitous discovery. It is also important to find ways to reach our Communities and reinforce our contributions and legitimate calls for their support.

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The Benedictine Collection at Belmont Abbey College

by *Susan E. Mayes*

Although the Benedictine Collection of Abbot Vincent Taylor Library has existed in its current location and form for little more than a decade, its genealogy can be traced back almost fifteen hundred years to the foundations of the Benedictine monastic order. St. Benedict of Nursia (480-547), the father of Western monasticism, established twelve monasteries in Italy during the twilight of the Roman Empire as havens for those who wished to devote their lives to God. In order to ensure the spiritual vitality and fair government of these houses, he compiled his famous *Rule*, a short work of seventy-three chapters with advice on the religious life ranging from the lyrical to the prosaic. Numerous commentaries have been written over the years on the *Rule*, but for most librarians two of its recommendations are paramount: the monk is called to live as a cenobite, or a productive member of his community, and secondly, the monk is to be a lifelong learner, with a corresponding duty of the community to provide him with the resources such intellectual work will require.

Wilfrid Tunink, O.S.B., is one of many monks to comment on how important the sense of community is to Benedictines.

> In calling the cenobites the strongest kind of monks, St. Benedict turned away from a prevailing inclination towards the eremitical life manifest in the teaching and practice of most Eastern monks ... We must conclude from St. Benedict's action that community life is a fundamental and essential characteristic of Benedictine monachism.[1]

The word "community" implies the need to care deeply for the welfare of the group while acknowledging that individual differences will sometimes make this very difficult. St. Benedict tells the Abbot that he must adapt himself to a wide variety of characters (*Rule* of St. Benedict, Chapter 2, hereafter cited as RB) (RB2). The Abbot is granted formidable powers of leadership for preserving unity, yet is encouraged to take counsel from all his monks when a major decision is contemplated, for God often reveals what is best to the youngest (RB3). This creative tension between the individual and the group provides the ultimate test for what Abraham Lincoln so eloquently calls "the better angels of our nature," since people must consciously choose the high road over the low to achieve good results. In fact, Abbot Jerome Theisen (1930-1995) has written of community as a metaphor for grace, while disunity may likewise serve as a metaphor for sin.[2]

St. Benedict assumes in the *Rule* that one of the factors uniting the lives of his monks will be the ability to read. This ability is not treated casually, since the Scriptures are to be read every day, with extra time provided for reading on Sunday (RB 48). It was even the custom, continued to the present day, for suitable literature to be read aloud during meals.[3] In fact, along with prayer and manual labor, reading is to be one of the three main activities of the monk.

> ...One must, in the monastery, possess books, know how to write them and read them, and therefore, if it be necessary, learn how to read. It is not certain that St. Benedict is speaking of a library since the word bibliotheca, which he uses in referring to books read in Lent, can mean, for him, the Bible. But St. Benedict evidently takes for granted the existence of a library, and a fairly extensive one at that, since each monk is supposed to receive a codex in Lent. Toward the end of the *Rule*, it is suggested that all read the Scripture, Cassian and St. Basil; they should be able to read in the refectory, in choir, and before guests.[4]

Even in their reading, the monks are to maintain their respect for community, since they are enjoined not to read aloud (the custom of the day) in a manner that would disturb their brothers (RB 48). The great monastic libraries grew from this dual emphasis on the book and community.

As the monasteries grew larger, monks travelled as missionaries to distant locations. There they founded new houses and continued their work of prayer and labor. Many Benedictine establishments today can thus trace their origins far back in time. In the case of Belmont Abbey, the Monastery of Metten in Bavaria was founded in 766. St. Vincent's Archabbey of Latrobe, Pennsylvania was founded from Metten

in 1846. Finally, in 1876, Herman Wolfe, O.S.B., a native of Germany, a monk of St. Vincent's, and a former Confederate medical officer, took possession of the old Caldwell farm near a small town then known as Garibaldi, North Carolina.[5] The new community took the name of Maryhelp, but when Garibaldi changed its name to Belmont it quickly became known as Belmont Abbey.

St. Mary's College, a school for boys founded at the Abbey, soon began attracting students from around the region. Many benefactors donated books to form the nucleus of the academic library. St. Vincent's Archabbey gave generously in the early years. Michael McInerny, O.S.B., a well-known architect, was responsible for the acquisition of a complete set of Migne's *Patrology*, now part of the Abbey's rare books collection.[6] Thomas Oestreich, O.S.B., made several trips to Europe in the late 1800s and early 1900s where he purchased books for the growing college.[7] On May 19, 1900, the collection narrowly escaped destruction by fire.[8]

As was typical of most libraries in the first part of the twentieth century, the Abbey's collection, of necessity, had to stand alone. Interlibrary loan was slow, and it was difficult to determine what other institutions might have a needed work. This began to change when the Library Section of the American Benedictine Academy met in July 1948 and decided to begin work on a union list of holdings for North American Benedictine libraries. The projected work was to have both a list of Benedictine authors and a subject listing of works about Benedictines and Benedictinism. Oliver Kapsner, O.S.B., undertook this massive task, which was published as *Benedictine Bibliography*.[9] Belmont Abbey College Library was among the ninety-four Benedictine libraries with holdings included.

Until the early 1950s books by Benedictine authors in the Abbey library were interspersed with other works in the general stacks. The *Benedictine Bibliography* project provided the impetus for a future collection to be devoted to monastic subjects. Under the leadership of cataloger Julia McDonnell and assistant catalogers Ethel D. Kaplon and Vickie Jenkins, works already processed were checked against the bibliography and a notation made on a separate shelflist card to indicate its need for inclusion in the planned collection. New items which met the guidelines listed in *Benedictine Bibliography* received a special notation on catalog cards. It would now be a simple matter to pull Benedictine books from the stacks and move them to a separate location. At this point the search began for a suitable place to house the new collection.

In 1975, the library's theology classroom served as a temporary "Benedictine room." In 1985, thanks to the generosity of the Cannon Foundation of Concord, North Carolina, the lower level of the College Library was completely renovated. At this time two rooms — the Abbey Room and the Archives Room — were combined to form the current Benedictine Room and dedicated to the monks of Belmont Abbey. The project was truly a labor of love for the library staff, who had worked hard over the years shifting the collection until it could find a permanent home. Mrs. Marjorie McDermott, Director of Learning Resources, and other staff members chose furnishings with care to provide a quiet, comfortable area for study and meditation. Benedictine tradition was not forgotten, as many antiques of religious and historical significance blend with modern furniture. Historic photographs of the Abbey decorate the walls. A statue of St. Scholastica, twin sister of St. Benedict, enjoys a place of prominence in the room, as does a "cathedra," or abbot's throne, handcarved by Brother Charles Eckel. Any librarian who has cleaned up after messy patrons will appreciate the sign on the wall which at one time hung in the Abbey Cathedral, "Notice: Tobacco chewing and spitting on the floor positively forbidden."

Today the Benedictine Collection contains about 3100 volumes and 350 bound periodicals. According to Ash, it includes "many rare volumes published in the last 200 years, and several journals published by European abbeys, some of which are difficult to locate elsewhere .... As far as we know, it is the only collection of its type in the entire South."[10] Examples of this would be two well-known monograph series, *Cistercian Studies*[11] and *Beitrage zur Geschichte des alten Monchtums und des Benediktinerordens*,[12] held by only a few American libraries.

The collection continues to grow with new acquisitions. Twenty-two percent of the holdings are in seven non-English languages, reflecting the Benedictines' worldwide interests and scholarly acumen. About twenty percent of the holdings are considered rare or fragile and are housed in a separate, noncirculating Benedictine Rare collection. Rare books are available for library use only Monday through Friday between the hours of 8:00 a.m. and 4:00 p.m. Other Benedictine books circulate under the guidelines of the library's established policies.

St. Benedict in the *Rule* encourages all manner of craftsmen to carry on their work in a spirit of service (RB 57), so the holdings in the Benedictine Collection reflect a broad spectrum of interests. While strongest in the areas of philoso-

For the Benedictines, with their fifteen hundred years of history, surviving the Dark Ages undoubtedly presented more of a challenge than that found on any computer network.

phy and theology, works in the sciences, psychology, art and music, sociology, history, library science, and even cookery are represented. North Carolina is not forgotten, having a prominent place in *Catholicity in the Carolinas and Georgia: Leaves of Its History, 1820-1878*, by the Benidictine Jeremiah Joseph O'Connell.[13] Theses and dissertations of the Belmont Abbey monks, housed in Benedictine Rare, cover an array of subjects. One of the collecection's specialties is American Benedictine history, featuring works on most Benedictine monasteries as well as biographies of prominent individuals. Many of the books have been authored by the monks of Belmont Abbey over the one hundred twenty years of its existence. An interesting example is *Major John Andre : An Historical Drama in Five Acts*, authored by Abbot Leo Haid (1849-1924).[14]

Beginning in 1988, all new acquisitions in the Benedictine Collection were cataloged via OCLC, and in 1994 older holdings were loaded onto the Online Union Catalog through retrospective conversion. We hope that this will increase usage of the collection. An online catalog is planned in the near future.

The past history of the Benedictine Collection is well-established; the present holds a crossroads; the future remains to be seen. Some might say that a religious order steeped in a tradition of solitude and withdrawal from the world has little to offer in a technological age, but on closer examination this proves to be untrue. Web surfers will encounter numerous references to the Benedictines, including in many cases holdings of their libraries and homepages of their monasteries. For the Benedictines, with their fifteen hundred years of history, surviving the Dark Ages undoubtedly presented more of a challenge than that found on any computer network. The shape of the Benedictine library of the future may be unclear, but one thing remains certain: it will remain dedicated to the ageless ideals of service, knowledge, and life in community.

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The Spread of Public Libraries:

The Community of the Book in North Carolina, 1900-1960

by *Patrick M. Valentine*

"Perhaps no deficiency in the Southeast is more marked than its lack of books and libraries and the consequent absence of reading habits."

— Howard W. Odum, *Southern Regions of the United States*, 1936.

Before there can be a community of the book, there must be books — and access to books. Public libraries were almost unknown in North Carolina until 1900. The state was rural and poor, and libraries of any and all sorts were few and far between.[1] There had been books in North Carolina almost since the first European settlers, but these were in private or religious collections. During the nineteenth century, a few communities had tried to establish literary societies and libraries, but they were short-lived. Even where continuing attempts were made to establish some form of library, as in Wilmington, they were not publicly governed or supported.[2] Such libraries were by their nature restricted libraries and the needs of the larger community were ignored.[3] An ambitious and promising youngster might gain access to a wealthy neighbor's private collection, or to a college collection in the few places that had one, but access to books beyond what one's family or church could afford was limited for most people in North Carolina. Other than reading the Bible or the newspaper, the community of the book hardly existed.[4]

This article will sketch the spread of public libraries in North Carolina. The German philosopher Jargen Habermas has argued that democracy progresses best when there is a public forum for open communication.[5] Public libraries provide such an arena, in the sense of being repositories and disseminators of retrievable knowledge and in that, such knowledge underlies, for Habermas, "ideal speech situations" and democratic norms.[6] But for there to be any practical results from these forums, there must be public libraries throughout the governing polity, in this case the state of North Carolina. For historians, on the other hand, the establishment of a public library is an index of community wealth, self-confidence, and literacy. So it follows that studying the origin and development of public libraries can provide insight not only to a community's openness to communication and the spread of democracy, but also to local resources and attitudes.[7]

By the 1870s, Wilmington and Asheville had the beginnings of viable subscription libraries which were soon relatively substantial and well-organized. A few other towns also laid claims to having libraries. The Vesper Reading Club opened a subscription-based library in Lenoir in 1875, but it declined after 1900. Salisbury had a Library Association from 1877 to 1881, when it turned the collection over to the Y.M.C.A. In 1880 a box or boxes of books were sent South and the village of Highlands had the beginnings of a library. Charles Hallett Wing, a retired professor, established a library in Ledger in 1886 or 1887 using 12,000 books discarded from the Boston Public Library.[8]

During the 1890s, a few towns established quasi-public libraries of one sort or another. In 1890 New Bern had an active if small collection formed by the Whatsoever Circle of women which was abandoned about 1902. Professor Andrew L. Betts opened a "free circulating" library at his Beulah Academy in Madison. The Hickory Travelers Club started a subscription library in 1893 by purchasing a rental collection from a local businessman. A library was supposedly started in Franklin around 1890 "by a few school children." In 1903, Goldsboro women started a collection with $25 worth of books, and four years later induced the city to appropriate some $400 a year.[9] Typically, a group of town women would start a reading circle or subscription library which was then considered open to the public — or at least to proper white folk.[10] But true access to the public at large was restricted, and public funding and control of libraries almost non-existent.[11]

The city of Durham established the first tax-supported public library in North Carolina in 1897 with modest help from Julius Shakespeare Carr. But after only a few years, the librarian admitted it was in poor shape, and in 1910 a field agent for the North Carolina Library Commission (NCLC) reported that the Durham Public Library was "in a perfectly awful condition."[12] The next year, however, with the hiring of a

MAP 1: Incident of known municipal libraries, 1910.

Source: *First Biennial Report of the North Carolina Library Commission, 1909-1910* (Raleigh: Edward & Broughton, 1910).

KEY (1910):

COUNTY: Town Name [✪]

ANSON: Wadesboro
BUNCOMBE: Asheville; Montreat
BURKE: Rutherford College
CALDWELL: Lenoir
CATAWBA: Hickory
CRAVEN: New Bern
CUMBERLAND: Fayetteville
DAVIDSON: Spencer
DURHAM: Durham
FORSYTH: Winston-Salem
FRANKLIN: Franklin
GASTON: Gastonia; McAdenville
GUILFORD: Greensboro
HAYWOOD: Waynesville
IREDELL: Mooresville; Statesville
MECKLENBURG: Charolotte
MITCHELL: Ledger
MOORE: Aberdeen
NEW HANOVER: Wilmington
ORANGE: Hillsboro
PITT: Greenville
POLK: Saluda
ROCKINGHAM: Reidsville
WAKE: Raleigh
WAYNE: Goldsboro

* Charlotte had a separate library for African Americans, and a Y.M.C.A. library.

trained librarian, Lillian Baker Griggs, the situation improved. In 1912, she reported a collection of 4,900 books and a circulation of 7,250 in a city with a white population of 11,372.[13] County residents began using it in 1914.[14]

The capital city of Raleigh was next to open a public library; indeed, the budding rivalry between Durham and Raleigh contributed to a race between the two cities to create a library. But Raleigh's 1896 campaign fell short. Philanthropy once more saved the day, through a far more generous benefactor than Durham enjoyed. Richard Raney donated $40,000 for a library and books in memory of his wife Olivia. The library opened in 1901 and by 1908, 11,846 local citizens enjoyed 9,690 books which circulated 27,270 times.[15]

The 1900s were the initial seed time for public library creation in North Carolina. The thirty public, society, or Y.M.C.A. libraries operating in 1910 were Aberdeen (1907), Asheville (1879), Charlotte (1901),[16] Durham (1897), Fayetteville (1908),[17] Franklin (1901), Gastonia (1904), Goldsboro (1907), Greensboro (1902), Greenville (1906),[18] Hickory (1906), Hillsboro (1910), Ledger (1886), Lenoir (1875), McAdenville (1908), Montreat (1905), Mooresville (1897), New Bern (1906), Raleigh (1901), Reidsville (1909), Rutherford College (1907),[19] Saluda (1894), Spencer (Y.M.C.A., 1908), Statesville (1907), Wadesboro (1905), Waynesville (n.d.), Wilmington (1907), and Winston-Salem (1905). Most of these were not, in fact, tax-supported public libraries and held an average of only 2,700 books each, which meant that some were very small indeed.[20] Librarians and library supporters were full of hope and determined to accomplish mighty things.

First in any listing of North Carolina librarians must come that whirlwind of enthusiasm, intelligence, political acumen, publicity, and steadfastness, Louis Round Wilson.[21] In 1904 Wilson teamed with Annie F. Petty of State Normal and Industrial College, Greensboro, and Annie Smith Ross of the Charlotte Public Library to establish the North Carolina Library Association (NCLA).[22] Wilson and Petty convinced the state to create the North Carolina Library Commission in 1909. Wilson served as Commission chairman until 1916. The community of the book, at least as far as librarians and libraries were concerned, was starting to come together.

An important aspect of library formation, already alluded to, was the role played by women's groups, specifically the umbrella Federation of Women's Clubs. The public role of women was quite circumspect in the South, but charity and cultural work were encouraged.[23] After 1900, the Federation began encouraging the formation of local public libraries in North Carolina. Aware that most of the state was rural, the Federation also sent traveling libraries of books from town to town. Traveling libraries, with all the attendant problems of coordination and local lending without a librarian, were not the solution.[24] Nonetheless, traveling and package libraries continued to function well

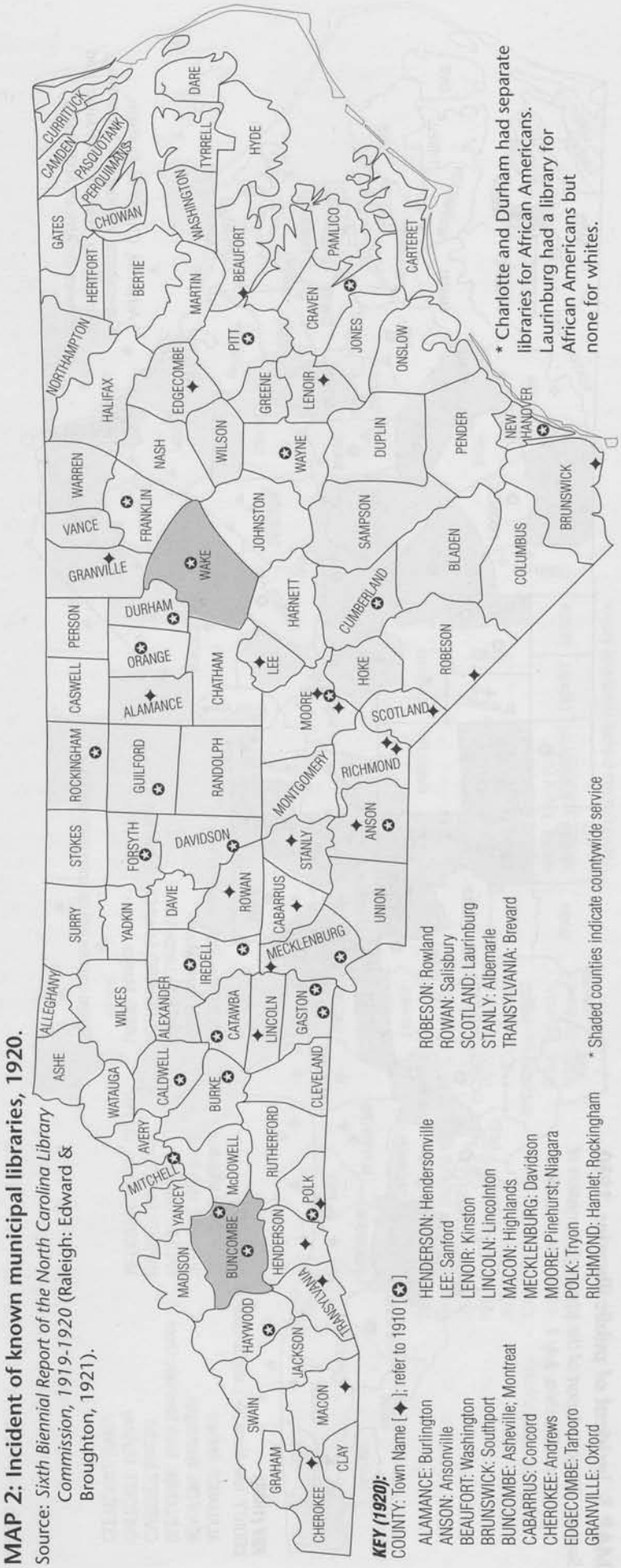
until after the Depression.

Municipal libraries continued to increase in numbers, but had little impact beyond town borders. Since the state was still 81 percent rural in 1920, their effectiveness was limited. The legislature permitted counties to contract with towns for library service after 1917, but counties themselves could not operate libraries until 1927. In 1920 there were forty-nine white municipal libraries and two for blacks. Thirty-five of the forty-nine white libraries were free and thirteen were subscription.[25] Greensboro, Charlotte, and Durham were among the first to extend services to the county; significantly, all had strong librarians at their helm. As the former librarian at Charlotte and then State Librarian, Mary B. Palmer, insisted in 1921 "the movement of county libraries [must] be pushed in every possible way."[26] Raleigh did not extend county service until 1926. Even in 1928, residents of only fourteen counties could count on library service. Wilson pointed out to Griggs that "it should be made very clear that, while the beginning is a good one, the support is in no sense adequate and the personnel and book collections have not been built up as they should be."[27] No county matched the $1.00 per person standard for library service adopted by the American Library Association. The statewide average was only $.04.[28] At least as far as public libraries went, there was little support for any community of the book.

In 1923, Dr. Wilson delivered a blast that shook the library community and, more importantly, stirred the populace at large. While attending a conference in Massachusetts, he discovered the Salem Public Library had more books than the total of the seven largest public libraries in North Carolina.[29] He vigorously called for remedial action. Out of the controversy rose the Citizens' Library Movement (CLM), North Carolina's most sustained campaign to increase the number of public libraries and enlarge their collections.

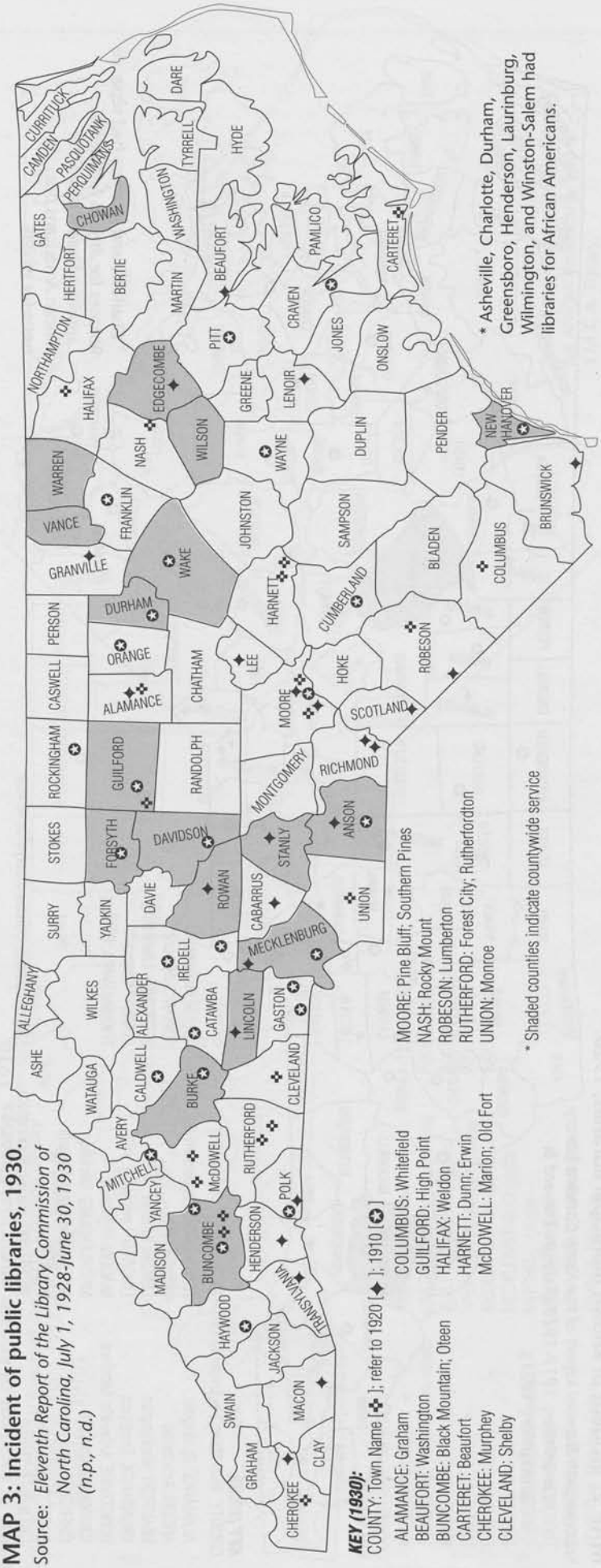
CLM suffered through a slow beginning. Then, without assuming formal control, Frank Porter Graham, President of the University of North Carolina, energized it and led the campaign for public library service. When Graham gave an oration at the opening of a new library in Greenville in 1930, for instance, he was "so inspiring that everyone wants to help develop their library."[30] "Our civilization has reached the stage," Governor O. Max Gardner intoned in 1929, "where it has needs which are distinctly above and beyond the bread and butter line of bare necessities."[31] Partly as a result of this popular pressure, North Carolina had seventy-seven public libraries in 1936. The CLM could point to the creation of libraries in Northampton and Granville counties as the result of long-sustained citizen efforts led by local women.[32]

Yet, as was true of most public services in the South, public libraries remained grossly underfunded, understaffed, and underbooked.[33] The Depression took a fearsome toll of library bud-



MAP 2: Incident of known municipal libraries, 1920.

Source: *Sixth Biennial Report of the North Carolina Library Commission, 1919-1920* (Raleigh: Edward & Broughton, 1921).



MAP 3: Incident of public libraries, 1930.

Source: *Eleventh Report of the Library Commission of North Carolina, July 1, 1928-June 30, 1930 (n.p., n.d.)*

gets, to the degree that the Charlotte library lost its telephone. Although state tax revenues had yet to fall significantly, Graham wrote in 1930 to Wilson, then in London, that "the State of North Carolina has already become a State of Hysteria with regard to public expenditures."[34] County and municipal funding for public libraries declined. Nonetheless, "librarians used their ingenuity to serve more people with paralyzed budgets." Federal aid, a new element in the financial mix, was both important and insufficient.[35]

As the Depression eased in the middle 1930s, hope sprung anew among the communities of the book. Towns such as Wilson and Burlington breathed new life into the growth of public libraries. In Wilson County's not atypical case, a woman's club library became a public library and employed in 1939 a professional librarian for the first time. When a taxpayers group induced county commissioners in Rockingham County to slash funds in 1939, local citizens instead forced a 68 percent increase in library appropriations.[36]

By 1940 half (51 percent) of the state's people had access to a public library.[37] Book stock and circulation statewide were 940,877 and 5,992,548, compared to 435,142 and 2,942,871 in 1930. This represented more than a twofold increase in both categories. North Carolina public libraries had .26 books per person versus .14 and a circulation of 1.68 per capita versus .93 in 1940 and 1930 respectively. The community of the book was slowly gaining strength despite the Depression but remained quite weak by national standards. A major development with implications for the future was legislative permission in 1933 to create regional (multi-county) libraries. The first regions began to develop when the state began appropriating aid in 1941.[38]

Direct state assistance to public libraries, which began with very modest amounts in 1941, spurred smaller counties and regions to establish and expand library service. Seventy-six counties received $1,298.35 each. Some large counties did not bother to apply as the support was so meager. Nevertheless, State Librarian Marjorie Beal believed that state aid helped expand library coverage to a million more people by 1942.[39] North Carolina was the first state in the southeast to provide direct aid to local libraries.

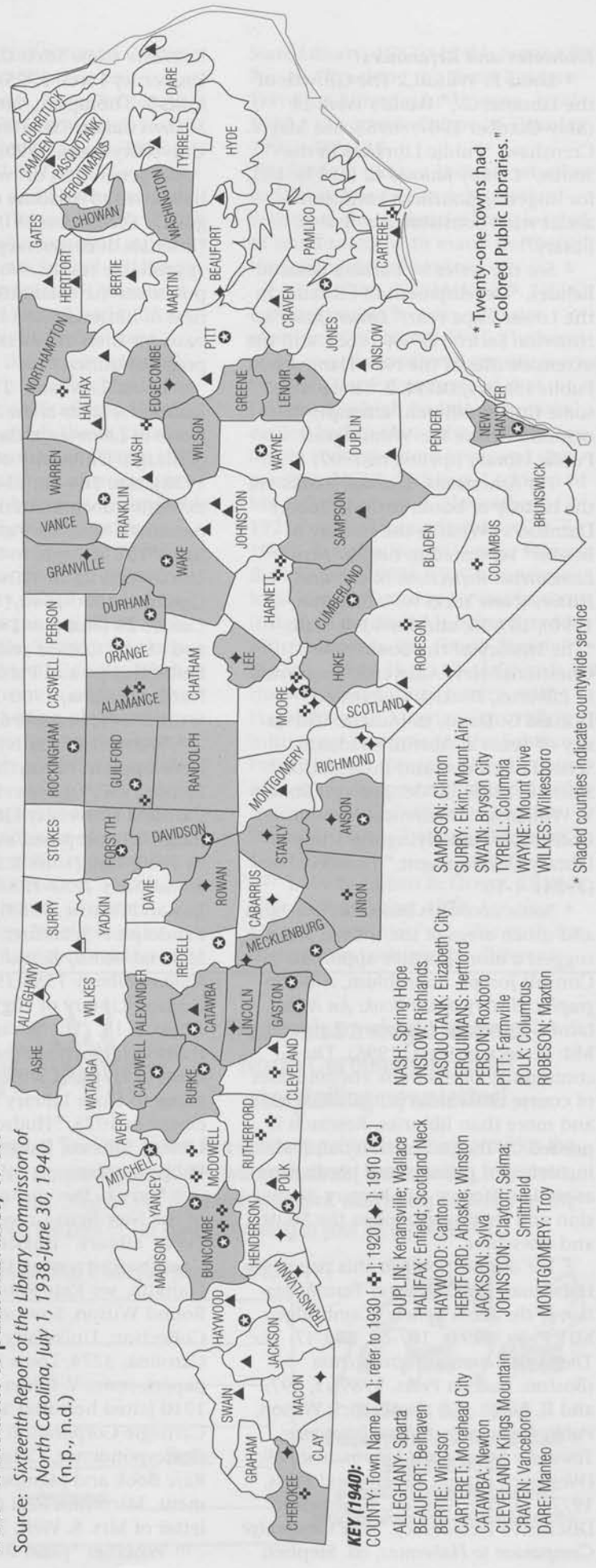
Beal undertook a major assessment of public libraries for NCLA six years later. She found that the number of libraries had increased greatly since the early years of the century and that — statistically, at least — public library service now reached 92 percent of the population.[40] The public in 1948 had access to 1,585,730 books, or .48 books per person and a circulation of two books per capita. There were 93 professional librarians (87 white and 6 black). However, only half of the African American population received public library service. Separate (but hardly equal) black libraries held 144,031 books, or .15 books per African American.[41] Even so, this may have been the best record in the South.[42]

The history of library services to African Americans in North Carolina has been only tentatively explored to date. The community of the book, so important in the acculturation of immigrant new Americans in northern cities, apparently played a lesser role among Southern blacks.[43] The library as a democratic forum for learning and communication hardly existed for African Americans. No library gave them equal access to books. The most vigorous expression of service was in Charlotte, which opened in 1906 what may be the first real black public library in the South.[44] Durham followed suit in 1916, Asheville in 1927, Wilmington in 1926, and Raleigh in 1935. Blacks established a library in Laurinburg in 1918 which appears to have faded away in the later 1930s.[45] Durham, Hertford, and Wake were the first North Carolina counties to provide bookmobile service to blacks.[46] Two public librarians attended the inaugural meeting of the North Carolina Negro Library Association in 1934, and a library school for blacks opened in Durham in 1941.

By 1940, eleven of twenty county libraries provided "Service for Negroes," twelve of sixty municipal libraries, and none of the twenty-one association libraries. During World War II, African American soldiers enjoyed some library service at Camp Sutton.[47] Between 1948, when Beal determinedly focused attention on the problem, and 1950, fifteen counties added Negro library service, and 70 percent of African Americans had access to library service. In the 1950s, there was further, if slow, progress. For example, a black school supervisor started a library in Williamston in 1953 with $1,000 from the county.[48] Public libraries began to integrate during the early 1960s.[49]

In 1950, ninety-two counties had library service, covering 95 percent of the state's population. This coverage included nineteen libraries organized as seven regional systems. As much as half the book circulation, however, came from bookmobiles, as North Carolina had more "mobile libraries" than any other state in the union.[50] In 1960, there were ninety-two public library systems, covering some 97 percent of North Carolina.[51] The extension of branches was now more of a concern. Public libraries possessed 3,679,531 books or .83 per capita, and circulated 12,828,574 books at a cost of $3,363,000 or $.74 per person. If this seems modest, it is; but it also represents a circulation of almost three books per resident — three books and the information services and reading encouragement which would not have taken place without public libraries.

By the 1960s, then, there was a reliable if underfunded network of library service throughout the state which included not just main libraries but also branches and bookmobiles.[52] In theory, practically everyone had access to a public library. The material basis of a library-oriented community of the book was therefore laid in the difficult sixty years from the beginning of the century. Libraries, to return to the vocabulary used by Habermas, provided a possible if not thriving public forum for communication and democratic progress.



MAP 4: Incident of public libraries, 1940.

Source: *Sixteenth Report of the Library Commission of North Carolina, July 1, 1938-June 30, 1940* (n.p., n.d.)

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[1] Louis R. Wilson, "The Growth of the Libraries ...," *World's Work* 14 (May-October 1907): 8985. See May V. Crenshaw, "Public Libraries in the South," *Library Journal* 42 (1917): 163, for lingering Southern confusion about what constituted a "public library."

[2] See the series by Barbara Beeland Rehder, "Development of Libraries in the Lower Cape Fear," *Lower Case Fear Historical Society*, (1964-1966), and the extensive files at the New Hanover Public Library, DB:PL 2. There were some fifteen different attempts to organize before the Wilmington Public Library opened in 1907.

[3] For Americans, seminal works on the history of books include Robert Darnton's "What Is the History of Books?" reprinted in his *The Kiss of Lamourette: Reflections in Cultural History* (New York: W. W. Norton, 1990), 107-35; and David D. Hall, "The History of the Book: New Questions? New Answers?," reprinted in *Libraries, Books & Culture*, ed. Donald G. Davis, Jr. (Austin: University of Texas at Austin, Graduate School of Library and Information Science, 1986), 27-38. See also Robert V. Williams, "Theoretical Issues and Constructs Underlying the Study of Library Development," *Libri* 34 (1984): 1-16.

[4] Some accounts based on northern and urban areas of the United States suggest a more positive appraisal. Consult Joseph Rosenblum, *A Bibliographic History of the Book: An Annotated Guide to the Literature* (Lanham, Md: Scarecrow Press, 1995). The community of the book encompasses of course more than public libraries and more than libraries. Research is needed on the productivity and incidence of printers and booksellers as well as literacy and literary discussion and writing groups in the South and elsewhere.

[5] For our purposes in this paper, see Habermas, *The Structural Transformation of the Public Sphere* (Cambridge: MIT Press, 1991), 167-68, 245-47; *The Theory of Communicative Action* (Boston: Beacon Press, 1989), I, 397, and II, 60-61. Cf. also Patrick Wilson, *Public Knowledge, Private Ignorance: Toward a Library and Information Policy* (Westport, Conn.: Greenwood Press, 1977); Mark E. Warren, "The Self in Discursive Democracy," *The Cambridge Companion to Habermas*, ed. Stephen K. White (New York: Cambridge University Press, 1995), 167-200; and John B. Thompson, *Ideology and Modern Culture* (Stanford: Stanford University Press, 1990), esp. 109-21.

[6] A generation or two of revisionists have tried to disabuse or modify greatly the notion of libraries as "arsenals of democracy" — with appreciable results. Nonetheless, the public service orientation and openness of libraries provide a continuing basis for their democratic as well as practical utility.

[7] Louis R. Wilson, *The Geography of Reading: A Study of the Distribution and Status of Libraries in the United States* (Chicago: University of Chicago Press, 1938), esp. 184-88, 434-35. For more extensive documentation than can be presented here, see Patrick M. Valentine, "The Struggle to Establish Public Library Service in Wilson, North Carolina, 1900-1940," *Libraries & Culture* 28 (Summer 1993): 285-306; and "Steel, Cotton and Tobacco: Philanthropy and Public Libraries in North Carolina, 1900-1940," *Libraries & Culture* (Spring 1996): 272-98.

[8] Wendell W. Smiley, "Library Development in North Carolina Before 1930," (Greenville: East Carolina University Library, 1971 [originally proposed as a dissertation in 1930/32]); James S. Brawley, *The Rowan Story 1753-1953* (Salisbury: Rowan Printing, 1953), 289-90; Randolph P. Schaffner, *Good Reading Material, Mostly Bound and New: The Hudson Library 1884-1994* (Highlands: Hudson Library of Highlands, Inc., 1994), 9-18. (There was a separate Hudson Library, started in 1912 in the town of Hudson, which changed its name to Dixie Library in 1916 and closed in 1925. "Hudson Branch Library," files of Caldwell County Public Library.)

[9] Mary L. Stevenson, "The History of the New Bern-Craven County Public Library," (master's paper, East Carolina University, 1978), 6. On Franklin, see Kate Robinson to Louis Round Wilson, Southern Historical Collection, University of North Carolina, 3274, Louis Round Wilson papers, series V, folder 464, 1 March 1910 [cited hereafter as LRW]. Carnegie Corporation Public Library Correspondence, Columbia University Rare Book and Manuscript Department, Microfilm Reel 67, Goldsboro, letter of Mrs. S. Weil, 31 March 1909.

[10] Whether "plain folk" could or would use a club or subscription library is open to question. I. A. Newby, *Plain Folk in the New South: Social Change and Cultural Persistence 1880-1915* (Baton Rouge: Louisiana State University Press, 1989), 419-20, 443; Deanna B. Marcum, *Good Books in a Country Home: The Public Library as Cultural Force in Hagerstown, Maryland, 1878-1920* (Westport: Greenwood Press, 1994), 129. Candid reports of the quality of town libraries during this period can be found in Minnie W. Leatherman's reports to the North Carolina Library Commission, LRW, folders 505-13.

[11] In 1900 North Carolina supposedly had 57 libraries with 285,000 books, which amounts to .15 books per North Carolinian, but most of these were college libraries and the quality and relevance of the books to the public can be doubted. *Report of the Commissioner of Education for the Year 1899-1900* (Washington: Government Printing Office, 1901), I, 928-31.

[12] Unsigned letter by the librarian, 23 April 1903, Durham County Public Library Archives, Box 1, Correspondence 1897-1911; Leatherman to Wilson, LRW, V, 505, 5 February 1910.

[13] All library statistics are from the biennial or annual reports of the NCLC, variously titled, starting with *First Biennial Report of the North Carolina Library Commission, 1909-1910* (Raleigh: Edwards & Broughton, 1910).

[14] See Griggs, "The Memoirs of Mrs. Alfred (Lillian B.) Griggs," Duke University Archives (manuscript, 1940), 52: when requesting money for county service before the County Commissioners, "tears began to roll down my cheeks and I believe the audience was affected enough to have given us the $600" instead of the $400 library trustees had asked for.

[15] Raleigh had ten libraries, six of them college or academy, three controlled by the state government, one public.

[16] Charlotte also had an African American public library (1906) and a Y.M.C.A. library (n.d.).

[17] Fayetteville, too, had a tradition of library service in the nineteenth century. See "Fay.-Library" files at Cumberland County Public Library. In January 1933 it became a free library and in December opened to county residents.

[18] A club library opened in 1904 was supposedly free of charge to the

public after 1907. (Greenville) *Daily Reflector*, 17 October 1930 and 11 February 1950. But compare LRW, V, 514, Monthly Report of the Secretary, June 10-July 10 (1910): "This little library is entirely under the control of three book clubs, consisting of 20 members each and seems to be patronized almost exclusively by the members." See also East Carolina University, Joyner Library Manuscripts, 150.1 and 150.6, End of the Century Book Club papers. Thirty-one of forty-eight club meetings between October 1902 and October 1906 were devoted to the library. The city did not assume control from the Woman's Club until 1928.

[19] See Valentine, "Steel, Cotton and Tobacco," n. 93.

[20] Dates given are those listed in *First Biennial Report ... 1909-1910.* Several libraries did not send in statistics, while Ledger with a population of 52 claimed 12,000 books. These statistics do not include libraries which had ceased operating by 1909 or sent in no report, such as Wilson, Kinston, and Lincolnton. The Brevard Street ("Colored") Library in Charlotte was not listed until *Second Biennial Report.*

[21] Perhaps the South's greatest librarian, Wilson assumed direction of the University of North Carolina library in 1901, taught the first courses in librarianship in North Carolina in 1910, started the state's second library school in 1931, was dean of the Graduate Library School at Chicago, served as president of the American Library Association in 1935-36, and finally retired full of honors in 1959. (The first library school was at North Carolina Normal and Industrial College in Greensboro.)

[22] See North Carolina Department of Archives and History [cited hereafter as NCDAH], NCLA Archives, 1, 1-8, 67-69, and "The North Carolina Library Association, Organized May, 1904," (booklet, n.d. [1909 or 1910], bound at p. 31); Louis R. Wilson, "The North Carolina Library Association, 1904-1909," *North Carolina Libraries* 13 (November 1954): 2-7. A graduate of Drexel College, Miss Petty was probably the first professional librarian in the state. She was NCLC Chairman from 1918 to 1921 and then its (paid) Assistant Secretary and Director until 1933.

[23] Anne Firor Scott, *The Southern Lady: From Pedestal to Politics 1830-1930* (Chicago: University of Chicago Press, 1970), and "Women and Libraries," *Libraries, Books & Culture*, 400-405; James V. Carmichael, Jr., "Atlanta's Female Librarians, 1883-1915," ibid., 377-399, and "Southerners in the North and Northerners in the South ..." in *Women's Work: Vision and Change in Librarianship* (University of Illinois Graduate School of Library and Information Science Occasional Paper 196/197, 1994), 27-104. Cf., Cheryl Ann Karr, "A Preliminary Examination of the Involvement of Women's Clubs in the Establishment of Selected Public Libraries in Georgia, 1896-1920," (master's thesis, University of North Carolina at Chapel Hill, 1992). The crucial role of women in creating public libraries is indisputable in Aberdeen, Albemarle, Andrews, Clayton, Davidson County, Durham, Edenton, Goldsboro, High Point, Johnston County, Kinston, Maxton, Mooresville, Morganton, Randolph County, Reidsville, Salisbury, Saluda, Swan Quarter, Tyrrell County, Washington, and Wilson. In addition, the role of women is often obscured by a perceived need to have a man negotiate for them with public and private authorities.

[24] The LRW papers indicate that there was a fair amount of acrimony, glossed over in public, between the NCLC and the Federation. See also Thornton W. Mitchell, *The State Library and Library Development in North Carolina* (Raleigh: Division of State Library, 1983), 19-24; Joanne E. Passet, "Reaching the Rural Readers: Traveling Libraries in America, 1892-1920," *Libraries & Culture* 26 (Winter 1991): 100-118.

[25] Sanford did not indicate whether its library was free or subscription. Several of these libraries were located in small towns with many northern tourists, such as Niagara.

[26] Quotation, NCDAH, 62.9, NCLC Administrative Section, minutes, meeting of 17 March 1921. Durham and Greensboro offered county service by 1916, but Palmer argued that Charlotte, which had done so even earlier, had made a mistake in acting before the legislature approved the practice. NCLA Archives, "Address of Mr. E. P. Wharton ... November 11, 1921," and ensuing discussion, 2, 6, 18-23. See also *North Carolina Library Bulletin* 8/5 (1931), 79. The uncertain legal status of county service in some instances precluded it being listed in official records. Cf., *Fourth Biennial Report ... 1915-1916*, 17. California led the way with county service, with Hagerstown in Maryland providing an influential example for the South. Peter Thomas Conmy, "The Centennial of Tax Supported Public Libraries in California," *California Librarian* (October 1978), 7-15; and Marcum, *Good Books*.

[27] LRW to Lillian B. Griggs, LRW, V, 516, 25 September 1928. See also Griggs, "Memoirs," 52. The push for higher standards was far different

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from earlier years when just the creation of a library was the rallying cry. See for instance, J. P. Breedlove's opening address at the eighth NCLA meeting (Washington, N.C., 5 November 1913): "Every town and village of North Carolina can have a public library ... even though the library be small and its growth slow." NCLA Archives, 1, 39. Breedlove was the Trinity College librarian and treasurer of NCLA.

[28] California spent $1.08 per person and Massachusetts $0.85. Even in 1932 the president of the Winston-Salem Board of Trustees considered county contributions merely a way of reducing city appropriations. Tommie Dora Barker, American Library Association Library Extension Board, Regional Field Agent for the South, Field Notes, 15-21 November 1932 [cited hereafter as ALA Field Notes; I am indebted to Dr. James V. Carmichael, Jr., for copies of these Notes]. Cf. Paul S. Ballance, comp., *The First Fifty Years of Public Library Service in Winston-Salem 1906-1956* (Winston-Salem: Public Library of Winston-Salem and Forsyth County, 1956?), 26-27.

[29] Salem had 42,000 inhabitants, the seven North Carolina cities 222,607. Wilson's article was first printed in the University newsletter and in one form or another was widely disseminated and discussed. For Wilson's use of Salem and comparative statistics, see Robert Sidney Martin, "Louis Round Wilson's Geography of Reading: A Inguiry into Its Origins, Development, and Impact," *Libraries, Books & Culture*, 425-44, esp. 427-28.

[30] Quotation, Griggs to Mrs. R. L. Carr, 25 September 1930, Griggs papers, Duke University Special Collections. See also Helen Marjorie Beal, "The Citizens Library Movement," typescript, 6 March 1936, and letters by Graham in NCLC Archives, 62.13, Box 1; William Eury, "The Citizens' Library Movement in North Carolina," (bachelor's thesis, George Peabody College for Teachers, 1951); William S. Powell, "Citizens' Library Movement in North Carolina," *North Carolina Libraries* 13 (November 1954): 33-39; Warren Ashby, *Frank Porter Graham: A Southern Liberal* (Winston-Salem: John F. Blair, 1980), 66-68; Griggs to Anne Pierce, 516, 25 October 1929, and Griggs to Wilson, 517, 1 April 1930, LRW, V.

[31] Gov. O. Max Gardner, "The Significance of the Citizens' Library Movement," (Chapel Hill?: North Carolina Library Association, 1929). Governor Clyde R. Hoey, at a CLM meeting in Charlotte, 26 March 1938, declared "I believe the extension of adequate library facilities into the rural communities will do much toward advancing the interests of North Carolina." Cited, *Fifteenth Report of the North Carolina Library Commission*, 9.

[32] One, in Oteen, was a Veteran's Hospital Library. Only twelve counties contributed as much as $1,000 annually to libraries in 1936. Floyd W. Price, Jr., "A History of the Northampton Library, Northampton County, N. C., 1934-1966," (master's thesis, University of North Carolina, 1981), 12; Richard H. Thornton, *The Richard H. Thornton Library* (Oxford: Richard H. Thornton Library, 1975), 15-19.. The CLM did have a direct impact on the Mebane gift in Rockingham County.

[33] On social services in the South, see William A. Link, *The Paradox of Southern Progressivism, 1880-1930* (Chapel Hill: University of North Carolina Press, 1992); George B. Tindall, *The Emergence of the New South, 1913-1945* (Baton Rouge: Louisiana State University Press, 1967); Numan V. Bartley, *The New South 1945-1980* (Baton Rouge: Louisiana State University Press, 1995); and Dewey Grantham, *The South in Modern America: A Region at Odds* (New York: HarperCollins, 1994). The best general state history is William S. Powell, *North Carolina Through Four Centuries* (Chapel Hill: University of North Carolina Press, 1989).

[34] ALA-Field Notes, 23-29 September 1932; Frank Graham to Wilson, 15 July 1930, LRW, IV, 320. Upon his return, Wilson worked strenuously against a proposed 10% salary cut. As Griggs wrote to Beal, "Librarians did not enjoy high salaries ... during prosperous days and I think to reduce them now would be a mistake." Griggs to Beal, 24 January 1931, Griggs papers; see also Wilson to Griggs, 19 January 1931; Griggs to Wilson, 21 January 1931.

[35] Quotation, Elizabeth H. Hughey, "Public Libraries in North Carolina," *North Carolina Libraries* 13 (November 1954): 15. James V. Carmichael, Jr., "North Carolina Libraries Face the Depression: A Regional Field Agent and the 'Bell Cow' State, 1930-36," ibid., 50 (Spring 1992), 35-40. Federal aid to North Carolina in 1940-41 amounted to $790,810, the seventh highest total in the United States. Edward Barrett Stanford, *Library Extension Under the WPA* (Chicago: University of Chicago Press, 1944), 62, Table 6. See also Richard Sylla, "Long-Term Trends in State and Local Finance: Sources and Uses of Funds in North Carolina, 1800-1977," in Stanley Engerman and Robert C. Gallman, eds., *Long-Term Factors in American Economic Growth* (Chicago: University of Chicago Press, 1986), 827 and 837.

[36] "Sixteenth Report of the North Carolina Library Commission, July 1, 1938-June 30, 1940," 13-14.

[37] The true percentage was smaller as blacks had little or no access in most counties. In addition, as a result of Supreme Court rulings that "A public library is not a necessary expense" and the failure of a local library tax levy, the Charlotte Public Library closed from 30 June 1939 1940. Patricia Ryckman, *Public Library of Charlotte & Mecklenbura County: A Century of Service* (Charlotte: Public Library of Charlotte and Mecklenburg County, 1989), 15-16; Mitchell, *State Library*, 57.

[38] The first regional systems were B.H.M. (Beaufort, Hyde, and Martin counties) and Nantahala (Cherokee, Clay, and Graham counties). Chatham, Person, and Orange counties shared a librarian, as did Duplin, Onslow, and Sampson counties, but each county had its own board and autonomy.

[39] "Seventeenth Report ... 1942," 6-7.

[40] Helen Marjorie Beal, ed., "Libraries in North Carolina: A Survey, 1946-1947," (Raleigh: NCLA, 1948).

[41] Beal fought successfully for greater resources for black North Carolinians. She added Mollie Huston Lee, who was librarian of the Richard B. Harrison Library in Raleigh and had worked part time for the State Library for years, to her staff in 1946 as Negro Supervisor of Rural Libraries.

[42] The capitals of the neighboring states of Virginia and South Carolina, for instance, did not open libraries until 1924, at least in part because of fear of black involvement. Carolyn H. Leatherman, "Richmond Considers a Free Public Library," *Virginia Magazine of History and Biography* 96 (April 1988), 181-92; Dorothy D. Wilson, "The History of Richland County

Public Library," (typescript, 1967, "RCPL-misc." file at Richland County Public Library). Atlanta ignored a Carnegie grant for a black branch and did not have library service for African Americans until 1921; Jacksonville, on the other hand, attempted to establish a truly separate but equal library. On the relative status of black education in North Carolina versus other Southern states, see James N. Padgett, "From Slavery to Prominence in North Carolina," *Journal of Negro History* XXII, (October 1937): 445-46, 457.

[43] Libraries receive little or no attention in the surveys analyzed by John R. Larkins, in *Patterns of Leadership Among Negroes in North Carolina* (Raleigh: Irving-Swain Press, n.d. [1959]); or, in Willard B. Gatewood, *Aristocrats of Color: The Black Elite, 1880-1920* (Bloomington: Indiana University Press, 1990). See also John R. Larkins, "The Negro Population of North Carolina, Social and Economic," *Special Bulletin* Number 23 (Raleigh: North Carolina State Board of Charities and Public Welfare, 1944). Some blacks, however, borrowed library cards from whites: Richard Wright, *Black Boy* (New York: Harper & Row, 1945 ed.), 267-73; Louise J. Moses, in E. J. Josey, ed., *Black Librarian in America* (Metuchen, NJ: Scarecrow, 1974), 140. On European American immigrants, see Rosemary Ruhig DuMont, *Reform and Reaction: The Big City Public Library in American Life* (Westport, Conn.: Greenwood Press, 1977), 98-104, 136-37; and Phyllis Dain, *The New York Public Library* (New York: New York Public Library, 1972), 28-29, 288-94. The most comprehensive study is Plummer Alston Jones, "American Public Library Service to the Immigrant Community: 1876-1948 ... " (Ph.D. diss. University of North Carolina at Chapel Hill, 1991).

[44] Memphis had a branch for blacks in a "colored normal school" in 1904 and Galveston in January 1905 had a branch in a high school but "Charlotte, N. C. is the first and only city to build a library for Negroes with its own funds." William F. Yust, "What of the Black and Yellow Races?" *Bulletin of the American Library Association* (July 1913), 159-67, quotation 162; and Eliza A. Gleason, *The Southern Negro and the Public Library* (Chicago: University of Chicago Press, 1941), 20-22, 28. See also Tommie Dora Barker, *Libraries of the South: A Report on Developments 1930-1935* (Chicago: American Library Association, 1936), 50. For documentation on Durham, Asheville, Charlotte, Greensboro, and Davidson County, see Valentine, "Steel, Cotton and Tobacco,"n. 37-40, 53, 57, 66-70, 82-84, 142, 145, and 148.

[45] It may have been operated by the Colored Civic League. *Laurinburg Exchange* (14 March 1918). Citation courtesy of Robert Busko.

[46] Whites in Scotland County apparently did not have a public library until August 1941. See also Nollie H. Lee, "Development of Negro Libraries in North Carolina," *North Carolina Libraries* 3 (May 1944): 3; and Doretta D. Anderson, "A History of Public Library Service to Blacks in Wilson, North Carolina," (master's thesis, University of North Carolina at Chapel Hill, 1976), 17-19.

[47] Kathryn M. Penn, Reading Interests of Soldiers," *North Carolina Libraries* 3 (May 1944): 12.

[48] "Mary S. Gray Library a favorite of W'mston Children," (Williamston) *Enterprise*, 22 May 1984. See also Williamston Library files in the Martin Memorial Library; and Francis M. Manning and W. H. Booker, *Martin County History* (Williamston: Enterprise Publishing, 1977), I, 280.

[49] Capus M. Waynick, et al., ed., *North Carolina and the Negro* (Raleigh: North Carolina Mayors' Co-operating Committee, 1964), *passim*. See also A. P. Marshall, "Service to Afro-Americans," *A Century of Service: Librarianship in the United States and Canada*, ed. Sidney L. Jackson *et al.* (Chicago: American Library Association, 1976), 72-75; Eric Moon and Karl Nyren, *Library Issues: The Sixties* (New York: R. R. Bowker, 1970), 117-50.

[50] *"Twenty-Third Report ... 1954,"* 24.

[51] *Second Biennial Report of the North Carolina State Library*, July 1, 1958-June 30, 1960. These statistics are precise, if not necessarily accurate. For instance, Ashe, counted earlier as a county-wide library, is mentioned as still struggling to establish such service in 1959.

[52] On funding, see for example the lead editorial "Shortchanging the Libraries," *Twin City Sentinel*, April 20 1967.

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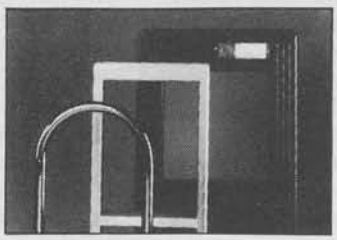

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"Share a Book ... at Home"

A Literacy Project Sponsored by the Elkin Public Library

by *Joan Sanders*

"You mean I can keep this book?"
"I don't have to return it?"

These are typical enthusiastic responses to the Friends of the Elkin Public Library's gift of a book to every participant in its annual summer reading programs. In 1990, in response to data indicating that over 50 percent of the adults in Surry County had not finished high school, and that 30 percent had not completed the eighth grade, the library launched its literacy outreach program, "Share a Book ... at Home." Funded by the Winston-Salem Foundation, the project's goal was to give each child in area day care and Head Start centers a book to take home to keep. Objectives also included giving each center a core collection of books, and organizing and training volunteers to present weekly story hour programs at each center. Much of the plan was grounded in *Early Literacy* by Joan McLane and Gillian McNamee.

Volunteers were recruited from the active Friends of the Library group and through the local newspaper. The volunteers were offered training in a workshop with Pat Seigfried from the Public Library of Charlotte and Mecklenburg County. A canvas of area day care facilities identified six centers that wished to participate. A staff member volunteered to design a logo, button, and bookmark. Teams of volunteers were matched with centers and "Share a Book ... at Home" began.

The project has grown to include several more area agencies. In 1991, the renewed Winston-Salem Foundation grant helped the Elkin Public Library expand its goals to include giving each new baby born in the Hugh Chatham Memorial Hospital a board book to keep. The auxiliary of the hospital assumed the annual cost of purchasing these books in 1992. In 1995, the auxiliary board designated funds from their annual bazaar for the "Share a Book" project and requested that Spanish titles be added to their annual book gift list. Approximately 300 babies receive these books each year. They are packaged by Friends, who include library materials and who tie the package in blanket binding from the local Chatham Manufacturing Company.

In 1992, the success of the "Share a Book ... at Home" project led to the development of the countywide literacy coalition, "Surry: A County of Readers." Smart Start has used the project as a model for early literacy as well. Also in 1992, the State Library of North Carolina awarded a mini-grant to the Elkin Public Library to expand the "Share a Book" project to the local pre-school hearing-impaired satellite class of the Western Carolina School for the Deaf. Sign language books and videotapes were added to the library's collection and placed in the children's classroom.

The Tri-County United Way became involved in 1993 when the directors voted to underwrite the cost of the hardback books given to approximately 250 pre-school children in the area day care and Head Start centers. Presentations to various boards, radio spots, and a regular newspaper column helped to keep the public aware of the goals and needs of the project.

In 1994, through a second State Library mini-grant, the "Share a Book ... at Home" project included story sharing during parent meetings at six Head Start centers. The Motheread model was used, and Lynn Wright-Kernoble from the North Carolina Humanities Council served as the initial presenter. Staff members from centers in three counties attended an in-service training day, receiving reading tips and examples of effective story hours. Titles used in small planning groups included: *Flossie and the Fox*, *Goggles*, and *I Have a Friend*.

After this workshop, the Head Start literacy coordinator helped the library staff lead parent group meetings in six Head Start sites. *Ferdinand the Bull* was a favorite title with the groups, who entered into the story and shared ways their children could become involved. The evaluations of the parent meetings were positive, and books suggested by the Motheread program were contributed to each center.

The teams of Friends volunteers who present story hour programs at the centers for ten weeks each spring hold an annual evaluation session. A committee of the Friends chairs the project, selecting book titles and gathering ideas for project developments. Positive outcomes of the project are increased library registrations from day care and Head Start families, more volunteers, and — most important of all — books in the homes of more children each year.

Project evaluations have brought about book lists for parents and staff at each facility, a designated box of favorite books at the library, and book lists for story sharing. The need for increased awareness among the children of what a library *is* and *does* became evident. The result was the production of a short video by the Elkin Public Library's Kids' Club. The students, assisted by an experienced volunteer, created an entertaining film about the Elkin Public Library building and library services for the children. Now story hour volunteers are accustomed to being greeted as if *they* are "library": "Thank you, library!" "Good-bye, library!" "I love you, library!"

Currently, the Elkin Public Library staff and Friends are in the sixth year of "Share a Book...at Home." With suggestions from the 1995 volunteers, goals for 1996 were formed and a grant was approved by the Winston-Salem Foundation to expand the project to include story kits, books, and staff training for the centers. Marian Lytle, Children's Librarian at the Rowan County Public Library, presented "Shazam: Connecting Children and Books" in January 1996 to staff members from the centers at a state-accredited in-service workshop. Following a hot meal provided by a local caterer, the group enjoyed new and classic book titles as Lytle wove the stories into story hour themes. Those attending remarked that the workshop was the most practical and enjoyable one they had attended in years! The grant's final objective is the donation to each center of a collection of books and story hour stretchers, including puppets. Marian Lytle's book list is well worn!

The "Share a Book ... at Home" Literacy outreach project achieves its yearly goals by providing books to 300 newborns and 250 young children to take home to share. For many of the young children in the centers, it is their first book. The volunteers are still hearing the comments which began the project: "You mean I can keep this book?" "I don't have to return it?"

In a county where over 50 percent of adults have not finished high school and 30 percent do not have an eighth grade education, the Elkin Public Library and its community have come together to make a difference.

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Library Media Center School Reading Programs at Morrisville Year-Round Elementary School

by *Nancy B. McNitt*

How do you develop a lifelong relationship with books? READ! Getting books into children's hands and providing motivational activities to promote reading help develop a joy of reading. At Morrisville Year-Round Elementary School, reading success is nourished by daily reading to children, daily sustained silent reading, and weekly at-home reading expectations.

The library media center supports this school literacy initiative. A strong, effective, growing book collection is in place. Careful book selection is continual. The unofficial library media center mission statement is "a book on the library shelf is a book not being read!"

The school community has continual flexible access to library media center materials. Some of the ways library media coordinators connect the 1,010 students with books include leading author studies, booktalking, teaching information skills with a wide variety of books, and connecting books to individual readers. Staff check out books for room use to support teaching themes, to meet the needs of special readers, for read-alouds, and for other curriculum uses. Families are encouraged to check out books for preschoolers, for older siblings, and for parent education.

To further motivate reading, the LMC staff leads three all-school reading celebrations. A fall readathon challenges students to read 15,000 pages in three weeks. The library media center provides forms for students and staff to record the number of "pages read" at school and at home. Volunteers graph reading success in the halls, which helps motivate sustained reading. Administrators, who will perform for reading awards. daily encourage reading. Morrisville readers have enjoyed their administrators riding bicycle laps in school, sitting on the school roof, and handcuffed (with our DARE police officer present) to a flagpole. This year the principal donned pajamas, curlers, and a night hat, and reclined in a hallway bed to read aloud to all classes. Knowing that teachers would make certain that 100 percent of the student body would participate in this event, the PTA took charge of this year's readathon and gave reading shirts to each child.

In spring, after daylight-saving time begins, the library media center staff delivers an annual Morrisville Reader challenge to all students and staff. Each person who reads seven hours at home, before school ends, receives a Morrisville Reader button. A child who spends six years at Morrisville could have six different colored reading buttons when leaving for middle school.

Planning for the reading challenge begins in early March. LMC staff members meet with staff committees and grade level planning teams to set spring reading goals. Dates to start and conclude the challenge are set on the all-school calendar.

The library media center sends parents a letter describing the challenge. On the back of the letter is a thirty-space chart with two spaces marked "free" (twenty-eight spaces = seven hours). The reader crosses out one space each time he reads fifteen minutes. Reading can be someone reading to the reader, the reader reading to someone, or the reader reading silently. Any kind of reading counts — comic books, computer monitor, newspapers, books, — the goal is to READ.

Teachers, administrators, and library media coordinators support the ongoing challenge. The library media center staff displays the reading button and provides new sheets as originals are lost. Teachers put reminder notes in newsletters. Administrators add updates about the ongoing challenge during morning announcements.

Close to 75 percent of Morrisville Readers, staff and students, receive their reading buttons on the Friday school television news. Teachers have students bring their parent-signed, completed reading chart to the library media center. On-air, each reader tells his name and exchanges the chart for a reading button. Reading motivation shoots upward as soon as the first buttons are handed out! Before school television, photographs of Morrisville Readers were displayed in the school hall.

Continuing to support the importance of books and reading, the library media center leads an end-of-year all-school book swap. Media staff and parents collect used books in good condition throughout the year, so each swap begins with and ends with hundreds of extra books. In June, students bring up to eight used books to school. Volunteers count and sort books and write on a student- and teacher-labeled plastic bag how many books the student can get. On swap day, scheduled classes beginning with fifth graders bring their labeled empty bags to the library media center and choose recycled books. About 70 percent of the students take part in the swap. On the day after the swap, each student who chose not to join the swap can choose one of the remaining books.

The library media center also manages the *Accelerated Reader* computer reading management program. Students can read one of more than 2,300 books and then test themselves on their understanding of the book. Book lists are kept in the library media center, by the classroom computer, at the local public libraries, and at area book stores. In this school year about 760 students successfully read over 18,000 books.

Other all-school initiatives are ongoing. The school is enrolled in Count on Reading. Students read and vote for the North Carolina Children's Book Award nominees. Many classrooms participate in the Pizza Hut Book-It program. All classrooms have room libraries supported by the library media center. A yearly library media center book fair and teacher-provided opportunities to buy books from publishers' book clubs encourage student libraries. At the beginning of the school year, the library media coordinators help students get their public library cards, and they support continual use of the public library.

The library media center supports literacy year-round. Library media coordinators connect students and books daily using a wide breadth of titles students want to read (yes, this means some series books like "Goosebumps"). Throughout the school year, the library media center staff leads motivating activities that encourage ongoing reading. The outcome of all these initiatives is wonderful readers who believe books are important!

Encouraging the Students to Read, Read, Read

by *Kay L. Stockdale*

A human mind, once stretched to a new idea, never returns to its former dimensions.
— paraphrasing Oliver Wendell Holmes, Sr.

In this Age of Information, the school library media center and the librarian have an expanded role in the school setting. As the library has grown from one room where only books were checked in and out by hand to the hub of the school setting with electronic catalogs, circulation facilities, databases using CD-ROMs, and telecommunications for reference and correspondence purposes literally around the world, one of the main functions of the library has remained the same — helping students to improve their reading ability. Because reading is the foundation for all learning, as students read, they also broaden their horizons forever.

Seymour Sarason defines the creation of settings as "involving two or more people brought together in new relationships for a sustained period of time to achieve stated objectives."[1] The setting can be a new setting or an old setting that is changing in some way.

The faculty and administration of any school setting should be concerned not only about what the student learns, but also about how the student grows as a person. In *Creative Curriculum Leadership*, Dale Brubaker distinguishes between the outer curriculum and the inner curriculum. The outer curriculum is "the course of study." The inner curriculum is "what each person experiences as learning settings are cooperatively created."[2] Reading a variety of materials helps the students to develop both their outer and inner curriculum.

The overall setting of the school library media center must have an inviting atmosphere and easily located materials that not only support the educational program but also are useful to the school community. At the same time, the librarian must make sure that materials are checked out instead of "walking out," perhaps never to be returned to the library. The librarian must also work diligently yet diplomatically to ensure that overdue materials are returned to the library media center. Hence, the librarian is contributing to the inner curriculum.

The outer curriculum is "the course of study." The inner curriculum is "what each person experiences as learning settings are cooperatively created."

For a variety of reasons, many students are unable to function well in a large school and classroom setting. To address the needs of these students, alternative school settings are created. In the Asheville City Schools System, the Accelerated Learning Center (ALC) was created in 1993 as an intervention middle school for students who, according to their scores on certain tests, indicate that they have the ability to achieve at grade level but for a variety of reasons are functioning below grade level. According to its mission statement, the ALC "is committed to providing a climate that accelerates academic achievement and fosters maximum personal growth for the development of productive citizens in a competitive, multicultural society."[3]

The ALC uses the North Carolina Standard Course of Study as the basis for its outer curriculum. In continuing to add print and non-print materials to the library to support the outer and inner curriculum needs of the community of this intervention middle school, it is important to establish a good working relationship with the principal and the teachers. Knowing the students is also important in order to know their needs, in terms of both the curriculum and leisure reading. Of equal importance is to know the current library collection so that it can be utilized effectively within the school setting and developed appropriately.

In a small school, funds often are not adequate to develop the size library that is needed. This fact is surely true at the ALC. To increase the selection of books available to the students, the librarian suggested making arrangements for the bookmobile to stop monthly at the ALC. The principal, the teachers, and the booknobile librarian supported this

idea enthusiastically. The librarian worked with the teachers and the public library system to make arrangements for the students to have the opportunity to obtain their own library cards. As the librarian explained the new program to the students, she informed them that they could use their library card at any of the nine libraries in the city-county library system as well as on the bookmobile when it comes to their communities, especially in the summer. The librarian emphasized that this card allows them to have access to all the materials in the library system. This card enables them to be a life-long learner if they use it to check out and read the materials in the library. Approximately seventy percent of the student body applied for and received a library card. During the awards portion of the graduation ceremony, these students were recognized and received a bookmark with a message from the librarian to encourage their continued use of the booknobile during the summer months.

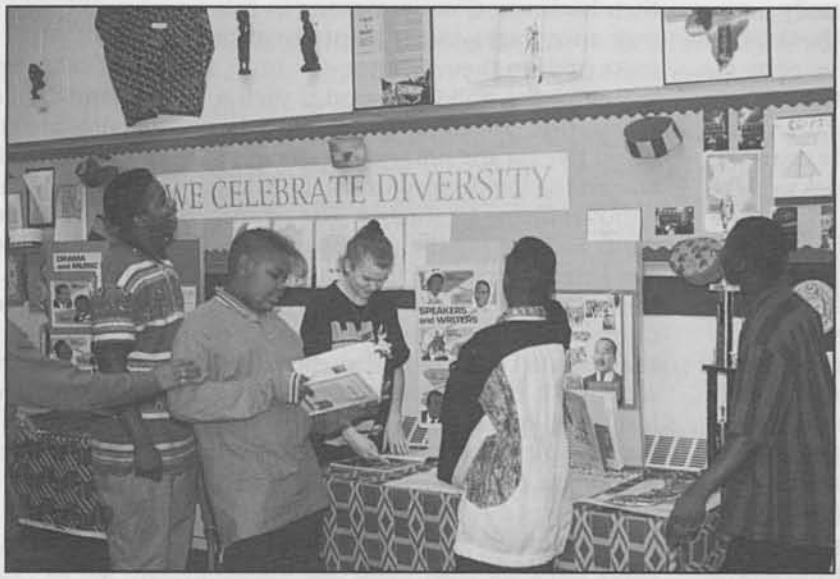
Students in an intervention program are often behind in their reading. A second approach the librarian took this past year to help get the students more interested in reading was to invite Dori Sanders, an African American author from York, South Carolina, to visit and speak to the students. The Pride Committee of the Asheville City Schools provided an honorarium for her. In preparation for her visit, some of the students read her novels *Clover* and *In Her Place*. To insure that all of the students were familiar with her writings, the sixth and seventh grade language arts teacher read the book *Clover* to them in class. The librarian read selections from *In Her Place* to the various eighth grade classes. The students also prepared questions to ask Sanders when she came. She spoke twice, once to the eighth graders and then to the sixth and seventh graders. The students were most attentive and asked a variety of pertinent questions. Three of the students were interviewed by the local TV newswoman for the news segment entitled "Never Stop Learning." This approach is similar to the approach discussed by Dolores Maminski in her article "Up Close and Personal."[4] Sanders spoke of how her father, a school principal, had always kept a journal, how much it meant to her and her family after their homeplace burned, and how she, too, kept a journal. Several classes began keeping journals after Sanders's visit.

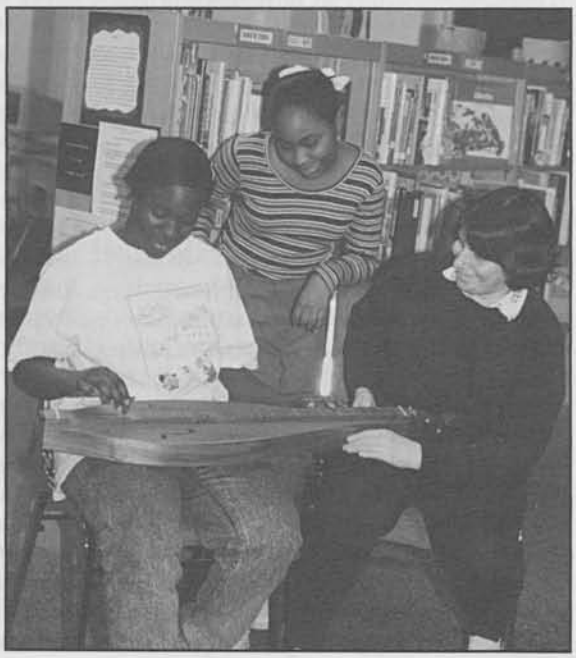
A third approach, and perhaps the old stand-by, in helping the students to improve their reading is to help them select an appropriate book when they come to the library either individually or as a class. The motto of school librarians is "The right book in the hands of the right student at the right time." And it works!

A fourth approach the librarian uses to encourage interest in reading involves having the students participate in a survey of the periodicals the library media center receives. Since periodicals consume a large portion of the library budget, the librarian thought it important to provide the students with the opportunity to help evaluate the collection. They responded well to the survey. The faculty evaluated the professional journals. Based on the survey responses, the library committee cancelled five subscriptions. The funds saved here will be used in other areas of the library acquisition budget.

During the 1994-95 school year, with the support of the principal and several teachers, the librarian began researching *The Accelerated Reader* program. *The Accelerated Reader* is based upon the concept of rewarding students for reading. Books are given points according to their reading grade level. By reading books and answering correctly the computerized questions pertaining to the book, students earn points. Prizes also have a point value. When students have accumulated a certain number of points, they can "cash in" their points and choose their prizes. Likewise, a student may decide initially which prize he or she would like to have and read books to earn the number of points needed for that particular prize. Thus, students often choose books of a higher reading level in order to earn points faster. Prizes can be obtained from various businesses, partners in education, teachers, and other donors. Since the initial start up cost for *The Accelerated Reader* is more than school library media center budgets can absorb, finding outside funding for this program is essential. To secure funding for the program, the librarian chose the collaborative approach by applying for a grant from the Asheville City Schools Foundation, Inc. for the software, a matching grant from the school's business partner for purchasing books, and also allocate a portion of the library/media center budget for additional books included in *The Accelerated Reader* program.

This year for the first time in the three-year history of the ALC, the library is holding a book fair. The art students made posters for each of the classroom doors as





well as individual bookmarks. The librarian went to each classroom to inform the students of the book fair. Students recorded the book fair dates in their assignment books and received two flyers, or, if they did not have their assignment books but wrote the dates in their composition books, they received one flyer. In this case, bringing their assignment books to class addresses students' inner and outer curriculum. In discussing the book fair, the librarian suggested that they might like to begin their own personal library with a paperback dictionary, thesaurus, world almanac, and *Guinness Book of World Records*. The students added other titles and asked if particular books were available. The librarian then explained that arrangements had been made with the company to try to get books of interest if they were not already available. The librarian reminded the students that they could give themselves as well as family members and friends the gift of books. Co-chairs for each class volunteered to return the flyers with the students' requests on them to the librarian who would pass them along to the company representative. During the book sale, the class co-chairs also helped when their class came to the library to purchase their books and gifts.

As important as books are, the printed word is no longer the only source of information and reading in a library. Computers have changed greatly the way information is stored and retrieved, as well as the way we communicate with others. The CD-ROM can store a vast amount of material on a small disc that is accessed through a computer. When the classes come to the library to learn to use this electronic finding aid, the librarian uses the following method to teach them how to search their topic using *Compton's Encyclopedia* on CD-ROM. The students know the topic they need to look up. They count off so they know their order in using the CD-ROM. The librarian teaches the first student to look up his or her topic on the CD-ROM. After that student completes his search and prints the needed information, the student moves to the adjacent chair and becomes the "teacher." The next student comes to the student chair and follows the instructions of the "teacher." If the students run into a problem, the librarian is there to help. The rotation continues until all the students finish researching their topics. Because the students are actively involved in the teaching/learning process, they are far more attentive and remain "on task" a greater portion of the time.

Communicating with others via e-mail has also added a new dimension to the curriculum. With e-mail, students can communicate with other students nearby, in another state, or on another continent. The topics of communication vary from a single topic to an interdisciplinary approach. Because of the intricacies of e-mail, students save their correspondence to their individual disks, as well as print a copy that is placed in their portfolios. The teacher or librarian transfers the individual out-going communications to a common disk to allow them to be transmitted via e-mail. When the responses are received, they are printed so that students have their own copies to work with and keep in their portfolios. Adding this dimension to the students' educational experience helps them to realize the importance of learning to use the computer and how its use broadens their horizons. Communicating in this way encourages the students to take more pride in their writing.

Since the holiday season is such a special time, the librarian secured a donated tree for the library. The librarian and art teacher decided to use the international theme for the tree. The art students and the math classes made various international decorations for the tree. This year the theme is an ecological tree in keeping with the ecology club that was recently established at the school. All the students are invited to bring something related to nature — a feather, pine cones, nuts, ribbons, a decoration they create, or a holiday picture they cut out that brings in the recycling theme. This year the students will enjoy hot apple cider when their classes come in to add their decorations to the tree. Again, the outer and inner curriculum are addressed.

These methods encourage some of the students to read more and expand their horizons. However, since many of the students need additional help and the encouragement of a caring person just for them, the librarian contacted the North Carolina Center for Creative Retirement at the University of North Carolina at Asheville. The chair of the group volunteering to help the public schools contacted the education department and helped to arrange for twelve education students to tutor some of the ALC students. Members from area churches in the community are also volunteering.

These methods of incorporating the library media center into the ALC's outer curriculum and the students' inner curriculum involve collaborative planning by the administration, the faculty, and the librarian. This planning is an on-going process and takes place both formally and informally. As Jane Bandy Smith states, a middle school librarian "should be able to identify the connectors between student needs, the school program features designed to address those needs, and the library media services that respond to those needs."[5] As stated in *Information Power*,

> library media specialists provide the necessary human link between a well-developed library media program and the users served by the program. As such, they translate the goals presented in the mission statement into vibrant, inspiring learning experiences. Library media specialists bring to the school community expert knowledge about the world of information and ideas in all their forms.[6]

The librarian understands the school setting and creates a library setting that supports and enhances the larger school environment. By being an integral part of the instructional team of the school, the librarian contributes in significant ways to both the outer, more formal, curriculum and the inner curriculum that each person in the school setting experiences throughout the school year. By doing so, we hope each student can continue to develop to his or her fullest potential and truly become a lifelong reader and learner.

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[2] Dale L. Brubaker, *Creative Curriculum Leadership* (Thousand Oaks, CA: Corwin Press, Inc., 1994), 1.

[3] Asheville City Schools, *Accelerated Learning Center Program Booklet Grades 6, 7, 8, 1995-1996* (Asheville, NC: Author, 1995-1996), 1.

[4] Delores Maminski, "Up Close and Personal: Middle School Students Read and Meet Young Adult Authors," *Wilson Library Bulletin* 68:11 (September, 1993): 35-39.

[5] Jane Bandy Smith, *Library Media Center Programs for Middle Schools: A Curriculum-based Approach* (Chicago: American Library Association, 1989), 60.

[6] American Association of School Librarians and Association for Educational Communications and Technology, *Information Power: Guidelines For School Library Media Programs* (Chicago and Washington, DC: ALA/AECT, 1988), 24.

The Community of the Book: A Bibliography

by *Rosemary H. Arneson*

Our original idea in compiling a bibliography for this issue of *North Carolina Libraries* devoted to the Community of the Book was to present a selection of books and readings that celebrate the joys of reading. As we began the work of pulling these works together into one list, we soon realized that there were far more books on the subject than we could ever cover. Apparently, one common trait among the Community of the Book is that we love to talk about what we read!

We present here an eclectic assortment of readings about readings, from the historical to the futuristic, from the celebratory to the eulogistic. The common thread is that, for each author, books matter. We offer them to you as our way of continuing the Community of the Book.

Altick, Richard D. *The English Common Reader: A Social History of the Mass Reading Public 1800-1900.* Chicago: University of Chicago Press, 1957.

"The history of the mass reading audience," says Altick, "is , in fact, the history of English democracy seen from a new angle." With that sweeping claim, Altick takes on the task of tracing how the practice of reading developed in Great Britain in the nineteenth century. During that century, books and periodicals changed from publications for the elite to publications for the masses. That change took place against a backdrop of sweeping social and political upheaval. Altick examines those social and political trends and the impact they had on the business of books as well as on the practice of reading.

Birkerts, Sven. *The Gutenberg Elegies: The Fate of Reading in an Electronic Age.* Boston: Faber and Faber, 1994.

Birkerts loves books passionately. In an early chapter, called "The Paper Chase," he describes how this passion developed first into an ambition to write, then into book collecting as both hobby and profession, and finally into life as an essayist and critic. In the first part of the book, Birkerts sets out to think, deeply and critically, about the act of reading and the relationship that arises between reader and writer. In the second section, he looks at books and reading in the electronic age. And he is not optimistic about the future of the things he loves so well. Electronic communication, he contends, erodes our language by "dumbing down" our discourse. It flattens our historical perspective by shrouding the chronology of history and distorting our memories. Finally, Birkerts says, electronic communication turns us from private beings into collective ones. Birkerts concludes with three meditations in which he ties the first two parts of the book together and attempts to look ahead to the future of books and reading.

Canfora, Luciano. *The Vanished Library: A Wonder of the Ancient World.* Translated by Martin Ryle. Berkeley: University of California Press, 1987.

In Alexandria, the ruler Ptolemy II and his successors sought to build a library that housed a copy of all the books in the known world. Each book was to be translated into Greek so that these conquerors could come to some understanding of the peoples and cultures they had conquered and now hoped to rule. According to Canfora, this library was the nucleus of the extended community of the empire. Canfora reminds us that libraries, as the repositories of our culture, help people of vastly different cultures to understand each other. Libraries are precious things that, if destroyed, cannot ever be truly replaced.

Clutton-Brock, Arthur. *Essays on Literature and Life.* Essay Index Reprint Series. Freeport, NY: Books for Libraries Press, 1927, reprinted 1968.

Evelyn Clutton-Brock, widow of the author of these essays, brought together sixteen of her husband's contributions to the *Times Literary Supplement* and the *London Mercury*.

These essays are works of literary criticism from the 1920s. The essay, "The Pleasure of Reading Biographies" (pp. 137-154) speaks of the affection that arises between subject and reader through the good work of an honest biographer. Clutton-Brock is writing specifically about Modeste Tchaikovsky's biography of his brother. Clutton-Brock describes an intimate connection, facilitated by the biographer, and broadens it to include one with the society and culture of the subject of the biography. He raises the possibility that we readers seek this connection because we cannot achieve the same kind of intimacy with the people around us and must, therefore, search for substitutes through books, but goes on to assert that in literature we seek, and sometimes find, the beauty that eludes us in life.

Hart, James D. *The Popular Book: A History of America's Literary Taste.* Berkeley: University of California Press, 1961.

There is, Hart says, some "accounting for taste" (p. 283). In this book, he seeks to understand how America's preferences in popular reading were influenced by contemporary pressures. What societal need did books meet at the time they became popular? How did the authors of these popular works express the sentiments of the American people? These are the questions Hart seeks to answer, and in doing so, he provides a close examination of American social history.

Laskin, David. *A Common Life: Four Generations of American Literary Friendship and Influence.* New York: Simon & Schuster, 1994.

Laskin examines four pairs of authors: Hawthorne and Melville, James and Wharton, Porter and Welty, and Bishop and Lowell. Their friendships shaped the individual works of each author, and in so doing, shaped American literature. Laskin goes beyond simply chronicling the development of each literary friendship. He seeks to discover the bond between the authors, including the bond of nationality. He looks at the works of each author to uncover the "story patterns," a phrase he takes from Welty, that mirror the minds and hearts of the writers.

Mills, Gordon. *Hamlet's Castle: The Study of Literature as a Social Experience.* Austin: University of Texas Press, 1976.

Mills drew the title of this book from Werner Heisenberg's *Physics and Beyond*, in which Heisenberg describes a visit to Kronberg Castle with Niels Bohr. According to Heisenberg, Bohr commented as they walked around the castle, "Isn't it strange how this castle changes as soon as one imagines that Hamlet lived here?" Mills develops that idea as he examines how an individual's experience with the illusion created by literature can influence and change another's experience with the same illusion.

Morrow, Lance. "The Best Refuge for Insomniacs," *Time* 137 (April 29, 1991): 82.

What book do you pick up at three in the morning? What are the "rafts [you] cling to in bad weather?" In this brief essay, Morrow examines the books we turn to when we need to grab hold of sanity, during the dark hours of sleepless nights when the troubles of our lives loom largest. Morrow's claim is that there are particular books we turn to for help, books that speak to us in some way that remind us that we are not alone. For Morrow, these are the works of Samuel Johnson, the *Book of Job*, and *Wind in the Willows*, among others. At three in the morning, we reach for books that will reassure us that we are still connected with others, that we are not alone, that we are a part of the Community of the Book.

Moss, Elaine. *Part of the Pattern: A Personal Journey through the World of Children's Books, 1960-1985.* New York: Greenwillow Books, 1986.

As a freelance writer, a contributor to *Signal* and other journals, and as a commentator for the BBC, Moss devoted her adult life to reading and writing about children's literature. This volume collects together a selection of her reviews, essays, interviews, and broadcasts spanning twenty-five years. Read together, they constitute a celebration of children's literature and of reading. Her essay "A Sense of Community: Zen and the Art of Librarianship" describes the relationship that is built between the librarian and the reader as children begin to explore books. Moss cautions against the rush of technology if it threatens that human relationship.

Mott, Frank Luther. *Golden Multitudes: The Story of Best Sellers in the United States.* New York: R. R. Bowker, 1947.

What do *The Day of Doom* by Michael Wigglesworth (1662), *Silas Marner* by George Eliot

(1861), and *The Pocket Book of Boners* (1941) have in common? All were, according to Mott, best sellers in their time. By examining which books enjoyed total sales equal to one percent of the population at any point in American history, Mott traces the development of American popular culture. Each best-selling book provides for Mott a window through which we can view American social history.

Peterson, Carla L. *The Determined Reader: Gender and Culture in the Novel from Napoleon to Victoria*. New Brunswick, NJ: Rutgers University Press, 1986.

Peterson looks at nine literary characters taken from nineteenth century French and English novels. Reading is an important activity for each of these characters, and she seeks to discover how each protagonist's reading shapes his or her life. Peterson carries her study further to examine how each author's depiction of a reader-protagonist reflects the novelist's attitude toward books. She combines literary scholarship with an historical perspective to examine the role books played in the lives of nineteenth century British and French culture.

Rubin, Joan Shelley. *The Making of Middlebrow Culture*.
Chapel Hill: University of North Carolina Press, 1992.

During the first half of the twentieth century, America experienced a tremendous upsurge of interest in reading and in books. Book clubs flourished across the nation; the Book of the Month Club, founded in 1926, sought to bring books to a wider readership; the emerging medium of radio gave critics such as Alexander Woollcott and William Lyon Phelps a new venue for their work. To some, this popularization of books and reading among the middle class was benign. To others, including Virginia Woolf, it was a "corruption of taste by commercial interests" (p. xiii). Rubin examines the phenomenon of the rise of American middlebrow culture and the arguments that surrounded it. She focuses on five aspects: the popularity of "outline" books such as Will Durant's *The Story of Philosophy*, the impact of literary programming on the radio, the founding of the Book of the Month Club, the emergence of "great books" programs around the country, and the introduction of the *New York Herald Tribune's* book review section. She combines excellent scholarship with an examination of the lives of the people behind this movement to make an extraordinarily readable book.

Smith, Hal H. *On the Gathering of a Library*. Privately printed, 1943.

Smith wrote this book for the person who wants to develop a personal collection of books that is "gathered" according to some plan, but with room left in that plan for some variance. He is not writing for the person who looks on books as decorative objects to fill a room, but for the person who loves books with a consuming passion. While Smith mentions personal favorites, and recommends certain books to his readers, he encourages the reader to pursue personal interests. He concludes by pointing out that the book collection gathered throughout a lifetime will, after one's death, be dispersed, but that, in time, the books will find their way into other collections and thus live on.

Walpole, Hugh. *Reading: An Essay*. New York: Harper & Brothers, 1927.

Sir Hugh Walpole begins this small volume by telling the story of his reading *Alice in Wonderland* as a child. Alice, he says, is stupider than he would have been if he had found himself in her situation, and he confesses to relishing the predicaments into which Carroll puts her. Walpole cites *Alice* as the book that showed him "another world to play in" (p. 8). He wrote this book at a time when many others were listing—or better, prescribing—Great Books that a person should read. Walpole takes a different tack: Reading, he says, is fun. In books, a reader can find the same delight he felt when he imagined the Queen taking off Alice's head.

West, James L.W., III. *American Authors and the Literary Marketplace Since 1900*.
Philadelphia: University of Pennsylvania Press, 1988.

Authorship in the twentieth century is, as perhaps never before, a commercial proposition. In this volume, West explores the relationship between the commerce of publishing and the art of writing. He focuses primarily on novelists, short story writers, and poets, specifically what he calls the "public" author. West defines the public author as a serious writer whose work appeals to a large audience and who is thus able to earn a living by writing. These authors became "public" not solely by the merit of their works but through the efforts of the publishing industry.

POINT

The Network of the Book

by *C. Thomas Law*

> ... so now I make this request of you, a fair one, as it seems to me, that you disregard the manner of my speech — for perhaps it might be worse and perhaps better — and observe and pay attention merely to this, whether what I say is just or not ...
>
> — Plato, Apology

Wake Forest University has recently given me permission to attempt a great experiment —publication of a dissertation directly on the Web. There are no intervening paper copies necessary to complete my Ph.D. in Physics. The faculty at first said that they thought the idea was interesting, but that the librarians would not approve of it. To the amazement of all concerned, my greatest supporter in this potentially quixotic quest was my local librarian, Rhoda Channing. At least from the author's and the librarian's standpoint, our institution has prepared itself for the evolution of the paradigm of the book.

Writing for the Web, as compared to writing for print, is like sculpture as compared to canvas. A sculpture in low relief is not dissimilar to a textured oil on canvas. However, if one uses the media to their fullest, there are additional possibilities available in three dimensions. As a culture, we have grown up with, and are completely comfortable with flat, linear stories that fit in our laps; but there are times when the new, enhanced feature set of the Web can be put to good use — namely, in my dissertation!

I plan to incorporate the following new elements in my writing:

1. A nonlinear storyline, which the reader can modify depending on his or her expertise in a given subsection. This option could allow high school students as well as Ph.D.'s to read the same document close to their respective knowledge levels. (Imagine a "Simplify/DeSimplify" button on each page.)
2. Moving images, which can relate the experiments at a glance in ways that would otherwise take chapters of additional linear explanation.
3. Sounds . Any writer who has ever needed to convey a sound has been forced to use insufficient analogy. Now one can simply insert the real thing.
4. "Live" programs, which can be run by the reader. Scientific theses routinely include long appendices of program listings which are next to useless, even though the program itself might be widely needed.
5. Update pages, which will be links to locations outside of the formal dissertation to pages which the author can change at will. Suddenly the dissertation is more than just a snapshot of one's prior knowledge. It can evolve into a complete record of a project (maybe even continuing all the way up to tenure).

After my advisors approve of the content, the library's role is to make this new document available to the world at large. Circulation concerns will evaporate, since lost volumes or insufficient copies cannot arise (except when the Web server goes down). Cataloging will eventually be automated. (Wake Forest envisions programs that could extract keywords directly from the electronic document.) A variety of links to the dissertation's Uniform Resource Locator (URL) —maybe directly from the on-line library catalog—will make it easy to find. Additional publicization of the item will likewise be straightforward. In addition to a number of general purpose Web index sites, Dissertation Abstracts International will accept abstracts which refer to a URL, so that this traditional database can still be used. It is exciting to think that people outside of the degree-granting institution might actually get to see and use my dissertation.

Consider the effort that has been expended over the years to get margins and type set properly; the marketing, shipping, distribution, cataloging, and shelving needed to make books accessible. With such an army of people involved, it is easy to lose track of the fact that books exist to give up their contents to an interested reader. The Web now simplifies publication and gives up options which allow a focus on that content instead of on format. Don't worry, it'll still be a book.

For more detail on the Web-based dissertation of C. Thomas Law, see his "Web Dissertation Frequently Answer Questions" page at **http://www.wfu.edu/ lawct/why.html**

The Network and the Book

by Kevin Cherry

I am not now, nor have I ever been, a card-carrying member of the Flat Earth Society. And, although computers have inspired me on several occasions to wield a hammer in a threatening manner, I don't really consider myself a Luddite. I'm simply not a fad follower nor am I into trends, but the World Wide Web is definitely more than a fad and a trend. It's the way of the future, or at least that's what everything I read tells me, and I suppose there's truth to it. After all, how many people knew where the slash key was on the keyboard last year this time, and how many people had ever used it? What for? Still, while the Web has great promise, I don't think libraries should start surplusing their shelving any time soon.

The Internet's greatest strength is also its greatest weakness: mutability. Its ability to update and distribute information to the world quickly and at a relatively low cost is definitely a benefit that paper-based information can't provide, and the electronic world's amplification of the interaction between creator and user is an advantage that any form of communication should envy. Sometimes, however, information must remain static; it must become a record. For this to occur, there must be an institutional commitment to archiving some types of information on the Internet. And problems dealing with the identification of the original creation (as opposed to any of the number of versions that might be downloaded only to reappear at a server on the other side of the world) must be confronted, as well as proper citations to the various forms of interaction the record might generate. In other words, there must be a clear definition made between the record itself and the interaction it sparks.

Particularly troublesome for those of us who maintain information because of its historical value is the fact that the Internet lacks a mechanism by which information is given an historic perspective. When the Web's information grows outdated, it is simply replaced. For example, a library might publish its services on a Web page and, as these services change, so does the page advertising them. This works well for someone who wants to know when a public library's summer reading program begins, but woe be unto the researcher twenty years hence who might be writing the history of that library's children's services. Sometimes information is valuable *because* it is outdated, the dust factor, fine wine and aging, attic riches, and all that. We history types hope that somebody, somewhere, is archiving those printed sources: the posters, minutes, newsletters, etc. We honor and esteem the pack rat. There are no pack rats on the Internet. David Letterman reads his "top ten" at midnight and, a few hours later, office workers across America are downloading those numbered quips during their coffee break. A page goes up. A page goes down.

We all shout, "access over ownership," and I agree — most of the time; but there are several good sides to ownership that shouldn't be overlooked. To specify just two: 1) When there's more than one copy floating around, the likelihood that the information will survive is greatly increased. 2) Different individuals use information in different ways. When everyone just views the same URL, where's the evidence for a future historian of who knew what, when, and what supports the historian's guesstimates about why? For example, the fact that a mill owner's papers contain labor union handouts, probably means quite a different thing from the fact that these same materials turn up amongst the old love letters of a one-time bobbin doffer.

The standard gripes and complaints about electronic information aren't too convincing. I'm not worried about the flood of material that needs to be sorted through, the mounds of contradictory, inconsistent, and just plain wrong information that is floating about in the tangle of wires and circuits. The disorder of it all doesn't bother me. I'm not even concerned that — no matter the amount of drizzle on a Saturday afternoon, or warmth of familiar quilt — CPUs still lack the all-important snuggle factor. Librarians evaluate information. If it's hooey on paper, we say so; we'll do the same when more of it is digitized. And as for the tangle, haze, and disorganization of it all, it's our job to arrange information and provide access to it, no matter its format. And we are good at it. As for snuggle-ability, someday humans may evolve to find the blue flicker of a computer screen to be a welcome companion on a slow, rainy day. But librarians should champion the archiving of information. They should fight those trends that make nearly all the evidence of our activity ephemeral. I suppose they should lobby for larger and larger and larger hard drives.

Paper, anyone? Chisel and stone?

Kevin Cherry is the Local History Librarian at Rowan County Public Library. He invites you to visit his collection's web page at **http://www.lib.co.rowan.nc.us**

Wired to the World

by *Ralph Lee Scott*

— Whackers —

Now that fall is in full swing, do you know what your Internet connection is doing? Are you spending too much time staring at an hourglass, while your Internet request has gone off to join the newfound life on Mars? If this sounds like *you*, then you might consider the following new Internet tools.

Several software products have been introduced recently that will reduce your need actually to be online over the Internet to view your favorite sites. These software programs go under the general name of *whackers*. Whackers automatically download single web pages, groups of pages, or entire web sites, storing them for later viewing on your personal computer. The process of automatic download is called, as you might expect, *whacking*. When you whack a site, you get all the text (HTML) and images that are specific to that page. The beauty of this capability is that you can regularly whack your favorite pages while you are away from your computer, and then return and view the images later without having to wait for the page to be transmitted back to you over the Internet. This is because the Whacker has stored the images in your computer already, and you simply view the files as local pages stored on your hard drive.

The original and best known of these whackers is *WebWhacker*. *WebWhacker* is available online from the ForeFront Group at: **http://www.ffg.com/whacker.html**; so if you want to try out this technology, just point your favorite browser (Internet Explorer, Mosaic or Netscape) to ForeFront's home page and download *WebWhacker* over the Internet. A FREE (yes, free) demo is available for Windows 3. 1, Windows 95 and Macintosh users. *WebWhacker* is being billed as "an indispensable World Wide Web tool ... (that) makes it easier for teachers to use Internet resources in the classroom."

In case it has not dawned on you, you can download a number of web pages to your local workstation, and let any number of students do assignments on the web using the download text and graphics files. This is one of the best tools schools can use to reduce Internet online telecommunications charges. As mentioned earlier, you can also use *WebWhacker* to do your downloading work for you, while you go on to more important assignments (lunch for example, or listening to the latest memo over the school loudspeaker).

Like any piece of software, *WebWhacker* must be configured to your special situation. First of all, you have to tell the whacker what sites you want to whack. You need to also tell *WebWhacker* what network browser you are using, and your e-mail address. Getting past a firewall will require an "http proxy" (a fake web address that your system administrator uses to provide web access) and the port of the proxy.

To use *WebWhacker* after it is configured, you just double click on the whack symbol on the toolbar (a broad sword) and the whacking begins. For example, the author whacked the American Library Association web site prior to the New York 1996 convention and obtained a lot of up-to-date information about events at the convention. You can instruct *WebWhacker* as to the level of whacking you want to do at each site. You can just whack the anchor page of ALA, for example, or you can go to a specific organization (like the American Library Trustee Association home page) and whack away there. There is also a "Whack All Levels" choice on the pull down menu.

Another software package that does something similar to *WebWhacker* is *ZooWorks*. *ZooWorks*, which describes itself "as taming the World Wide Web," is available at: **http://zoosoft.com**. A "lite" version is available to test free of charge. *ZooWorks* automatically records information such as the correct URL, page header, and other needed information, and organizes and indexes the documents automatically. You then can search the *ZooWorks* database and automatically reconnect for updates. *ZooWorks* requires Windows 95 or WindowsNT and Internet Explorer or Netscape browser software.

About the Authors ...

Rosemary H. Arneson
Education: A.B.T., University of Georgia, M.Ln., Emory University
Position: Director, Everet Library, Queens College, Charlotte

Frannie Ashburn
Education: B.A., Wake Forest University; M.L.S., University of South Carolina
Position: Director, North Carolina Center for the Books

Rhoda K. Channing
Education: B.A., Brooklyn College; M.S.(L.S.), Columbia University; M.B.A., Boston College
Position: Director, Z. Smith Reynolds Library, Wake Forest University

Kevin Cherry
Education: B.S., M.A., M.S.L.S., University of North Carolina at Chapel Hill
Position: Local History Librarian, Rowan County Public Library

C. Thomas Law
Education: Doctoral Candidate, Physics, Wake Forest University

Susan E. Mayes
Education: B.A., University of San Diego; M.S.(L.S.), University of Southern California
Position: Catalog Librarian, Belmont Abbey College

Nancy B. McNitt
Education: B.A. Hope College; M.L.S., N.C. Central University
Position: Library Media Coordinator, Morrisville Year-Round Elementary School, Morrisville, NC

Joan Sanders
Education: B.A., Millsaps College; M.R.E., Duke University
Position: Branch Librarian, Elkin Public Library, Northwestern Regional Library

David Lee Stegall
Education: Doctoral Candidate, Philosophy, University of Georgia, Athens, Georgia

Kay L. Stockdale
Education: B.A., Atlantic Christian College; M.L.S., University of Alabama- Tuscaloosa; Doctoral student, Educational Leadership, University of North Carolina at Greensboro
Position: Media Specialist Accelerated Learning Center, Asheville

Patrick M. Valentine
Education: M.L., University of South Carolina; Ph.D., Tulane University
Position: Director, Wilson Co. Public Library

Letters to the Editors ...

To: Dorothy Hodder
editor, North Carolina Books

I note your comment in the [spring edition of *North Carolina Libraries*] that "the stuff of fiction fills *Too Rich; The Family Secrets of Doris Duke*, by Pony Duke and Jason Thomas." Perhaps that is true and it is indeed a gossipy biography but I regret it even getting a mention and any resulting publicity. It is totally devoid of any attribution of sources in preface, footnotes, or bibliography. The authors' refusal to be judged by such common standards renders the book as pure unsubstantiated gossip in my opinion. I find it very much in error most of the time on subjects or themes with which I am acquainted.

Thank you for your contribution. I enjoy the book section very much.

William E. King
University Archivist
Duke University

To: Harry Tuchmayer
editor, Point/CounterPoint

I would like to thank you for your Counter Point article [spring issue] on why public libraries should be school libraries! Before my tenure at Stough Elementary School in Raleigh started about 5 years ago, I put in almost 15 years in public libraries. I worked for Wake County Public Library, Cumberland County Public Library, Craven-Pamlico-Carteret Regional Library, and Alamance County Library. I guess at heart I still see myself as a public librarian. But finding myself in a small ememtary school library now, I dislike the attitude that students should not expect to find help on school assignments in the public library!

Another article in the same issue of North Carolina Libraries expressed some of my concerns for students. The article by Cindy Levine gave an academic librarian's perspective on what they would like college students to know. Her interest focused mainly on attitude, rather than skills. She closed her article with a reference to another academic librarian who said the focus should be on students not going to college. "The use of libraries is not about getting through college, it is about getting through life."

I started out in my elementary school being very insistent that students become proficient in library skills. As I have become more comfortable in the school setting, I have changed my focus to one where I hope students feel comfortable and think about the library as a place to go for all kinds of information. However, if my students go to the public library and are not helped because they are working on a school assignment, how will they feel comfortable or even think to go to the library as adult?

Thank you for your understanding of some of the difficulties we face in the school. And thank you for reminding us that "librarian" is not a bad word we should completely ditch in favor of media coordinator!

Sincerely, Peggy Hickle

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North Carolina Books

Dorothy Hodder, Compiler

Daniel W. Barefoot.

General Robert F. Hoke: Lee's Modest Warrior.

Winston-Salem, NC: John F. Blair, Publisher, 1996.
452 pp. $24.95. ISBN 0-89587-150-5.

Daniel W. Barefoot, attorney, travel writer, and resident of Lincolnton, discovered early in his career that Confederate General Robert Frederick Hoke (also a native of Lincolnton) was "a genuine American hero ... whose story needed to be told to and preserved for future generations of Americans." Hoke, as a young lieutenant of twenty-three, served in the first contingent of North Carolina troops who fought at Little Bethel Church near Yorktown, Virginia, in early June of 1861. He "led Confederate soldiers with uncommon bravery and skill on virtually every important battlefield of the Eastern theater" and surrendered as a twenty-eight year old major general near Greensboro, NC, in late April of 1865. He, however, refused to write or talk much about the war; and historians have found few letters, diaries, narratives of Hoke's adventures, or personal memoirs on which to base a military biography —that is until Barefoot, a Phi Beta Kappa graduate of the University of North Carolina at Chapel Hill and a graduate of the University's School of Law, extensively researched Hoke's career.

Far more than fifty thousand books and pamphlets have been written on the Civil War, some so recent that Barefoot did not cite them in his twenty-page bibliography, notably Mark L. Bradley's *Last Stand in the Carolinas: The Battle of Bentonville* (1996). The Confederate Army, moreover, produced 425 general officers. Yet, no single biography of North Carolina's "most distinguished" and modest soldier, Robert F. Hoke, had been written in the years following the sanguine conflict until Barefoot produced fifteen chapters of a military biography that is prefaced by a delightful chapter on antebellum Lincolnton and followed by two chapters that broadly cover Hoke's marriage, the birth and careers of several of his children, and his efforts to industrialize his native state.

The bulk of the book outlines in sharp detail General Hoke's military service to the Confederacy from January 1864 to May 1865. In North Carolina, Hoke offered President Jefferson Davis a plan to rid the eastern portion of the state of Union control around Plymouth and New Bern, a plan which was foiled by events in the defense of Richmond and Petersburg, and later by the battlefield ineptitude of General Braxton Bragg. Somehow, the events and plans for Hoke's aggressive maneuvers and his limited successes seem out of proportion to a more strategic and realistic view of the Civil War: by January of 1864, Confederate forces had surrendered at Vicksburg, lost at Gettysburg, and withdrawn from the siege of Chattanooga. The Mississippi River had been opened to Union forces and most of the major ports had been blockaded, except for Wilmington and Mobile.

A most important addition to Barefoot's biography might have been an inclusion of a railroad map for North Carolina just prior to the Civil War. A reader unfamiliar with the state may have difficulty locating Lincolnton, Plymouth, New Bern, Trenton, the Trent River, Kinston, Averasboro, Elevation, Fort Fisher, Wilmington, or Bentonville. Although Barefoot is a travel writer who has a sense of place, his two other works (*Touring the Backroads of North Carolina's Lower Coast*, 1995, and *Touring the Backroads of North Carolina Upper Coast*, 1995) do not give adequate historic maps to be used as supplements to this biography. The reader is left with a clear and logical narrative of each battle and military campaign that competes with the best in historical writing, although recounted within narrow parameters. Barefoot's work will be a major contribution to Civil War and North Carolina history collections in academic and public libraries.

— Stewart Lillard
University of North Carolina at Charlotte

Carol Ingalls Johnston.

Of Time and the Artist: Thomas Wolfe, His Novels, and the Critics.

[Columbia, SC]: Camden House, 1996. 221 pp. $54.95. ISBN: 1-57113-067-5. [Order from Camden House, P.O. Box 4836, Hampden Station, Baltimore, MD 21211.]

It is a rare pleasure to be able to state without hesitation or equivocation that a book is superb and unquestionably worth buying and reading. This is such a book. Though Wolfe scholars and devotees will certainly read this book its audience should be much broader. All readers who are serious about literature — those for whom writers, their works, and the critical reaction to those works still matter — should add this volume to their lists of required reading.

Carol Johnston, on the faculty of the Department of English at Clemson University, is already well-known and respected for her definitive book, *Thomas Wolfe: A Descriptive Bibliography*, published by the University of Pittsburgh Press in 1987. In *Of Time and the Artist*, Johnston demonstrates that she is not only a careful, meticulous scholar but also an imaginative and gifted writer, able to show the reader new patterns, themes, and connections among Wolfe's writing and life, that of other writers, and the views of critics.

Johnston begins with an introduction to Wolfe's life and work and the critical community, followed by an overview of Wolfe studies. In thirty concise pages she captures the essence of her subject. In the following four chapters she discusses Wolfe's "semi-autobiographical novels,"— *Look Homeward, Angel, Of Time and the River, The Web and the Rock*, and *You Can't Go Home Again*. The short chapter entitled "Conclusion: The Pebble in the Pool," summarizes Johnston's findings. An extensive list of works consulted and an index add to the value of the book.

Johnston's thesis is that "literature and criticism nourish each other and each in turn nourishes and is nourished by society." Her book focuses on Wolfe as a member of this literary community and on the dialog between his writing and that community.

At the beginning of chapter three, Johnston addresses a basic question: "What is it that empowers *Look Homeward, Angel* ?" Her answer is that, for general readers and critics alike, Wolfe's 1929 novel "changed their lives, or altered their perception of reality, or encouraged them to achieve goals that they believed beyond them." She illustrates by citing the responses of Hugh Holman, Louis Rubin, and William Styron, as well as that of younger members of the Thomas Wolfe Society. This personal response to Wolfe's work helps explain Wolfe's continuing popularity with readers despite sometimes harsh evaluations by literary critics.

A pivotal episode in Wolfe's literary career was the publication in April 1936 of Bernard DeVoto's abrasive review of Wolfe and *The Story of Novel*, Wolfe's book about writing *Of Time and the River*. DeVoto accused Wolfe of being "astonishingly immature" and totally dependent on his editor, Maxwell Perkins. By the end of 1936, Johnston says, Wolfe recognized the truth of what the critics were saying, that "in lionizing Perkins's influence on Wolfe, they denied Wolfe the authority of his own prose. " Within six months, Wolfe had broken his relationship with Perkins and Scribners, and his literary career "took a whole new direction. " Johnston clearly and thoroughly traces the story of the huge manuscript that became *The Web and the Rock*, stating that "Aswell and Harpers (Wolfe's then-editor and publisher) were less than forthright about the conditions under which the manuscript had been prepared." She points out that "in retrospect, it is clear that despite its good intentions, Harpers bungled the publication of Wolfe's third novel." This difference between Wolfe's authorial intent and the intent of his editors has been a major theme in Wolfe studies, as Johnston shows.

In light of the high number and quality of publications relating to Wolfe that have appeared in the last fifteen years, Johnston asks, "What is left to be said about Wolfe? The answer is *plenty* — especially as the best scholar/critics increasingly avail themselves of the archival material available at Harvard University, the University of North Carolina at Chapel Hill, and the Pack Memorial Library in Asheville. ... [T]he study of Thomas Wolfe still has much to tell us about him and his writing, about the nature of literature, and about the complexities of publishing it. " And that is why this book is so important: writing, the nature of literature, the complexities of publishing— the stuff upon which intellectual inquiry is founded—is discussed intelligently, imaginatively, and excitingly in this volume.

Johnston has written a stunningly successful book. Though the price, unfortunately, may deter some potential purchasers, it is recommended for all academic libraries and for public and high school libraries with readers who are serious about literature and want more than the latest best seller.

— Alice R. Cotten
University of North Carolina at Chapel Hill

Richard McKenzie.

The Home: A Memoir of Growing Up in an Orphanage.

New York: Basic Books, 1996. x, 228 pp. $23.00.
ISBN 0-465-03068-8.

To many the word "orphanage" brings to mind visions of uncaring, Dickensian, institutionalized abuse and neglect of unfortunate children. This was indeed the sense behind the uproar over Newt Gingrich's politically explosive suggestion that orphanages could be a viable alternative to welfare and the foster care system. Richard McKenzie, the Walter B. Gerken Professor of Enterprise and Society in the Graduate School of Management at the University of California at Irvine and the author of numerous books and articles on economics, has challenged this criticism and has written an eloquent defense of the idea of orphanages in his book *The Home: A Memoir of Growing Up in an Orphanage.*

The Home, as it is simply referred to throughout the book, is a Presbyterian home for children. We are told only that it is in rural North Carolina and is near the town of Planeville and about forty miles north of a "large city" called Centralia. (A little research, however, revealed that the Home is the Barium Springs Home For Children in Iredell County and that Planeville is most likely Statesville and Centralia is probably Charlotte.) Life in the Home was generally a positive experience for McKenzie and for others with whom he has kept in touch. Rules were strict and punishments could be harsh, but when compared to the alternative (in McKenzie's case a drunken, abusive father and a loving but alcoholic mother who committed suicide), the Home was a haven where boys and girls could grow up in a stable environment. Children worked hard but also had free time to explore the 1,500-acre grounds, build close and lasting friendships, acquire a solid secular and religious education, indulge in childhood pranks and adventures, and generally have as "normal" a young life as possible under the circumstances. McKenzie has researched the adult lives of alumni of the Home and of other orphanages and found that among them the divorce rate is lower and that they tend to be more successful and earn higher salaries than the average. He boldly and without apologies maintains that his experiences with orphanage life are preferable to the uncertainty of today's foster home system and that negative ideas about orphanages should be set aside.

While supporting orphanages as institutions, however, McKenzie tells the disturbing story of an ex-Master Sergeant nicknamed "Bowtie" who administered punishments by whipping boys with his belt, often to the point of bleeding. These punishments went unchecked for months before the administration got wise and Bowtie was fired. This leads one to wonder what would happen in an orphanage were such a situation were ignored or where several persons with "Bowtie's" tendencies might be employed. Certainly the results could be disastrous and worthy of comparison to the most nightmarish Dickensian vision. In the case of the Home, however, this was an isolated occurrence and not in keeping with its generally sensible and constructive approach to mass child raising.

The Home is not merely a dissertation on the merits of an orphanage upbringing. It is a moving, humorous, and exciting story of a boy's growing up and coming of age. In this sense, it deserves the compliment of comparison to Tim McLaurin's *Keeper of the Moon.* Particularly noteworthy are the moving accounts of the "execution" of a favorite pet collie at the Home, McKenzie's mother's suicide and the disturbing event that preceded it, and his relationship with his father. *The Home* is also full of interesting and sometimes powerful sociological and psychological insights. All North Carolina libraries should acquire a copy for circulation and for their North Carolina collections. It could be recommended as reading for adults and young adults and could also be useful in providing background information for high school "controversial topic" papers.

— Dan Horne
New Hanover County Public Library

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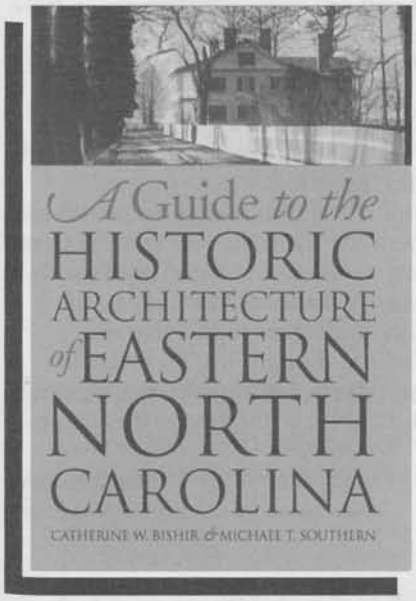
* *Due to a computer glitch, Dorothy Hodder needs the addresses and phone numbers of all persons who have reviewed, or are interested in reviewing books for this section. Please refer to Editorial Staff on page 43 for reply address. – Thank you.*

Catherine W. Bishir and Michael T. Southern.

A Guide to the Historic Architecture of Eastern North Carolina.

Chapel Hill, NC: The University of North Carolina Press, 1996. xvi,458 pp. Cloth, $35.00. ISBN 0-8078-2285-X. Paper, $19.95. ISBN 0-8078-4594-9.



A Guide to the Historic Architecture of Eastern North Carolina is a long-awaited addition to a growing library of cultural history of the Tar Heel state. The book is the first of three volumes which describe and illustrate regional examples of the art and technology of building through a broad expanse of terrain, traditions, and types of architecture that have survived over a period of two centuries. Two upcoming guides will feature the mountains and the Piedmont. The current volume focuses on 1,700 individual buildings located in forty-one counties reaching west from the tidewater and coastal plain inland to Interstate 95. County and local maps pinpoint locations of the sites along well-marked public roads. Four hundred photographs add to the clarity and rationale of the selected architectural examples. Among the treasures the reader will discover are colonial churches, antebellum plantations, and nineteenth-century lighthouses. Country churches, small farms, tobacco barns, factories, coastal fishing villages, and market towns add to the architectural variety packed into the guided journeys.

The purpose of the book as stated in the preface, is to be a field guide and reference for the traveler, resident, student, and preservationist with an interest in the architectural resources of North Carolina. Unfortunately, the book is not pocket-size, but it can be carried easily and stored in a backpack, bicycle basket, and car seat. One advantage of the book is that the examples presented are easily spotted along well-marked roads and are close to other sites discussed in the text. Another plus is that the arrangement leads the reader and traveler through a progression of connected counties so that a circuit of several areas can be made conveniently. To assist in planning a field trip, simplified county maps appear at the front of the book with selected town maps within the text. An excellent introduction unravels the tale of the region's founding and development and includes sections on land and water, people and architecture, settlement and development, architectural traditions, changing architectural styles, and transformations from the Civil War to World War II. Good photographs and plans depict selected works in each section. Finally, the body of the book is given over to an abundance of county-by-county architectural treasures that, although not all illustrated, are accompanied by concise descriptions of architecture and history that enliven each site.

The sheer number of buildings and sites presented is awesome—and this is only one-third of the state! A useful glossary of terms and a well-selected bibliography conclude the tome. In sum, this is a book that will become a cherished addition to the library of anyone interested in the architecture of North Carolina; a book to be carried afield at any free moment, alone or in a group; a source of great pleasure to guide us into our architectural heritage.

— Edward F. Turberg
Restoration Consultant, Wilmington, NC

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Celia Bland.

The Conspiracy of the Secret Nine.

Illustrated By Donald L. Williams. New York: Silver Moon Press, 1995. 90 pp.$12.95. 1-881889-67-X.

It is 1898 in Wilmington, and young Troy Worth's father has told him that it's "the best possible time for black people." Mr. Worth owns his own barbershop, the family lives in an integrated neighborhood, and the city's Republican government has actively promoted desegregation in the years since the Civil War. Trouble is brewing, though, in the days before the November elections, and Troy soon finds himself involved. His best friend, Randy, is suddenly distant and hostile; the boys overhear Randy's father taking part in a Ku Klux Klan meeting. Troy runs errands for people trying to avert the hostilities, spies on a hostile Democratic rally, and helps the mixed-race newspaper editor whose editorials have inflamed the city. All too soon Wilmington is literally in flames and Troy's family, along with many others, are suddenly refugees packed into a cattle car heading north.

The Conspiracy of the Secret Nine is a well-intentioned attempt to make a relatively little-known period in history accessible to upper elementary and middle school readers. The text is brief enough and simple enough in its style, so that most fourth to eighth graders would not have much difficulty with it. It is presented as a mystery/adventure, one of the publisher's "Mysteries in Time" series. While the author has made some effort at historical research, acknowledging a particular dependence on H. Leon Prather, Sr.'s *We Have Taken a City*, this novel never evokes the vivid sense of time, place, and personality which characterizes the best historical fiction. The language is disappointingly modern, not giving any real sense of difference in time or place. Troy doesn't display much individuality, and though Troy and Randy are at first presented as relatively equal characters, Randy appears rarely after the second chapter and the author does not really try to explain his motives, losing the opportunity for young readers to try to understand the values (unattractive as they were) of the segregationists. The book does include a bibliography and a map of "The Great Migration: 1890s Black Exodus from Southern States to New York, Pennsylvania, and Oklahoma" as historical resources.

Teachers searching for historical fiction for cross-curriculum literature/social studies tie-ins know that there is very little of any quality set in the U. S. between the Civil War and the Great Depression. The publisher, Silver Moon Press, lists its specialty as "literature-based books with a focus on fourth and fifth grade curriculum" and *The Conspiracy of the Secret Nine* may be of interest when a cursory exposure to the events of 1898 is more important than a literary experience. Teachers and readers seeking quality historical fiction, though, will do better to turn to more recent periods in history with Mildred D. Taylor's *The Friendship* or Bruce Brooks's *The Moves Make the Man*, both of which also deal with the difficulties of interracial friendship, but in an infinitely more involving fashion.

— Margaret Miles
New Hanover County Public Library

Jill McCorkle.

Carolina Moon.

Chapel Hill, NC: Algonquin Press, 1996. 272 pp. $18.95 ISBN 1-56512-136-8.

McCorkle, a native of Lumberton and a former teacher and librarian, is a true "overnight success." Her first two novels, *The Cheer Leader* and *July 7th*, were published simultaneously when she was twenty-six. They received glowing reviews and in 1985 both works were added to the Viking Penguin Contemporary American Fiction series. *Carolina Moon*, like her other writing, examines relationships in a small southern town.

McCorkle tells the story of Queen Mary Stutts Purdy (she calls herself Quee and has lately taken to pronouncing her last name PurDAY). Quee, who adopts needy humans like some people collect stray cats, is a sixty-nine year old entrepreneur who has performed abortions, designed ceramic meat centerpieces complete with aroma for vegetarians, and is currently operating Smoke-Out Signs ("Put your butt out and bring your butt in"), a combination spa and extended therapy session for people who want to quit smoking. From her "ghost wall" of old photographs of strangers, Quee spins stories of lives that are remarkably similar to hers and her neighbors', but in *her* versions the characters survive hard times and flourish because they are strong.

Within Quee's sphere is Tom, who spends his free time at the beach, walking the boundaries of an oceanside lot that since Hurricane Hazel is mostly under water, and thinking about his father, who committed suicide when Tom was ten. Denny, a motormouthed nonconformist, is trying to start a new life. Her academic husband divorced her after she took off most of

her clothes in a movie theater while watching William Hurt in *Body Heat*. Mack is forever tied to his beautiful wife Sarah, who lies in their bed in a possibly permanent coma. Alicia is trapped in a marriage to a man of movie star looks and monstrous actions.

At first these people seem bizarre, nothing like the neighbors in my home town. And yet ... while McCorkle may exaggerate to catch our attention, her characters ring true. Quee, a woman with a colorful reputation, knows most of the secrets of the town, all of which reflect some shade of love: unrequited love, hidden romantic liaisons, a sense of abandonment and rage at the loss of a loved one, an abused wife, a lonely church-going widow with lascivious thoughts....

The story is woven together with letters from the dead letter file in the post office addressed to "The Wayward One." (Interestingly, McCorkle's father was a postal worker). In the missives, covering a period of twenty-five years, a woman confides her innermost feelings to her dead lover.

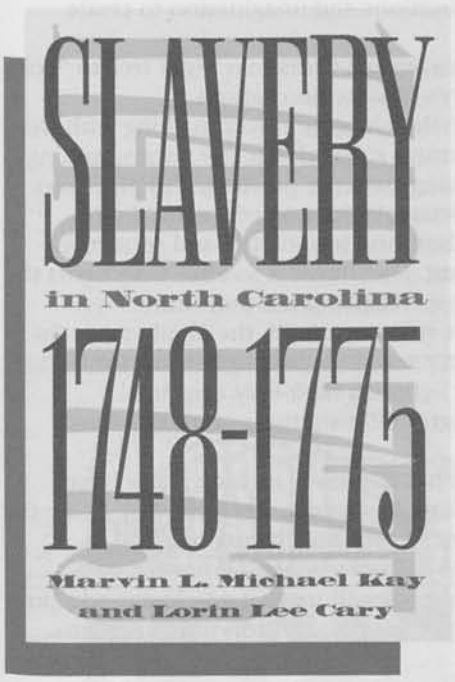
Once one gets comfortable with the somewhat disconcerting use of present tense narrative, the people of Fulton, North Carolina, spring to life. *Carolina Moon* is a funny and sad, angry and romantic, whimsical and tough look at love in all its nuances. It will only enhance the reputation of this major young American writer. All academic and public libraries should buy it.

— Suzanne Wise
Appalachian State University

Marvin L. Michael Kay and Lorin Lee Cary.

Slavery in North Carolina, 1748-1775.

Chapel Hill, NC: University of North Carolina Press, 1995. 402 pp. $45.00. ISBN 0-8078-2197-7.



In the summer of 1774, Joseph Hancock took out an advertisement in the *North Carolina Gazette* calling for the return of his runaway slave. Hancock explained in the ad that his slave, named Buck "calls himself Tom Buck." This brief statement discovered by the authors of *Slavery in North Carolina, 1748-1775*, could be used to illustrate the cultural separateness of slaves and owners, the persistence of African customs in the slave quarters, and a subtle but telling form of slave resistance. "Tom Buck" the authors tell as, could be an anglicized version of "Taiwo, " Yoruban for the first born of twins, "Thambo," an Ngoni or Malawian name, or any of a host of other names used over the years by slaves and their descendants.

There are precious few sources available to study the formative years of slavery in North Carolina. This could, perhaps, explain the little that has been written on the peculiar institution during the colony's early days. If the evidence doesn't exist, there just isn't much a writer can say. But by drawing upon the few records that are still present, by making comparisons to Virginia's Chesapeake region and South Carolina's lowcountry, and by noting numbers and demography, the authors have been able to construct a picture of North Carolina slavery during its initial development.

The picture shows two-thirds of all slaves during this time period being African born, many of whom would never speak English. It shows individual acts of resistance — sabotage, arson, feigned ignorance, truancy, petty pilfering, murder, and running away- coalescing into an unconscious, almost organized, slavery-wide opposition. It shows African values and worldviews holding sway in the naming of children, the creation of families, and the worship of gods. And it shows masters constricting the already circumscribed world of their African laborers.

Kay and Cary, professors emeriti of the University of Toledo, spent twenty years scouring county court records, tax lists, old newspapers, wills, etc., for mention of North Carolina slaves and slavery. They have counted heads, averaged export totals, and calculated sex imbalance ratios, seeking in composites the lost individual situations. They have extrapolated and compared — but still, the lack of source material is all too evident. The authors call upon two or three contemporary commentators time and again to give voice to a circumstance their numbers describe. They revisit the same murder several times to illustrate various points, and they describe a slave's preparation of the poison, "touck," in support of sundry observations.

Faced with such a paucity of information, it must have been difficult not to inflate the importance of some findings or to overinterpret others. This was perhaps the case when the authors observed that South Carolina bandits demonstrated class solidarity by choosing their victims "primarily from the ranks of the more affluent backcountry farmers." Social bandits? Perhaps. But then again, these backsountry highwaymen maybe just found it more lucrative to steal from "them that had."

This work is clearly intended for an academic audience.

— Kevin Cherry
Rowan Public Library

Robert Isbell.

The Last Chivaree: The Hicks Family of Beech Mountain.

Chapel Hill, NC: The University of North Carolina Press, 1996. 174 pp.$19.95. ISBN 0-8078-2266-3.

The Last Chivaree is the chronicle of the Hicks family of Beech Mountain, that traces its roots back generations to the mountains of western North Carolina. One of its most famous members is Ray Hicks, the well-known teller of Jack tales.

The book is based on a series of interviews and conversations with Hicks, his family, and neighbors, which reveal much about the character of mountain people and their way of life. The author is able to capture the speech, beliefs, and folklore of the family.

Ray Hicks and his late cousin, Stanley, who was a master dulcimer maker, are among the nation's most prominent ambassadors of traditional Appalachian culture. Both men have been named National Heritage Fellows by the National Endowment for the Arts. Ray Hicks was a founder of the annual Storytelling Festival in Jonesborough, Tennessee, of which he says, "There's a lot that's not true, but a lot that is."

Robert Isbell' s book is a snapshot of the mountain traditions of the Hicks family, which remain virtually untouched since the eighteenth century. The author is able to weave together the lives of the people with their stories and customs. Developing a feeling for the rugged way of life in the mountains before the modern world encroached, Isbell writes about the dignity, tenacity, and endurance of early pioneers that survive into today's world. The story of Ray Hicks' early years as one of ten children and his later courtship of his future wife Rosa is told with clarity and understanding.

Isbell first met Stanley Hicks in 1955 after hearing him perform near Boone. Thirty years later, he was able to locate him and began a friendship with him and his family which provides a basis for this book. His admiration for the Hicks family is evident.

The Last Chivaree is a book to be savored and to remind us of a quieter and simpler way of life. It is a book of interest to any collection of folklore or Appalachian materials. Sources are appended.

—Joan Sherif
Northwestern Regional Library

Ann Fearrington.

Christmas Lights.

Boston: Houghton Mifflin Company, 1996. 32 pp. $15.95. ISBN 0-395-71036-7.

Ann Fearrington of Raleigh combines family traditions and imagination to create *Christmas Lights.*

Christmas Lights is the story of one family's annual Christmas night trek to "ooh and ahh" at all of their city's holiday decorations.

The reader climbs into the old station wagon along with the family and travels over country roads, down city streets, passing sights each one more dazzling than the previous. Tall pine trees are transformed into peppermint sticks, an office building is decorated like a giant gift box, and toy soldiers and snowmen bedeck a fast food restaurant. One house is so alive with lights the night quiet is shattered by its "blink, dazzle and shine!"

Just when we think we have seen it all, the family turns for home. They know they have saved the best light show for last — their very own Christmas lights on their very own tree!

The dark pages of *Christmas Lights* seem to glow with Fearrington's illustrations of multicolored lights. The bold yellow text adds illumination to every page.

Though the story could be set in Anytown, USA, Fearrington has chosen to include many North Carolina landmarks throughout. The rolling hills of Stokes and Surry Counties are represented, as are the lighted trees of Cameron Village Shopping Center, Winston-Salem's downtown lamp posts and Moravian stars, Granville County's 1899 Puckett Farm House, and Raleigh's WRAL TV tower.

The simple text, glowing illustrations and perennial theme of book will make it a welcome addition to every public library and elementary school collection, as well as their holiday storytime programs.

— Beth Hutchison
Public Library of Charlotte Mecklenburg County

Other Publications of Interest

Tell Me a Tale: A Novel of the Old South is the story of young Moses, a former slave, who returns to the neighborhood of the eastern North Carolina plantation where he once lived. He seeks out four old-timers, and, over a bottle, tells them a story of his former life that draws to a bitter and dramatic conclusion. This is actor James McEachin' s first novel; his acting credits include *Play Misty for Me, True Grit,* and a television series. (1996; Presidio Press, PO Box 1764, Novato, CA, 94948-1764; iv, 252 pp; cloth, $18.95; ISBN 0-89141-584-X.)

Jerry Bledsoe has written a simple, bittersweet story about a childhood Christmas in Thomasville, North Carolina, that will be a sure hit as a stocking stuffer this year. Public libraries can expect requests for ***The Angel Doll: A Christmas Story***. (1996; Down Home Press, PO Box 4126, Asheboro, NC 27204; 128 pp; cloth, $14.95; ISBN 1-878086-54-5.)

Taffy of Torpedo Junction, a children's adventure story by the late Nell Wise Wechter about life on the Outer Banks during World War II, is available in an attractive new paperback edition with a foreword by Bland Simpson. The book was originally published in 1957 by John Blair, and won the North Carolina Division of the American Association of University Women's award for Juvenile Fiction. (1996; University of North Carolina Press, PO Box 2288; Chapel Hill, NC 27515-2288; xvii, 134 pp; paper, $9.95; ISBN 0-8078-4619-8.)

Richard Rankin, a history professor at Queens College in Charlotte, has collected twenty-six essays representing ***North Carolina Nature Writing: Four Centuries of Personal Narratives and Descriptions***. In the process he traces the evolution of nature writing, and serves up a poignant reminder to guard our remaining natural habitats. (1996; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; xv, 272 pp; paper, $12.95; ISBN 0-98587-151-3.)

Something new in guidebooks: ***The Newcomer 's Guide to North Carolina: Everything You Need to Know to be a Tarheel,*** by Bill Lee, may come close to living up to its ambitious title. After detailed introductions in Chapter One: Who We Are, the book presents Our Land; History; Politics; Our Economy; Sports; Travel and Leisure; What We Eat—and Drink; Arts and Entertainment; Haunts, Mysteries, Legends and Wonders; Notable Crimes and Disasters; Education; Motor Vehicle Regulations; and Taxes. Chapter Ten contains a comprehensive list of North Carolina authors; appropriate chapters list telephone numbers for state government offices or quote tax rates; most chapters conclude with short bibliographies for further reading. Folksy, down to earth, and wideranging, the book is a reasonable length for a beginning Tar Heel to absorb. An index would make the book more useful, but it does have a detailed table of contents. (1996; Down Home Press, PO Box 4126, Asheboro, NC 27204; viii, 278 pp; paper, $14.95; ISBN 1-878086-51-0.)

New publications from the ultimate North Carolina legal reference authorities at the Institute of Government include ***The Law of Self-Defense in North Carolina*** by John Rubin (1996; Institute of Government, CB No. 3330 Knapp Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3330; xvi, 215 pp; paper, $18.00; ISBN 1-56011-245-X); and David Owens' ***Introduction to Zoning*** (1995; Institute of Government, CB No. 3330 Knapp Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3330; iv, 120 pp; paper, $15.00; ISBN 1-56011-275-1.) New editions of their titles on employment law, municipal government, the law and the elderly, North Carolina crimes, and many other useful subjects are also listed in their catalog.

NCASL Awards and Scholarship

Elizabeth J. Jackson of Cary:
recipient of the $1000 NCASL Scholarship

Rebecca Bloxam of Lexington City Schools:
winner of the NCASL Administrator of the Year

Pam Kanoy of Pilot Elementary School in Davidson County:
winner of the Carolyn Palmer Media Coordinator of the Year

*Lagniappe (laň-yap´, laň´ yap´) n. An extra or unexpected gift or benefit. [Louisiana French]

North Carolina Videos:

Artistic, Literary, Historical, and Geographical Views of the Old North State

Sherrie Antonowicz, Marty Wilson, and Catherine Moore, all members of the Audiovisual Committee of the North Carolina Library Association's Public Library Section, collaborated on the compilation of the following reviews and annotations of North Carolina videos.

Carter, Linda, producer. ***Sister Becky's Baby***. Kinston, NC: Neuse Community Screen Players, 1995. Color. 30 minutes. $49.95. Includes teacher's guide and public performance rights. Order from: Linda Carter Productions, Route 5, Box 59, Snow Hill, NC 28580. Telephone: (919) 747-2712.

Audiovisual materials about North Carolina are always in demand in schools and public libraries, but they can be hard to locate. That is why it is a pleasure to find a video not only about North Carolina, but produced here as well. Linda Carter and the Neuse Community Screen Players have given us a live-action video of one of Charles Chesnutt's short stories, "Sister Becky's Baby."

Charles Chesnutt, along with Paul Laurence Dunbar, was one of the first African-American authors to gain national recognition. He lived and worked in Fayetteville from 1866 to 1884. Many of his short stories are based on folktales told by North Carolina slaves and illustrate the resourcefulnesss slaves used when dealing with their masters.

In "Sister Becky's Baby," a slave is traded by her master for a racehorse. Unfortunately, the new owner does not want Becky's baby, and the mother is separated from her infant. It is up to the conjure woman at Becky's old home to get the two back together.

The Neuse Community Screen Players, a group modeled after community theater, but formed expressly to make films and videos, has done an excellent job in bringing the story to video. Tolya Adams, as Becky, and Alicia Alexander, as the Conjure Woman, are particularly good in their roles. This is not a Hollywood production — there are a few problems with sound, scene transition, and a couple of (mercifully short) wooden performances — but it is technically and artisitically well above many nontheatrical videos.

Students will enjoy hearing the actors use local place names like Robeson County, Bladen County, and the Wilmington Road as they enjoy a good story well told. Programmers could pair this video with Direct Cinema's similar *Gullah Tales*, or use it with one of Tom Davenport's Appalachian "Jack Tales" videos to compare and contrast the white and the African American viewpoints in folktales.

Public librarians interested in materials expressing the African-American experience will want the video to circulate to patrons. All libraries building North Carolina video collections should definitely include *Sister Becky's Baby* in their acquisitions lists.

Linda Carter and the Screen Players are to be commended for their efforts, as are the North Carolina Arts Council, the Kinston Community Council for the Arts, and the Neuse Regional Library for their financial contributions. We need more North Carolina productions like this one.

— Sherrie Antonowicz
Greensboro Public Library

Stoney, George C., Judy Helfand, and Susanne Rostock. ***The Uprising of '34.*** 87 min. $490. Distributor: First Run Icarus Films, 153 Waverly Place, New York, NY 10014. Telephone: 1-800-1710. Discounts available for nonprofit organizations.

A "lost episode" in southern history comes to life in this documentary of the General Textile Strike of 1934. An optimistic labor movement was forcefully put down and the memory of those events suppressed by the workers who lived through them. Gaston County shares echoes of these remembrances as many of the modern interviews contained in this film are from local retired workers or mill owners.

In Gaston County over two thousand workers took part in the general walkout and over forty mills were closed. The Loray Mill Strike in Gastonia in 1929 (although not dealt with in this film) was actually a precursor to the widespread national strike, encompassing over four hundred thousand workers, which coincided with that fateful Labor Day of September 1934.

Historical events played a role in the beginnings of this grassroots movement. Optimism through New Deal legislation in the form of the National Industrial Recovery Act of 1933 legitimized workers' rights to organize. Also textile mill owners had voluntarily adopted a Cotton Textile Code in July 1933 which established a minimum wage of twenty-five cents an hour with a forty-hour work week, plus protective laws against child labor. When promises by the mill owners to provide better working conditions were never fulfilled, disgruntled textile workers were willing to try the union as a means of alleviating their plight.

The strike lasted just three weeks and was put down forcibly by National Guard Troops. Confrontations culminated in the death of seven workers in Honea Path, South Carolina. After this tragic event, which stunned textile workers and drew ten thousand to the funerals of slain strikers, President Franklin Delano Roosevelt intervened with a call for the strike to stop and for workers to be allowed to return to their jobs. Supposedly workers were to be re-employed but events turned against them. Almost everyone connected to the union was blacklisted. All workers no longer employed by the mills were thrown out of the mill village housing. This hard put-down of union-organized recruitment had a long-reaching effect, particularly in the South, with very little progress in the unionization of textile mill workers until the 1960s.

This film took six years to make. It was produced in part by George C. Stoney, a professor of film and television at New York University and a Winston-Salem native, who provided all of the original photography. Using archival footage and the strong voice of oral history, the film draws on the personal memories of individuals interested in these historical events, including many participants. Indeed, this is not a reenactment, but almost a reliving and uncovering of a topic which for decades was considered "taboo."

The tone of the film portrays the individual worker as the hero, but also strikes a delicate balance between the negatives and positives of "mill village life." For example, while those workers provided mill village housing were expected to adopt a lifestyle in which drinking was prohibited, the rent on the "shotgun houses" provided was as low as twenty-five to fifty cents per room per month.

The original music written for this production adds a unique plaintive timbre. The interspersion of archival footage (some of which was provided by the Gaston County Public Library) of mill workers' lives with the interviews enhances the development of the story line. It is readily apparent that the production team members were very committed to their subject and wanted to portray not only the bravery of those involved in these historical events, but also show the dynamics or cause and effect of historical events in the lives if everyday people.

According to early communications with the project team, which date back to early 1993, the original length of the film was to have been approximately one hour. Further editing with a paring of about ten to twelve minutes from the current eighty-seven minute total length would possibly enhance this production; however, who among us would have the heart to remove a further word from the lips of any of the "lintheads," who come across with well-spoken dignity as proud representatives of the southern American spirit at its best.

For a further look at the history of textiles in Gaston County, see the WTVI, Channel 42 production, "Spinning Through Time: Gaston County and the Textile Industry," produced in 1996.

— Marty Wilson, Gaston-Lincoln Regional Library

Other North Carolina Videos of Interest:

Whiteside, Tom. ***The Cameraman Has Visited Our Town.*** 1989. 20 min. $40.00, includes s/h and 6% NC sales tax. Distributor: Tom Whiteside, 1410 Acidia St., Durham, NC 27701.

An introduction to the films of H. Lee Waters of Lexington, North Carolina, taken between 1936 and 1942, of local people in the Piedmont area of North Carolina and shown in local theaters as short subjects before the feature movie. Just a sample of the North Carolina communities filmed by Waters include Salisbury, Thomasville, Kernersville, Burlington, and Graham.

North Carolina Bed and Breakfasts and Country Inns. 1995. 48 min. $19.95 + 6% NC sales tax. Distributor: Video Marketing Group, Inc., Raleigh, NC. Telephone: (919) 781-0500.

More than fifty unusual and unique places to stay are featured along with lush photography of nearby attractions from all parts of the state.

River Run: Down the Cape Fear to the Sea. UNC-Wilmington and UNC-TV, 1994. 55 min. $23.94 + $4.00 s/h. Distributor: UNC-TV Foundation. Telephone: (919) 549-7123.

This historical documentary follows the Cape Fear River from its origin to the Atlantic Ocean, and focuses on contemporary environmental concerns affecting its future.

Roanoak: The Unsolved Mystery of the Lost Colony. PBS Video, 1988. 3 videotapes. 180 min. $175.00 + $7.00 s/h. Distributor: PBS Video. Telephone: 1-800-424-7963.

A three-part dramatic series, these videos recount the events of the Roanoke Voyages, the first prolonged encounters between the English and the Native American Indians on Roanoke Island in Dare County, North Carolina.

— Catherine Moore
High Point Public Library

North Carolina Library Association
Minutes of the Executive Board

August 7, 1996, High Point, North Carolina

Members and guests present: Elinor Swaim, Clarence Toomer, Mary Louisa Bryant, Barbara Best-Nichols, David Fergusson, Beverley Gass, Wanda Brown, Steve Sumerford, Marsha Wells, Beth Hutchison, Kathryn Crowe, Sheila Core, Robert Burgin, Karen Perry, Sylvia Sprinkle-Hamlin, Sue Ann Cody, Janet Flowers, Carol Freeman, Cristina Yu, Betty Meehan-Black, Helen Tugwell, Ross Holt, Teresa McManus, John Via, Gene Lanier, Barbara Akinwole, Jackie Beach, Edna Cogdell, Patrick Valentine, Martha Davis, Nancy Clark Fogarty, Barbara Levergood.

President David Fergusson called the meeting to order and asked for approval of minutes from the previous meeting. The minutes were approved (with some spelling corrections).

Treasurer's Report

Treasurer Wanda Brown reported that there were receipts of $19,170.50 this quarter and expenses of $30,569.88 Wanda noted that she had not received any final bills for the last biennial conference. Robert Burgin made a motion to accept the report and Jackie Beach seconded. The motion carried.

Administrative Assistant's Report

Marsha Wells reported that membership has increased since the last board meeting by 195, but new memberships and renewals are coming in slowly. The total is now 1736, but 545 people who were members in 1995 have not renewed.

• ***Sections & Round Tables***

Children's Services Section: Beth Hutchison was not available to give a report because she was giving a presentation at the NCASL conference.

College & University Section: Kathryn Crowe reported that the section will sponsor a workshop on October 18 at the Cone Center. The workshop title is "Bringing It All Together: Campus Collaboration for Information Technology." Also, the board has discussed the possible merger of the College and University Section with the Community and Junior College Section.

Community & Junior College Libraries Section: Sheila Core reported that the section is looking at the possibility of sponsoring a program at the Learning Resources Conference. They have not yet polled the section about the possible merger with College & University Section.

Documents Section: Barbara Levergood reported that the spring workshop was a big success. The Section is planning a workshop on October 4 on "Legal Resources and Services Using Government Documents."

Library Administration & Management Section: Robert Burgin reported that the section will sponsor a workshop November 21 and 22 at Shell Island. The board voted to oppose the recommendation of the NCLA Governance Study to change the make-up of the NCLA Executive Board.

NC Association of School Librarians: Karen Perry reported that the number of pre-registered individuals for the biennial conference was 311, compared to an average of 600 pre-registered from the last two conferences.

Other news from the NCASL: Section representatives Linda McDaniel and Karen Perry met with Rep. Howard Coble on ALA Legislative Day in May. They discussed concerns about pending copyright legislation for libraries. The Children's Book Award Committee selected the lists of nominees for 1997 from children's suggestions across the state. The Battle of the Books Committee worked on formulating questions for the 1997 book list. The NCASL Executive Board met in Raleigh on May 23. The Board empowered Karen Perry to negotiate a contract for convention services for 1999 and 2001. The dates selected were August dates with the understanding that the contract may need to be renegotiated for October or November if August does not meet the needs of the membership.

Public Library Section: Sylvia Sprinkle-Hamlin reported that the A-V committee will host a workshop on audio books on October 25 in Wilmington and November 8 in Hendersonville. The Young Adult committee now has a homepage. The Technical Services committee is updating the Technical Services Directory. The Adult Services committee also has a homepage. The Trustees/Friends committee has completed the revision of their handbook. The committee voted to financially support the NCLA Leadership Institute.

Reference & Adult Services Section: Sue Ann Cody reported that the section will host a program called "Providing or Policing: Internet Access Dilemmas in Libraries." It will be held at the McKimmon Center in Raleigh, November 8. The board also approved a $250 donation of the NCLA Leadership Institute.

Resources & Technical Services Section: Janet Flowers reported that the section will sponsor a workshop entitled "The Interconnected Information Systems Environment: Perspectives for Resources and Technical Services." Also, the board has discussed various matters such as the proposed restructuring of NCLA, NCLA's finances and membership recruitment. They have distributed a membership survey.

New Members Round Table: Carol Freeman reported that the round table sponsored a very successful workshop on the World Wide Web. Also, the premiere issue of the "New Members Roundtable Bulletin" was published in July 1996. The NMRT presented the following petition to NCLA with the required fifteen signatures. "We the undersigned members of the New Members Round Table of the NCLA hereby request that the Executive Board of the NCLA approve a mail ballot for the purpose of amending the NMRT by-laws. The by-laws must be amended to reflect the Executive Board's August 1994 decision to give a two-year automatic NMRT membership to those joining NCLA for the first time. The proposed language for the amendment is as follows:

Individuals joining the NCLA for the first time will receive free membership in the New Members Round Table for each of the first two years of paid membership in the Association. In addition, individual membership shall be open to any other member of the NCLA who has not been an Association member for more than two years and for fewer than ten years, and now states a preference for this Round Table at the time of payment of Association dues.

NC Library Paraprofessional Association: Louisa Bryant reported that the NCLPA executive committee discussed the proposed restructuring and recommended that the Association should request retaining voting rights on the NCLA Executive Board. Also, the membership committee has sent letters to academic libraries to encourage larger participation. Four children's programs are planned for each region. These workshops will focus on puppetry, flannel boards and storytelling. The executive members participated in the Virginia Library Association Paraprofessional Forum where program chair Meralyn Meadows was a guest speaker.

Round Table for Ethnic Minority Concerns: Barbara Best-Nichols reported that REMCO will be finalizing plans for a conference in the spring of 1997.

Round Table on the Status of Women: Betty Meehan-Black reported that the round table will sponsor a Hiring Smart workshop.

Technology & Trends Round Table: Cristina Yu has become the chair. She reported that they will sponsor a workshop called "Working Wisely on the Web" on October 18. They are working on a homepage.

• ***Committee reports***

Conference: Beverley Gass

Constitution, Codes, & Handbook Revision: Ross Holt reported that the Conference Handbook has been added to the *NCLA Handbook* as Appendix I, as per Executive Board action. The committee also modified the Conference Committee's duties by adding, "To keep and maintain the Conference Handbook (Appendix I)." The committee incorporated the IRS rate for mileage reimbursement for travel. The committee made some changes in the Honorary and Life membership pages and added a list of Distinguished Service Award recipients.

Finance: Teresa McManus reported that the committee has worked on drafting a budget proposal. The resulting budget shows a shortfall of $20,000. The Finance Committee will submit an annual budget for 1997 at the November 1 Board meeting. Robert Burgin made a motion to change to an annual budget. Karen Perry seconded. The motion carried.

President Fergusson has appointed a committee to make some recommendations about our financial situation, including consideration of the impact of annual dues, increasing costs for Administrative Assistant, etc. The following people have been asked to serve: Larry Alford, Nancy Fogarty, Teresa McManus, Beverly Gass, Gwen Jackson, Wanda Brown, Karen Perry, Rose Simon, Sylvia Sprinkle-Hamlin, Robert Burgin.

Governmental Relations: John Via reported that NCLA was represented by 14 members and friends for the 1996 National Library Legislative Day. He also reported that he had posted a message on NCLA-L to encourage members to contact their representatives asking for support of LSCA. He shared some tips he learned from attending "Lobbying 101" at the ALA conference. Recent victories and partial victories are evidence that the Washington ALA office is very effective: Communication Decency Act was stalled; the Telecommunications bill gives reduced rates for libraries; and the digitalization of government documents was slowed to give librarians chance to respond to it . Elinor Swaim added that this is very important time to advocate for support for LSCA. She also encouraged us to thank state legislators for their support for State Aid

Intellectual Freedom: Gene Lanier reported that the committee receives about one request per week from librarians facing censorship challenges. In January the ALA Intellectual Freedom bill passed. The committee is also working on a document to help clarify interpretation of access to electronic information (Acceptable use policies on Internet use)

Literacy Committee: Dr. Pauletta Bracy was giving a presentation at NCASL. The committee will meet quarterly and will work closely with the various literacy programs throughout the state.

Membership: Barbara Akinwole and Jackie Beach reported. In an effort to recruit and retain members, the Membership Committee proposes to provide recruitment displays, send membership posters to all types of libraries, revise the membership form, place special membership recruitment ads in *NC Libraries* and *Tar Heel Libraries* and send thank you notes to new and renewing members. President Fergusson suggested that we charge a substantial higher registration fee for non-members to attend workshops; Jackie agreed that reduced rates for members is a benefit of membership. Patrick Valentine agreed, adding that less money will be available for sponsoring workshops this year. John Via suggested that we put a statement regarding higher fees for non-members into the Bylaws of each roundtable and section. President Fergusson asked Barbara Akinwole and Jackie Beach to consult with Ross Holt to develop such a motion to bring before the board. Beverley Gass asked about how we would monitor this to determine who is a member. Teresa asked the committee to think about adding legislators as honorary members.

Scholarships: Edna Cogdell reported that the Query-long Scholarship for the 1996-97 academic year has been awarded to Marni Jo Overly. Melanie Terry, a student at NCCU, is the recipient of the NCLA Memorial Scholarship.

Special Projects Committee: Patrick Valentine reported that the funding available is lower than last year. The committee is concerned that there is a lot of overlap in programs. He reminded the Board that bills need to be sent to the Administrative Assistant, not the Treasurer and he reminded people to observe NCLA rules before they submit a grant.

• ***Other reports***

North Carolina Libraries: Rose Simon reported that the most recent issue has been published. She distributed a list of upcoming issues and editors.

SELA Representative, NANCY CLARK FOGARTY Everyone is encouraged to attend the Oct 22-26 SELA conference in Lexington KY.

NCLA Web Page Ad-hoc Committee: The NCLA Web page URL is:http://library.rcpl.org/ncla/. The purpose of the page is to serve the membership and the library profession by providing information about NCLA library-related sites. Rockingham County Public Library has agreed to host the site at no cost to the organization.

New Business

Ross Holt presented the by-laws changes that were recommended by the New Members Round Table(see above). It was moved by Jackie Beach and seconded by Robert Burgin that we change the bylaws as requested by the board of the New Members Round Table). The motion carried.

Martha Davis noted that in ALA there is a drive to increase funds for ALA minority scholarships. She asked the board to consider whether NCLA wants to make a contribution. President Fergusson asked her to postpone the discussion until the next board meeting when we know NCLA's financial situation.

Jackie Beach asked us to be aware that there is a major revision of PLA Bylaws ; proposing elimination of sections. She asked us to carefully consider our vote on this very controversial change in bylaws.

North Carolina Library Association 1995-1997 Executive Board

PRESIDENT
David Fergusson
Forsyth County Public Library
660 W. Fifth Street
Winston-Salem NC 27101
Telephone: 910/727-2556
Fax: 910/727-2549
D_FERGUSSON@FORSYTH.LIB.NC.US

VICE PRESIDENT/
PRESIDENT ELECT
Beverley Gass
M.W. Bell Library
Guilford Technical College
P.O. Box 309
Jamestown NC 27282-0309
Telephone: 910/334-4822
x2434
Fax: 910/841-4350
GASSB@GTCC.CC.NC.US

SECRETARY
Steven L. Sumerford
Glenwood Branch Library
1901 W. Florida Street
Greensboro, NC 27403
Telephone: 910/297-5002
Fax: 910/297-5004
STEVES2241@AOL.COM

TREASURER
Wanda Brown Cason
Z. Smith Reynolds Library
Wake Forest University
PO Box 7777 Reynolda Station
Winston-Salem, NC 27109-7777
Telephone: 910/759-5094
Fax: 910/759-9831
WCASON@LIB.WFUNET.WFU.EDU

DIRECTORS
Jacqueline B. Beach
Craven-Pamlico-Carteret
Regional Library
400 Johnson
New Bern, NC 28560
Telephone: 919/823-1141
Fax: 919/638-7817

Barbara Akinwole
State Library of North Carolina
109 E. Jones Street
Raleigh, NC 27601-2807
Telephone: 919/733-2570
Fax: 919/733-8748
BAKINWOLE@HAL.DCR.STATE.NC.US

ALA COUNCILOR
Martha E. Davis
M. W. Bell Library
Guilford Tech. Comm. College
P. O. Box 309
Jamestown, NC 27282-0309
Telephone: 910/334-4822
Fax: 910/841-4350
DAVISM@GTCC.CC.NC.US

SELA REPRESENTATIVE
Nancy Clark Fogarty
Jackson Library
UNC-Greensboro
Greensboro, NC 27412
Telephone: 910/334-5419
Fax: 910/334-5097
FOGARTYN@IRIS.UNCG.EDU

EDITOR, *North Carolina Libraries*
Frances Bryant Bradburn
Information Technology
Evaluation Services
Public Schools of North Carolina
301 N. Wilmington Street
Raleigh, NC 27601-2825
Telephone: 919/715-1528
Fax: 919/733-4762
FBRADBUR@DPI.STATE.NC.US

PAST-PRESIDENT
Gwen G. Jackson
494 Breezy Point Road
Swansboro, NC 28584
Telephone: 919/393-2651
GJACKSON@UNCECS.EDU

ADMINISTRATIVE ASSISTANT
(ex officio)
Christine Tomec
North Carolina Library Association
c/o State Library of North Carolina
Rm. 27 109 E. Jones St.
Raleigh, NC 27601-1023
Telephone: 919/839-6252
Fax: 919/839-6252
CTOMEC@NCSL.DCR.STATE.NC.US

SECTION CHAIRS

CHILDREN'S SERVICES SECTION
Beth Hutchison
Public Library of Charlotte and
Mecklenburg County
301 N. Tryon Street
Charlotte, NC 28202
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Fax: 919/733-5679
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Barbara Levergood
Davis Library CB#3912
UNC-Chapel Hill
Chapel Hill, NC 27514-8890
Telephone: 919/962-1151
Fax: 919/962-4451
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MANAGEMENT SECTION
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Winston-Salem, NC 27101
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Fax: 910/727-2549
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UNC-Wilmington
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Sheila Johnson
Forsyth County Public Library
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Fax: 910/727-2549
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Perkins Library
Duke University
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Durham, NC 27708-0185
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ROUND TABLE ON THE STATUS
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Davis Library CB#3902
UNC-Chapel Hill
Chapel Hill, NC 27599-3902
Telephone: 919/962-1120
Fax: 919/962-0484
BETTY_MEEHAN-BLACK@UNC.EDU

TECHNOLOGY AND TRENDS
ROUND TABLE
Diana Young
State Library of North Carolina
109 E. Jones Street
Raleigh, NC 27601-2807
Telephone: 919/733-2570
Fax: 919/733-8748
DYOUNG@HAL.DCR.STATE.NC.US

NCLA
North Carolina Library Association

Editorial Staff

Editor
FRANCES BRYANT BRADBURN
Information Technology Evaluation Services
Public Schools of North Carolina
301 N. Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1528
(919) 733-4762 (FAX)
fbradbur@dpi.state.nc.us

Associate Editor
ROSE SIMON
Dale H. Gramley Library
Salem College
Winston-Salem, NC 27108
(910) 917-5421
simon@sisters.salem.edu

Associate Editor
JOHN WELCH
Division of State Library
109 East Jones Street
Raleigh, NC 27601-2807
(919) 733-2570
jwelch@hal.dcr.state.nc.us

Book Review Editor
DOROTHY DAVIS HODDER
New Hanover Co. Public Library
201 Chestnut Street
Wilmington, NC 28401
(910) 341-4389

Lagniappe/Bibliography Coordinator
PLUMMER ALSTON JONES, JR.
Corriher-Linn-Black Library
Catawba College
2300 W. Innes Street
Salisbury, NC 28144
(704) 637-4449
pajones@catawba.edu

Indexer
MICHAEL COTTER
Joyner Library
East Carolina University
Greenville, NC 27858-4353
(919) 328-6533
miccot@joyner.lib.ecu.edu

Point/CounterPoint Editor
HARRY TUCHMAYER
New Hanover Co. Public Library
201 Chestnut Street
Wilmington, NC 28401
(910) 341-4036

Advertising Manager
KEVIN CHERRY
Rowan Public Library
P.O. Box 4039
Salisbury, NC 28145-4039
(704) 638-3021
kcherry@ncsl.dcr.state.nc.us

Children's Services
MELVIN K. BURTON
Gaston-Lincoln Regional Library
1555 E. Garrison Boulevard
Gastonia, NC 28054
(704) 868-2165

College and University
ARTEMIS KARES
Joyner Library
East Carolina University
Greenville, NC 27858-4353
(919) 328-6067
artkar@joyner.lib.ecu.edu

Community and Junior College
BARBARA MILLER MARSON
Paul H. Thompson Library
Fayetteville Tech. Comm. College
PO Box 35236
Fayetteville, NC 28303
(910) 678-8253

Documents
MICHAEL VAN FOSSEN
Reference Documents
Davis Library CB #3912
University of North Carolina
Chapel Hill, NC 27599
(919) 962-1151
vanfosen.davis@mhs.unc.edu

Library Administration and Management Section
JOLINE EZZELL
Perkins Library
Duke University
Durham, NC 27708-0175
(919) 660-5880
jre@mail.lib.duke.edu

New Members Round Table
RHONDA HOLBROOK
Glenwood Branch Library
1901 W. Florida St.
Greensboro, NC 27403
(910) 297-5000

N.C. Asso. of School Librarians
DIANE KESSLER
Durham Public Schools
808 Bacon St.
Durham, NC 27703
(919) 560-2360
kesslerd@bacon.durham.k12.nc.us

North Carolina Library Paraprofessional Association
MELANIE HORNE
Cumberland Co. Public Library
6882 Cliffdale Road
Fayetteville, NC 28314
(910) 864-5002

Public Library Section
JEFFREY CANNELL
Wayne County Public Library
1001 E. Ash St.
Goldsboro, NC 27530
(919) 735-1824
jcannel@ncsl.dcr.state.nc.us

Reference/Adult Services
SUZANNE WISE
Belk Library
Appalachian State University
Boone, NC 28608
(704) 262-2798
wisems@appstate.edu

Resources and Technical Services
WILLIAM FIETZER
Atkins Library
UNC-Charlotte
Charlotte, NC 28216
(704) 547-2365
ali00whf@unccvm.uncc.edu

Round Table for Ethnic Minority Concerns
JEAN WILLIAMS
F.D. Bluford Library
NC A & T State University
Greensboro, NC 27411
(910) 334-7617
williamj@athena.ncat.edu

Round Table on Special Collections
MEGAN MULDER
Wake Forest University Library
PO Box 7777 Reynolda Station
Winston-Salem, NC 27109-7777
(910) 759-5091
mulder@lib.wfu.edu

Round Table on the Status of Women in Librarianship
JOAN SHERIF
Northwestern Regional Library
111 North Front Street
Elkin, NC 28621
(910) 835-4894
jsherif@ncsl.dcr.state.nc.us

Technology and Trends
DIANE KESTER
Library Studies and Ed. Technology
East Carolina University
Greenville, NC 27858-4353
(919) 328-4389
lsddkest@eastnet.educ.ecu.edu

Wired to the World Editor
RALPH LEE SCOTT
Joyner Library
East Carolina University
Greenville, NC 27858-4353
(919) 328-6533
ralsco@joyner.lib.ecu.edu

Trustees
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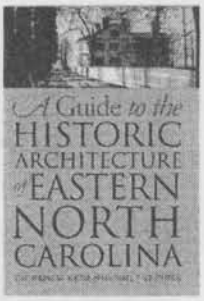

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