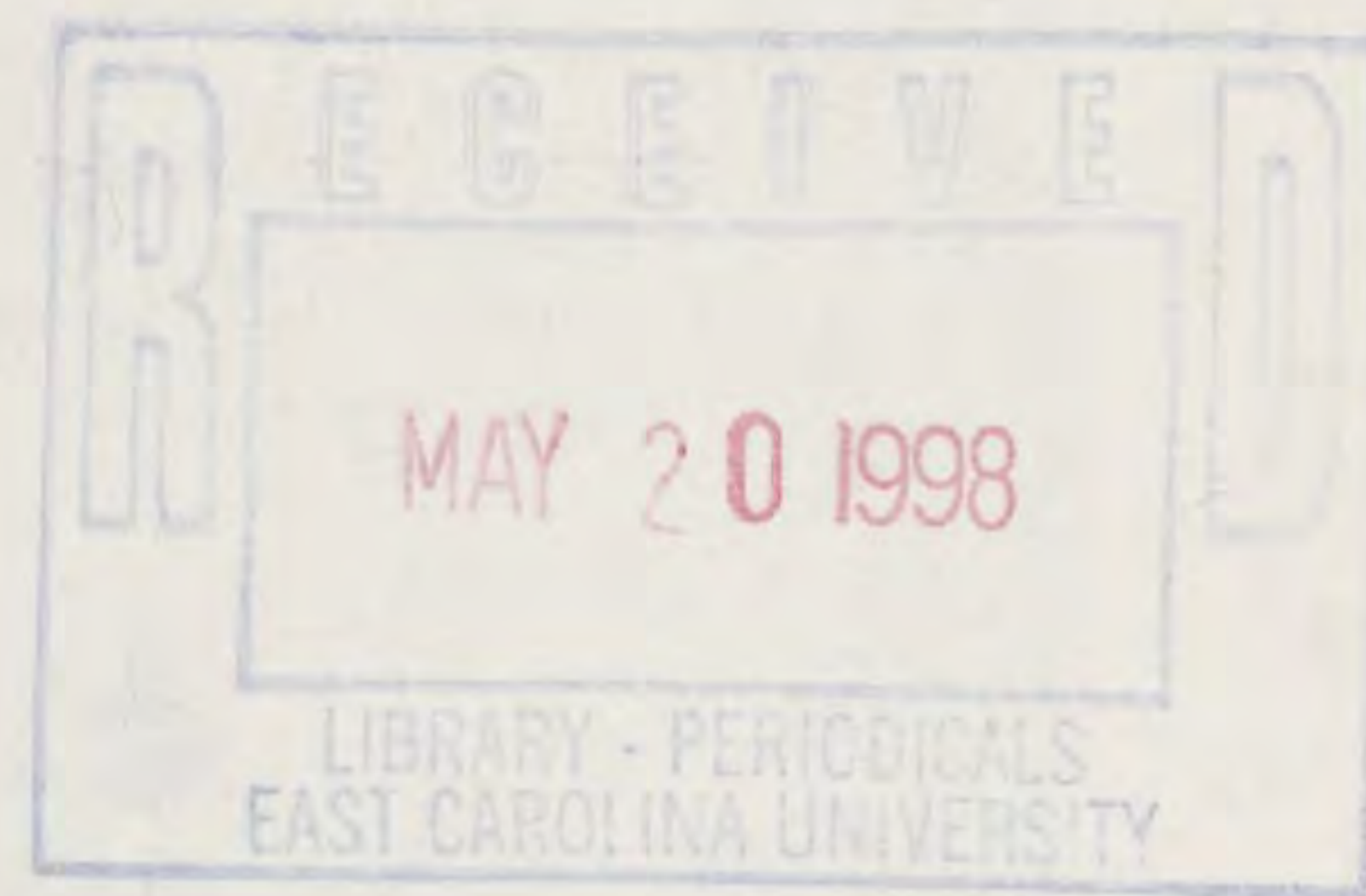
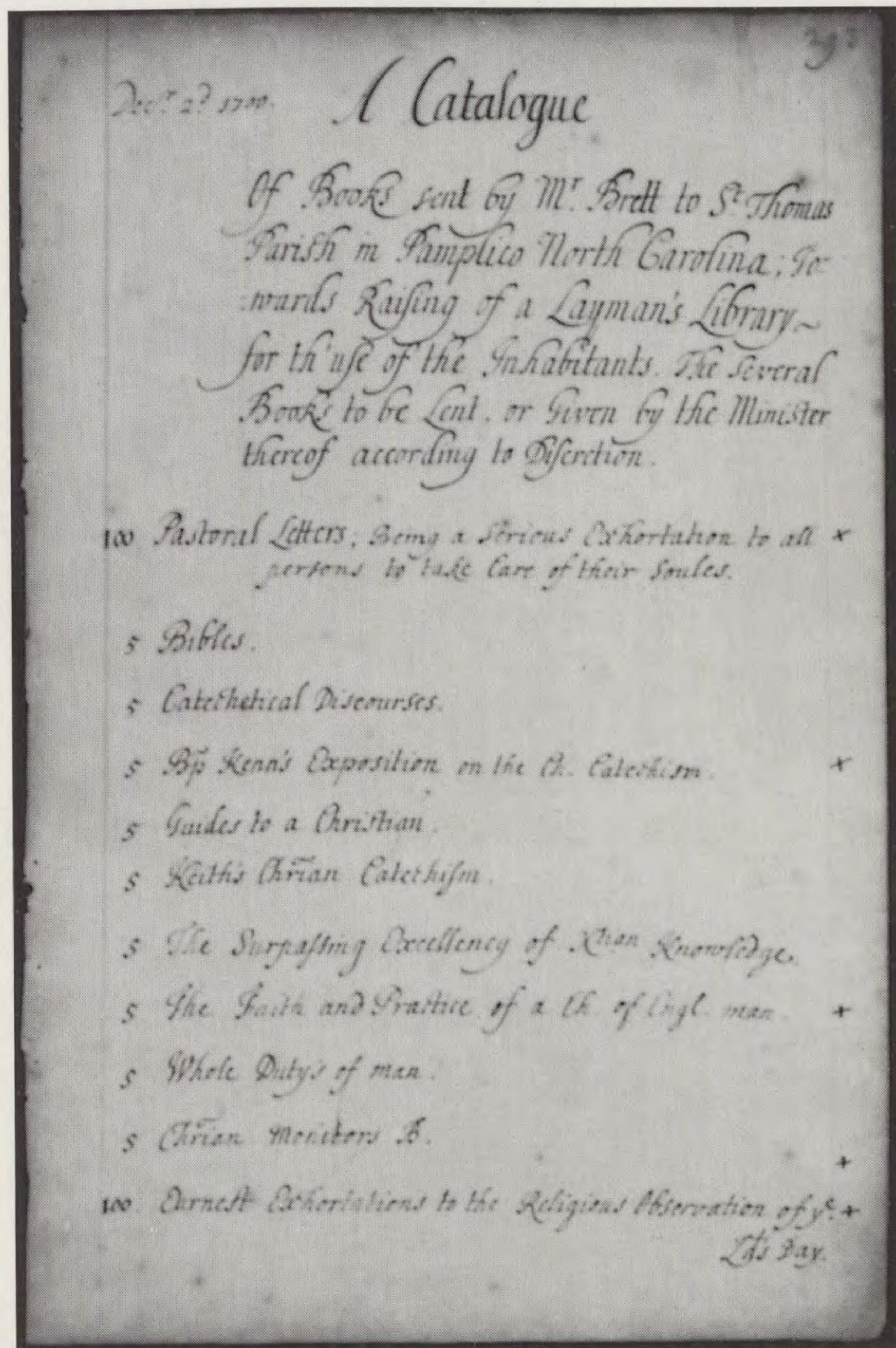


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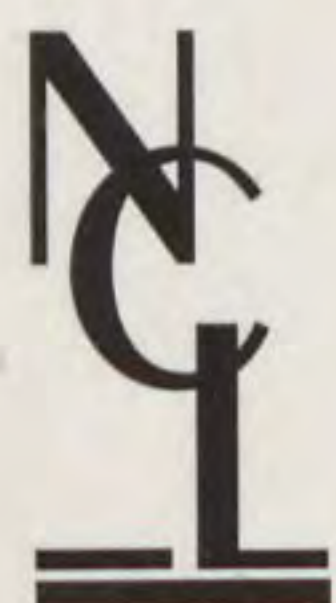


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... innovation comprises a rearticulation of the library's essential role in society, respect for a great deal more in life than the bottom line of the budget, or obeisance to the conventions of Byzantine terminology meant to impress administrators by its obscurity ...

—JAMES V. CARMICHAEL, JR.
PAGE 34.



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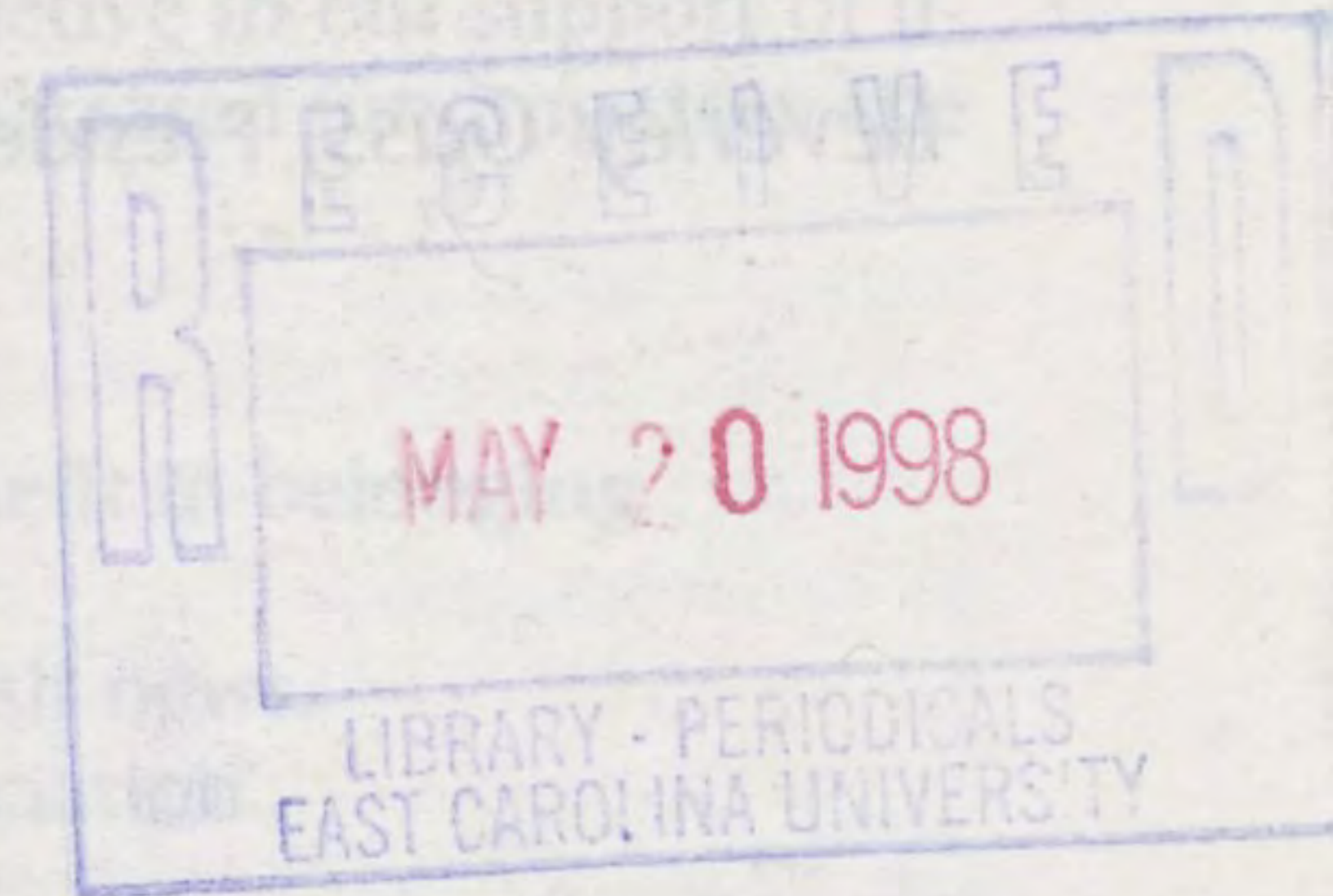
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NORTH CAROLINA LibRARIES

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Spring 1998

NORTH CAROLINA LIBRARY INNOVATORS: LESSONS LEARNED FROM THE PAST

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Cover: In December 1700, the Colony of North Carolina received its first catalog of books, which was intended for the use of the inhabitants of Bath, then called Pamplico. This first public library collection was housed at St. Thomas Church. The original catalog is held by the North Carolina Collection at the University of North Carolina at Chapel Hill. Photos courtesy of this collection.

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Art direction and design by Pat Weathersbee of TeamMedia, Greenville, NC.

From the President

Beverley Gass, President

Seems to me that it is important to begin at the beginning when becoming president of an organization such as NCLA. And where is the beginning? Is it where the last president left off? Is it a totally new place where the Association has never been before? This is a rather foolish question in some respects since NCLA, its new executive board, and president are all clearly part of a continuum of events, conferences, issues of a journal, projects, and members making it impossible to consider just starting over. Being a new president, then means picking up and going from where NCLA is, doesn't it?

It is a time of reflection, of reviewing the purpose of NCLA and making sure that the purpose still fits and applies. It is a time for asking questions — a time for wondering about everything we do and how we do it. Starting a term as president should mean a time of planning for the biennium and maybe even beyond that. It is a time for renewal and refurbishing. It is a time when a president sets a direction for the Association with a clear vision for the future.

With those things in mind, therefore, the new Executive Board members gathered at the Public Library of Charlotte/Mecklenburg County on January 22-23 for a retreat/planning session and first board meeting for 1998-99. Consultant and librarian Lea Wells led us through a series of processes designed to assist us in developing a vision statement and objectives for the biennium. The vision statement and objectives are printed below. As you read the vision statement be aware that it is a *draft* based upon ideas for the next eight to ten years. The draft was written at the retreat and has not been reviewed by anyone as of this writing. The objectives are the ones that the Executive Board developed for the biennium with designations of time lines, groups responsible, and action plans omitted here, since not all objectives have yet been completed at the same level of detail.

Vision for NCLA

▪ *We are a member-focused organization*

Provision of services for members is based on continuous input from our members. We develop services and activities to meet members' needs. Membership in NCLA is strong and vigorous. The membership count is more than 3,005 by 2005. All members belong to at least one section and a significant majority of members attend conferences and workshops and clamor for more member services from the Association. Everyone in North Carolina who works in any library is a member of NCLA. Membership in NCLA is required for employment within every library in the state. Many of our members, in fact, are librarians. We have a simplified and unified organization with ample staff to perform the work of NCLA and its sections and round tables.

▪ *We are the association of choice for information professionals*

NCLA is recognized and respected outside of the library/information community and is the leading voice for all types of libraries. Leaders of the association are spokespersons for all major information issues within the state. NCLA uses media outlets as a means to deliver the message to the citizens of North Carolina in a manner that garners support for libraries and information professionals.

▪ *We are committed to continuing education and the professional development of our members*

Sections and round tables consistently cooperate to plan and deliver continuing education programs. We continue to deliver excellent continuing education workshops and seminars. Our biennial conference is the premier membership event for the Association. In the non-conference year, we hold an "event" for the Association where several sections and round tables have a common site and time for their professional development activities. The NCLA Leadership Institute provides a reservoir of leaders for the Association and the profession. We partner with the State Library of North Carolina, the constituent representative organizations where libraries are located including the North Carolina Community College System, the North Carolina Council of Independent Colleges and Universities, the North Carolina Department of Public Instruction, the University of North Carolina, and other affiliated agencies, associations, and corporations to provide leadership in professional development for all who are engaged in the delivery of library and information services.

▪ *We use information and communications technology to serve our members effectively and efficiently*

We are committed to maintaining a large virtual Association and an active electronic outreach program for our members and our profession. We maintain an active Web site where members can conveniently locate all kinds of information about NCLA. We provide leadership in the use of technology and cyberspace for communicating among the members. We use videoconferencing and other technologies to make continuing education more accessible to all who seek it in the field of library and information services.

▪ *We are a fiscally robust organization*

Financial matters are no longer a concern within NCLA. We look beyond membership dues and operation of NCLA for support for our initiatives. We seek funding through an active and robust program of Association develop-

ment. We have strong partners and allies with business and corporate North Carolina. We have built a sizable endowment fund, a foundation, and Friends of NCLA that support many of the new and ongoing programs of NCLA including our award-winning journal and the Leadership Institute. We are proactive in our support of library and information technologies issues and have been instrumental in achieving increased funding from the North Carolina General Assembly for all types of libraries within the state.

Objectives for NCLA 1998-99

1. Increase membership in NCLA through an increased perception of worth and benefit in belonging to NCLA
 - 1.1 Publish a bi-monthly newsletter in which all sections and round tables publish news.
 - 1.2 Expand and revise Web site to provide extensive information about the Association
 - 1.3 Actively recruit library school students
 - 1.3.1 Change dues structure for students to reflect their student status
 - 1.3.2 Work with library educators to encourage library students to join the Association.
 - 1.3.3. Create a section for library school students
 - 1.4 Create a mentoring program for 1st year librarians who are NCLA members
2. Continue advocacy of and education for the principles of intellectual freedom
 - 2.1 Create model policies
 - 2.2 Review existing collection/selection policies to include new technologies
 - 2.3 Conduct staff development/workshops on intellectual freedom issues
 - 2.4 Educate the public about the Freedom of Information Act through public service announcements, a speakers bureau, a Web page, and a series of press releases to North Carolina media outlets
 - 2.5 Form coalitions with other local, regional, state, and national organizations to promote intellectual freedom issues.
 - 2.5.1 Identify groups — PTA, NCAE, ACLE, ASCD & SELA
 - 2.5.2 Join/co-sponsor events and publications
3. Provide access to the Internet for all populations served by the library
 - 3.1 Secure grants for hardware and access to the Internet
 - 3.2 Develop outreach programs
4. Expand continuing education programming
 - 4.1 Increase accessibility of continuing education to all members
 - 4.1.1 Repeat workshops across the state
 - 4.1.2 Use technology, when appropriate, to deliver programs
 - 4.1.3 Schedule programs at times most "user friendly" for members
 - 4.2 Market and promote continuing education opportunities effectively
 - 4.2.1 Obtain planning data — "survey with specific workshop topics"
 - 4.2.2 Market affordability of workshops through a "Continuing Education Newsletter" or an NCLA newsletter (of all opportunities provided by all sections and round tables)
 - 4.3 Identify and maximize continuing education resources
 - 4.3.1 Canvas membership for specialized knowledge and skills
 - 4.3.2 Promote cooperative ventures among sections and round tables
 - 4.3.3 Develop funds for project grants
 - 4.4 Encourage administrators to promote continuing education
 - 4.4.1 Establish minimum standards for staff development
 - 4.4.2 Develop an NCLA "accreditation" process for libraries
 - 4.4.3 Lobby legislators on behalf of schools and community colleges
 - 4.4.4 Establish grants for continuing education in cooperation with the Department of Public Instruction
5. Communicate with members using electronic means
 - 5.1 Provide a list of free e-mail providers to new and renewal members
 - 5.2 Subscribe all new and renewing members to NCLA-L (list serve)
 - 5.3 Request e-mail addresses on all membership applications (all formats)
 - 5.4 Survey memberships connectivity (e-mail and/or Web vs. snail mail) — ask for e-mail addresses; home or work access; possible volunteer(s) for virtual mentor to 1st year librarians
 - 5.5 Develop an electronic newsletter to include news of continuing education activities, advocacy opportunities, legislation, committee/round table/section minutes and announcements, new releases and jobs
 - 5.6 Charge committees, round table, section chairs with using NCLA-L

We invite you to review and react to the draft vision statement and objectives. Let us hear what you think. It is as simple as writing, calling, or e-mailing me or any member of the executive board. The full list of executive board members is at the end of this issue (page 54). Better yet, post your reactions to NCLA-L. If you do not belong to NCLA-L, send an electronic mail message to listserv@ils.unc.edu Do not enter anything in the subject line. In the body of the letter type SUBSCRIBE NCLA-L *yourfirstname yourlastname*

Saved:

The Gambold Collection of Moravian Devotional Books

by Rose Simon

The box contained a couple dozen small, unmistakably old volumes. A few had paper covers; some wore leather bindings; most had cardboard covers with thin leather spines and corners. The pages were in good condition; the font a precise, exotic Fraktur type that varied only in size from volume to volume, an occasional word on a title page printed in red instead of black. The imprints listed unfamiliar, faraway places and printers: Barby, Gotha, Hirschberg, "Zu finden in den Brüdergemeinen." The years of publication ranged from 1724 to 1818. The only duplicates were copies of a title printed by Henrich Miller in Philadelphia in 1769 — the sole non-European imprint.

It did not take a sophisticated command of German to discern that these were religious titles: a *New Testament* in Luther's translation; Reichel's *Ghostly Hymns and Songs*; a biblical concordance; Gregor's *Prayers and Meditations in Verse for all the Days of the Year*; Risler's *Historical Excerpts from the Books of the Old Testament*; Spangenberg's *Life of Nicholas Lewis, Count and Lord of Zinzenberg and Pottendorf* (Part IV). These were not merely eighteenth century German devotional books; they were Protestant — specifically, Moravian — devotional books. Their connection to Salem College (founded by Moravians in 1772) was certain. First, they were a gift from a Salem alumna whose family once had lived at Salem and had kept the books for over 150 years. Second, an inscription in one of the books shows that it was given at Salem, on the 7th of September 1805, by Carl Gottlieb Reichel (future Inspector of the Salem Girls'

Boarding School) to John and Anna Rosina Gambold.

Inscriptions are plentiful in this little collection, and indicate that it was part of the personal library of Anna Rosina. Of the 23 volumes (20 titles) in the Salem Gambold Collection, eight bear her name, often with her maiden name, Kliest. Three more bear her father's name. Two are inscribed to both John and Anna Rosina. Four bear the name of John Gambold, albeit not in his own handwriting. Only three volumes have no inscriptions at all.

Within the history of the Moravian Church in America, John and Anna Rosina Gambold are relatively familiar figures, for they were the principal Moravian missionaries to the Cherokee nation. Ten days after the

presentation of Reichel's gift, the Gambolds embarked from Salem on the 400-mile journey to Springplace in northwest Georgia. They were accompanied to a place near Pilot Mountain¹ by a group of girls and teachers from the recently established Boarding School. Presumably, the Gambolds took Reichel's gift (the *Ghostly Hymns and Songs*² book compiled by his father, Carl Rudolph Reichel, in 1798) with them. Did all the volumes in the Gambold Collection go with the missionaries to Springplace? What other books did they have at Springplace, and how did the books printed after their departure from Salem come to be part of the collection? How did it come about that these particular volumes were preserved and brought back to



Hymnals with printed music were not the norm in the eighteenth century. Several different sets of lyrics could be applied to the same tune.

Salem? The answers to these questions are interwoven with the story of the Gambolds themselves, their friends and supporters, and the nature and fate of the Cherokee mission.

The Moravian Church³ traces its origins back to the followers of the early Protestant martyr, John Hus (d. 1415). The *Unitas Fratrum*, as these believers were known, were largely suppressed for the next three centuries, and emerged again among those Protestants (many from Moravia, in what is now the Czech Republic) who took refuge on the Saxony estate of Nicholas Lewis, Count von Zinzendorf, in the early eighteenth century. Zinzendorf became an active patron of the group as it defined itself anew, emphasizing a commitment to serving the unfortunate throughout the world. This was the first Protestant sect "to declare the evangelization of the heathen the duty of the Church."⁴ As early as 1732, two Brethren sailed to the Danish West Indies to work among the slaves. Then came a mission to the Inuit peoples of Greenland. Moravian migration to the American colonies was undertaken with the clear intention of establishing missions to the Indians. In the northern colonies, the Delaware were served by the noted Moravian missionary, David Zeisberger, and his assistant John Heckewelder.⁵ In the southern colonies, there was some preliminary work among the Indians which had to be abandoned in 1740, when the Moravians were compelled to leave eastern Georgia for Bethlehem, Pennsylvania. The Revolutionary War and its turbulent aftermath fostered Cherokee hostility towards American settlers, precluding significant mission work before the end of the century.

Finally, in 1799, the Cherokees indicated that they were willing for the Moravians to come to the Cherokee Nation⁶ to set up schools for teaching English and other skills needed in dealing more successfully with the white culture. The missionaries, on the other hand, gave highest priority to imparting salvation, without which education was deemed to be of little value. Their vision was that as the Indians converted, they would join the established Moravian community, and their children would then be educated as members of that community. Consequently, the first Moravian missionaries concentrated their efforts on building the means of establishing and sustaining the physical community — houses, barns, fields — while allowing Indians, slaves, and other interested parties to

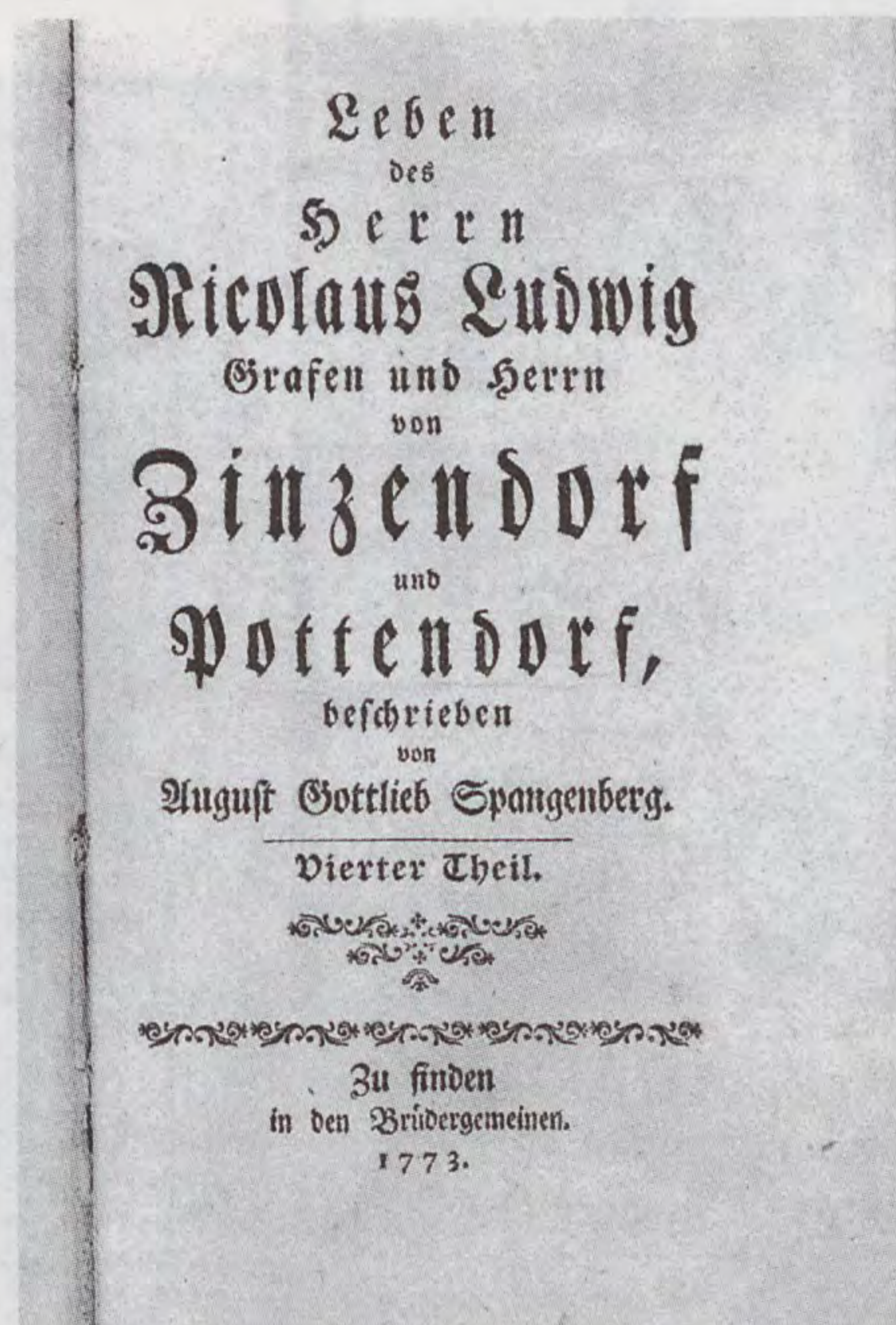
attend their worship services.

In 1803, and again in 1804, the Cherokees noted with impatience that the Moravians had not yet established a boarding school at Springplace, and should leave. Negotiators (for the Indians) and carpenters (for the missionaries) were dispatched from Salem. Meanwhile, a school established by the Presbyterians was opened at Hiwassee in eastern Tennessee, only 60 miles northwest of Springplace. A new, December 1804, deadline for an operating school was set and barely met. One of the two couples at the mission now asked to be released from their assignment. The survival of the mission seemed to depend on the careful selection of their replacements. The Gambolds proved to be a good choice.

Of the two Gambolds, more is known of Anna Rosina,⁷ owing largely to her 17 years as an exceptionally talented and popular teacher at the Bethlehem Female Seminary. Born in Bethlehem, Pennsylvania, in 1762, she was the daughter of the locksmith Daniel Kliest and Anna Felicitas Schuster (who died in 1765). At the age of 26, this Single Sister began her teaching career at the Seminary. Her range of

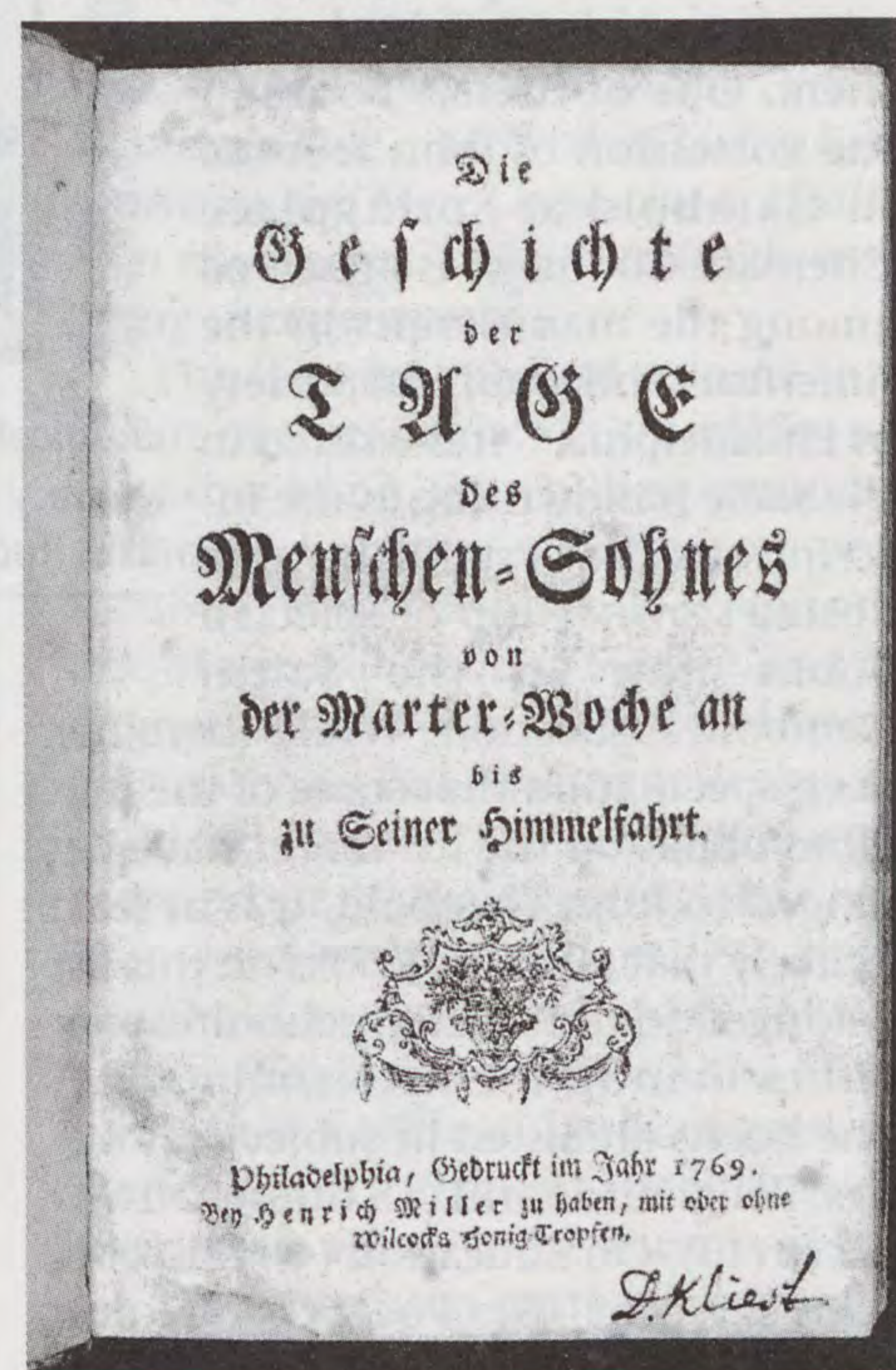
interests included the natural sciences as well as literature, and she wrote verse (English as well as German) for student recitations and other special occasions. She was imaginative, energetic, and clever—qualities often masked by the sober reports, diaries, and letters that make up the official record of her years at Springplace. In 1803, she accompanied George Henry Loskiel and others on a trip to Zeisberger's mission at Goshen on the Muskingum River in Ohio. Her personal interest in fulfilling the core Moravian commitment to serving the American Indian coincided with the expressed desire of John Gambold, hatter and leader of the Single Brothers at Salem, to serve in the recently established Moravian Mission to the Cherokees.

In 1802, Gambold had been selected to travel from Salem to Springplace to bring news and instructions to Jacob and Dorothea Byhan, the couple then serving alone at the Mission. He remained with them for six very satisfying weeks. He returned still willing and eager to serve the Cherokee, and willing servants were badly needed; but the Lot, to which the Moravians referred as an indication of divine will, determined that this was not the time for John Gambold to go to Springplace. Instead, he became assistant vorsteher (warden) at Salem, and married Catherina Lanus.⁸ Within two years, John was called to serve as pastor in nearby Friedberg, where both he and his wife were stricken with a severe fever. He recovered; Catherine died on October 30, 1804.



Above: Part IV of Spangenberg's biography of Count von Zinzendorf, patron of the Brethren, survived the trip to Springplace; it is quite possible the Gambolds did not own the other parts.

Right: The sole American imprint in the Gambold collection is *The History of the Days of the Son of Man from Martyr Week to His Ascension* (Philadelphia, 1769). The book first belonged to Anna Rosina's father, Daniel Kliest.



John Gambold was at last approved in early 1805 for his Cherokee mission—provided that he remarry. He promptly set out for Bethlehem, Pennsylvania, and for the accomplished schoolteacher, Anna Rosina Kliest.⁹ They were married in May, and set out for Salem soon thereafter.

It is easy enough to picture Sister Gambold packing up as many as possible of her possessions, including books and pictures. Both parents were dead, and at the age of 43, she was marrying for the first time; she was leaving the community into which she had been born, and heading out for the frontier to serve the Lord and the Cherokee. She labored at Springplace for 16 years, following her close friend Peggy Crutchfield (the Gambolds' first convert) in death by four months.

The Moravians were meticulous record-keepers, and consequently the Gambolds' reports, diaries, and letters to their friends and supervisors back at Salem have been preserved.¹⁰ Regrettably, the correspondence that was sent to Springplace, like the Gambolds' many books, has disappeared. The Moravian missionaries who survived the Gambolds (John died in 1827) were forced to leave Springplace in 1831 for refusing to swear allegiance to the state of Georgia, one more disgraceful aspect of the government policies associated with the infamous removal of the Cherokees from their lands in the East.

While at Springplace, the Gambolds drew up two listings of the books they had with them. One of these, "Books in the Possession of John & Anna R. Gambold at Springplace Cherokee Country," is preserved among the manuscripts in the American Philosophical Society in Philadelphia.¹¹ It is written in the same handwriting as the inscriptions that establish Anna Rosina's ownership of selected books now in the Salem Gambold Collection. While there has been speculation that some of the religious books on the list might have belonged to John Gambold, it is at least as likely that all of the books on this list belonged to the veteran schoolteacher rather than to the hatter/minister.¹² The books are listed in subject categories: Religious Works (15 titles), On Sciences (13), On Education (4), Miscellaneous Works (8), Poetry (11), and School Books (11). The most notable

thing about these books is that all 79 titles are in English. This is not entirely surprising, as the Gambolds were bilingual; despite the closeness of the German-speaking community in Bethlehem and Salem, both had been born and raised in the American colonies. Anna Rosina had taught most, if not all, of her classes at Bethlehem Female Seminary in English, and her fluency in English is clearly evident in her verse.

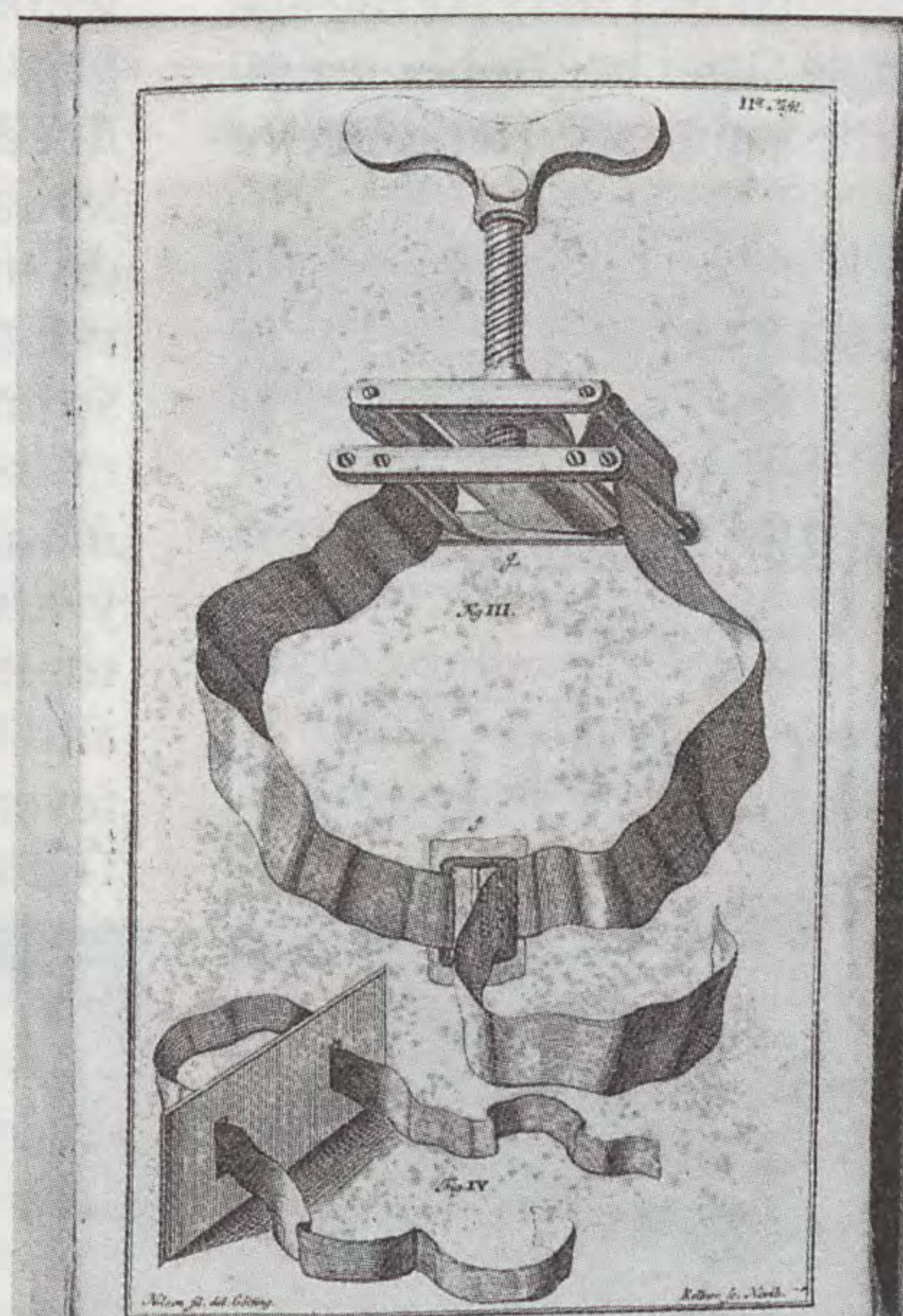
The titles on the "Possession" list include authors and titles still familiar to the well-read English major: Joseph Addison's *Evidences of the Christian Religion*; John Bunyan's *Grace Abounding to the Chief of Sinners*; *Works of the late Dr. Benjamin Franklin*; John Gerard's *Meditations*; *The Book of Common Prayer of the Protestant Episcopal Church in the U.S.*; Gilbert Burnet's *Abridgement of the Reformation of the Church of England* and his *Some Account of the Life & Death of John, Earl of Rochester*; Samuel Johnson's *Lives of the English Poets*; James Thomson's *The Seasons*; Robert Burns's *Poems*; John Gay's *Fables*; Edward Young's *Night*

to the Use of the Globes; Joseph Moxon's *A Tutor to Astronomie and Geographie*; and James Ferguson's *Astronomy Explained Upon Sir Isaac Newton's Principles*. This large selection of moral but secular titles casts some light on the fact that among the books in the Salem Gambold Collection are three titles¹³ that are not part of the Moravian devotional canon.

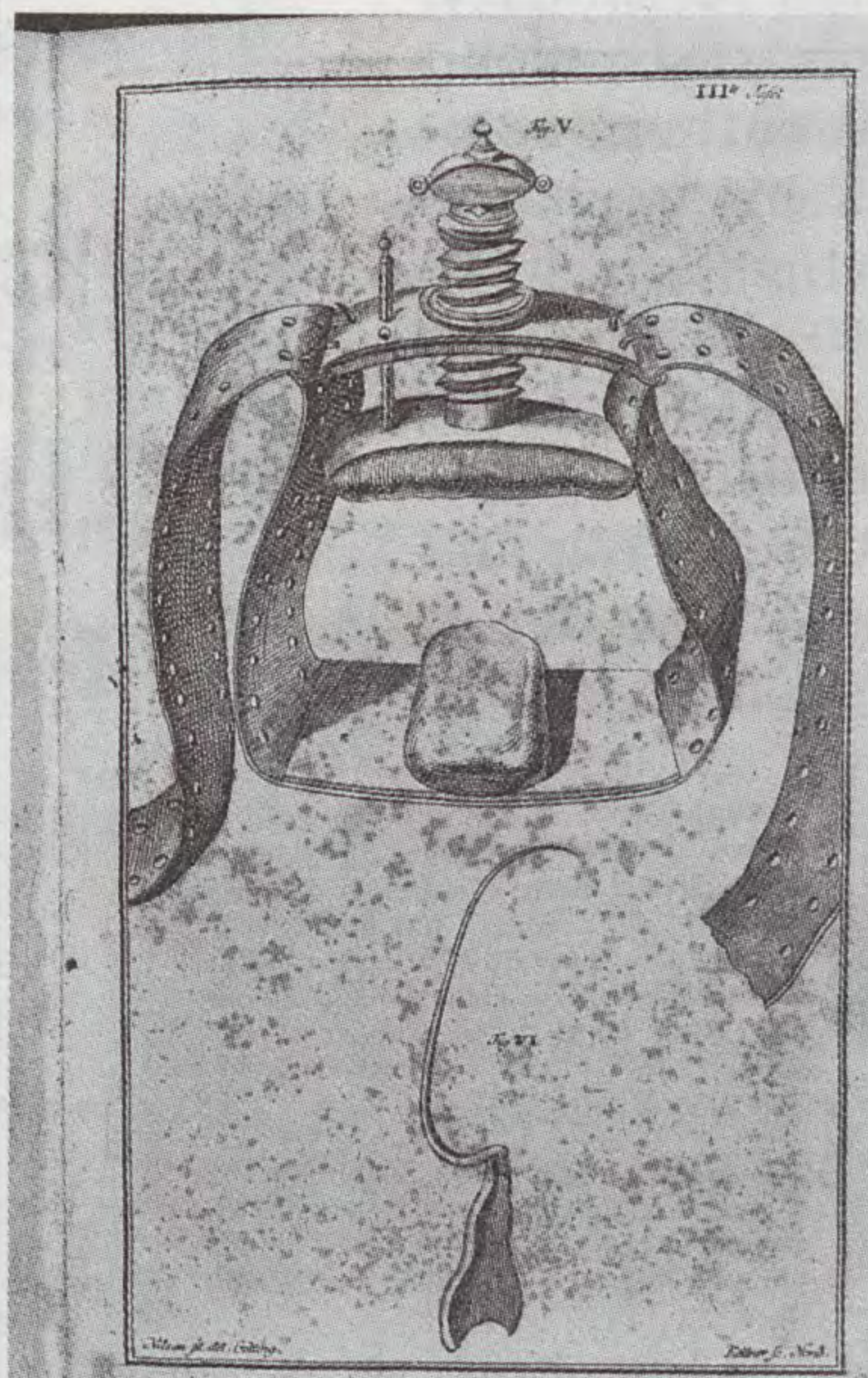
The publishing history of these titles in English¹⁴ confirms the possibility that most of these books came with Anna Rosina from Bethlehem to Springplace in 1805. Those listed under "Schoolbooks," written in slightly larger, neater script than the other categories and titles, may have come from Bethlehem with Anna Rosina and/or from more than one source. In August 1808, for example, the reading material for the school was supplemented by a gift: "a boat from Major Anderson arrived here and brought various needed articles ... for each of our brown children as a present, a whole lot of useful — and what is the most important for us — very religiously written books for our school."¹⁵

The Springplace Diary and letters reveal that distant as it was from Salem, the mission was not cut off from travelers and area friends, White and Native American, who delivered packages and bundles and even casks of documents and gifts. Gambold always speaks of the delight and gratitude with which these materials, including books, were received — gratitude for the materials, and gratitude for their actual arrival, which could never be guaranteed. At least once, the delivery of a

packet to Springplace was delayed for some ten weeks at the home of people who could not read, and therefore could not determine to whom the packet should go.¹⁶ Another delivery (containing a \$100 bill) was set aside en route in a place "where the mice are playing post-master and wanted to forward it, but found it too large for their mail and reduced it to many small parts, of diverse shapes, perhaps like plots of land." The parts were discov-



Surgical instruments of the eighteenth century were illustrated in Richter's *The Rudiments of Surgery* (1782).



Thoughts; John Milton's *Paradise Lost*; William Cowper's *The Task*; Thomas Campbell's *The Pleasures of Hope*. Three of the titles listed under Education clearly reveal Anna Rosina's professional concerns at Bethlehem Female Seminary: Hannah More's *Strictures on the Modern System of Female Education*; Charlotte Smith's *Rural Walks*; and *Lessons of a Governess to her Pupils*. So, too, do the books On Sciences, including Daniel Fenning's *A New and Easy Guide*

ered some weeks later, with the address gone, and eventually made their way to the missionaries — with the bill “damaged only a little and can pass at full worth.”¹⁷ Some documents, usually reports of developments at various Moravian congregations, had to be sent on to others located in distant outposts; documents often had to be returned because it was too troublesome to make and disseminate multiple copies. Titles drifted in and out of Springplace.

At times, the demands of securing food and shelter precluded the writing of letters to Salem; at other times, the letters and diaries mentioned the desire for more reading material:

If there should be space left in the little chest, then you might find something useful for us, as for instance the last volume of *Milner's Church History*. N. B. the first three volumes are in the Mission Archives. (Don't be alarmed over this large effort, it is only in Diminutivo), and the first 4 volumes of the same work were given to us by a friend in Pennsylvania. Perhaps It would be best, if I would include here the catalog of the Springplace Archive, which we would indicate in the best way what might be sent to us when there is a good opportunity.¹⁸

Gambold did indeed draw up such a catalog, listing English titles on one side of the page, and German titles on the other. What is truly revealing about this document is the extent to which it does not correlate with the titles in the Salem Gambold Collection or with the titles on the “Possession” list. Very little overlap exists among the three. Two titles, *Elements of Useful Knowledge* 2 vols. and *The American Young Man's Best Companion*, on the “Archives” list appear on the “Possession” list, and three other “Archives” titles (*Pastor Reichel's Ghostly Hymns and Songs*, Zinzendorf's *Thoughts Concerning Various Evangelical Truths*, and Gregor's *Prayers and Meditations in Verse for All the Days of the Year*) are represented in the Gambold Collection, which also includes the *Brethren's Hymn Book*. (The “Archives” list also includes a standard hymn book and its supplement.) Both lists — one by Anna Rosina and one by John — may have been

drawn up around 1816; they suggest that the Gambolds made a clear distinction between their personal books and those belonging to the mission.

Busy as they were in their work, the Gambolds obviously were eager to receive reading material as well as the official publications needed for holding services. The Gambolds' work — teaching as well as preaching — was all conducted in English, meaning that the German books in their possession mostly were read privately, perhaps providing the basis of ad hoc translation for use in public services. The letters and diaries reveal that the services and devotions, including Singstunden,¹⁹ they observed were carried out much as they would have been back in Salem or Bethlehem, albeit in English, and required the use of standard materials. An important Moravian devotional volume was the “*Losungsbuch*,”²⁰ which established the framework and theme for daily worship. The Gambolds were always especially grateful to receive a copy of the next *Daily Text* book from friends in Bethlehem or Salem, and great satisfaction when enough copies arrived to give each member of the mission his own.²¹ The Gambolds



“She sings so beautifully!” — one of four “historical engravings” from Suvarov and the Cossacks in Italy (1800), one of the few non-devotional volumes in the Gambold collection.

held a second daily service in which they frequently incorporated a prayer or meditation from “Gerhard” — most likely the “Gerard's Meditations 1635” on the “Possession” list. Another frequently cited source for this second service was Zinzendorf's *The Harmony of the Four Gospels*, which appears on the “Archives” list, as was the case with “news of the visit of the blessed Brother John ... read from the mission history of Greenland.”²² Use of the German titles in the Gambold collection is considerably less evident.

Despite the late date at which the two lists of books were drawn up, they do not include all the titles the Gambolds had at Springplace. In March 1818, they wrote friends in Salem, “In the evening we are reading together the *History of the Missions of the Propagation of the Gospel among the Heathen Since the Reformation* by William Brown, with particular pleasure.”²³ This title appears on neither of the surviving lists nor among the surviving books. Yet it is a significant title, representing core professional reading for these missionaries. Similarly, in reporting on the personal injuries and illnesses that befell the missionaries far too often, the Gambolds refer to a medical book (*Ewell's Medical Companion*)²⁴ not listed in the surviving documentation. The titles they did have, however, are of interest. William Buchan's *Domestic Medicine* (on the “Possession” list) bears a revealing subtitle: *A Treatise on the Prevention and Cure of Diseases by Regimen and Simple Medicines: with An Appendix Containing a Dispensatory for the Use of Private Practitioners, to Which are Added Observations on the Diet of the Common People, Recommending a Method of Living Less Expensive and More Conducive to Health than the Present.*²⁵ The Gambolds were living inexpensively.

The German medical volume that is part of the Gambold Collection, on the other hand, is a chilling reminder of the missionaries' remove from professional medical help. It is volume one of the *Rudiments of Surgery*, and its engravings provide pictures of some singularly wicked-looking tourniquets and instruments. The Gambolds were more prone to the ailments of arthritis, and “neurasthenia.” John Gambold reported in 1817, for example, that “Little Mother Anna Rosel has to suffer with all kinds of pain, in particular with arthritic attack, for several weeks already, the thumb of her left hand has been quite lamed and 4-5 days her walking has been made dif-

ficult by similar pains in her right leg.”²⁶ Indeed, the letters of the Gambolds reveal increasingly frequent allusions to the physical limitations of these hard-working and unmistakably aging people. Anna Rosina died (“passed over”), in Gambold’s arms, in early 1821, as they were packing to move to a new mission outpost in Oochgelogy, Georgia.²⁷

The bereaved widower went on to Oochgelogy, and then returned to Salem for a period of recovery; but he did not ask to be excused from his service to the Cherokee. The mission board determined that he clearly needed help at his new post, and so he was married to the Widow Anna Maria Grabbs Schultz, who left her two daughters at the Salem Girls’ Boarding School, and accompanied Gambold to Oochgelogy in 1823. Anna Maria was perhaps less prepared than her predecessor for mission work (which included establishing a school for both Cherokee girls and boys, the school at Springplace having become a boys’ school in 1819); but with experience, she grew into the job. Gambold himself died at Oochgelogy in 1827, and yet she remained — unmarried — with the other Moravian missionaries in Georgia until they all finally were expelled by the state government in 1831.

What happened to the books that had been in the possession (whether listed or not) of John and Anna Rosina at Springplace? Most of the books, including those inherited by Anna

Rosina from her father Daniel, would have been inherited by John Gambold in 1821. Some or all of them might have returned with him to Salem in that year. It is far more likely that they remained in Georgia. They might have been divided between Springplace and Oochgelogy, but — especially given the sort of distinction made between the Mission Archive and the personal possessions of the Gambolds — it is more likely the library was moved *in toto* to the latter. When Anna Maria returned to Salem, she probably brought her late husband’s library with her.

By 1831, the extent to which German was the preferred tongue among the Moravians was probably diminishing. It is probable that the German books in the Gambold library were becoming increasingly appreciated as quaint artifacts by Anna Maria’s descendants, while the books in English would have remained “in circulation” — more ordinary, more easily replaced, and less likely to be preserved over the years. It is possible that the inscription of John Gambold’s name in the three volumes of Risler’s *Historical Excerpts from the Books of the Old Testament* was written by Anna Maria or one of her daughters; it appears to be the same hand that wrote “Sister Gambold” in two of Anna Rosina’s volumes. Yet another hand, probably later but also probably within the family, wrote “(Anna Maria’s husband)” next to John Gambold’s name in one of the Risler volumes. We do know that Anna

Maria’s daughter Dorothea married the book binder David Clewell in 1839, and through their descendants the German books that now constitute the Salem Gambold collection survived.

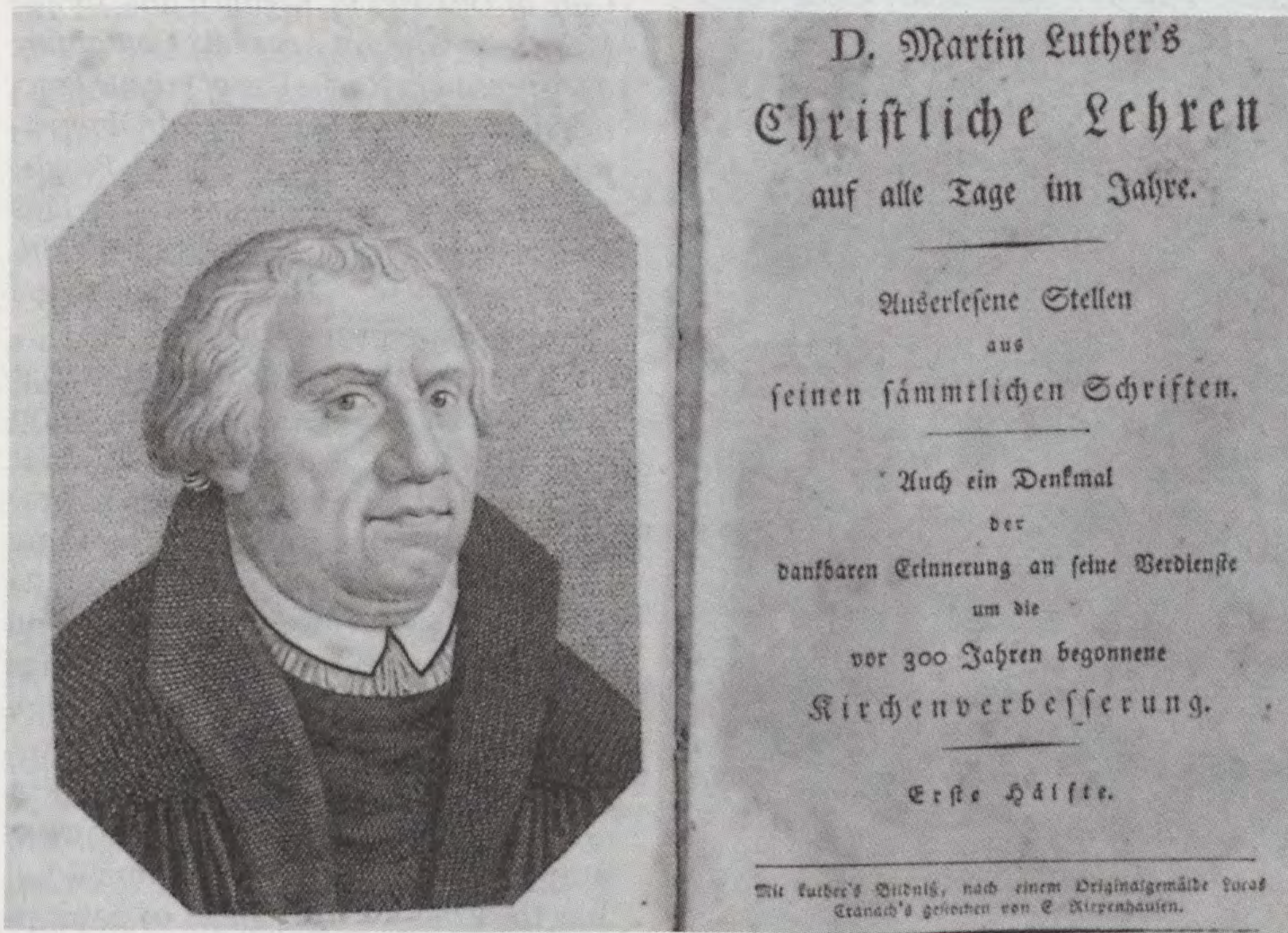
It is in this light that we look at the last book to be added to the Gambold Collection during Anna Rosina’s lifetime, *Dr. Martin Luther’s Exegesis of the Fifteenth Chapter of St. John*. (Neudietendorf: 1818). The inscription shows it to be a gift to Anna Rosina from Elisabeth Horsfield, almost certainly the Eliza M. Horsfield who had taught with her at the Bethlehem Female Seminary some twenty years before.²⁸ Like an earlier gift²⁹ from their friends, Christian and Maria Schaaf, this book was part of the wave of Luther celebrations that came with the tricentennial of the Reformation. The Horsfield gift is an 1818 edition of a German text originally printed in 1538—an early Reformation text. That is the point: for these spiritual descendants of John Hus, Luther’s triumph is ultimately their triumph.

The Springplace grave of Sister Anna Rosina Kliest Gambold was, and is yet, unmarked. A small part of her personal library is preserved in the Salem College Library, a memorial to her, and to her remarkable fulfillment of the ideals of her faith.

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References

¹ The best route from Salem to Springplace went north over the Blue Ridge Mountains to a place near Abingdon, Virginia. They followed the valley from Bristol to Knoxville, and then took the more difficult road to Springplace. Frances Griffin, *Less Time for Meddling A History of Salem Academy and College 1772-1866* (Winston-Salem, NC: John F. Blair, 1979), 59, observes that this field trip was an unusually



Dr. Martin Luther’s Christly Precepts for All the Days of the Year (1817) was one of the many titles published to celebrate the tricentennial of the beginning of the Protestant Reformation. The title page proudly explains that the engraving is based on the Cranach portrait of Luther.

distant venture for the students.

² At this time, hymnals contained words, but not the notes, staves, and other representations of the music that we are used to finding in modern hymnals. Dr. Nola Knause of the Moravian Music Foundation and Dr. C. Daniel Crews of the Moravian Church Archives, have explained that very different verses (songs) with a common meter could be sung to the same tune. That is, a given set of words did not belong exclusively to a given tune. (Joint interview, Winston-Salem, December 4, 1997.)

³ The Moravian Church maintains a very informative Web page (<http://www.moravian.org>). The basic histories of the Moravian Church include E. A. DeSchweinitz, *History of the Church Known as Unitas Fratrum* (Bethlehem, PA: Moravian Publications Office, 1885); J. E. Hutton, *A History of the Moravian Church* 2d ed. (London: Moravian Publications Office, 1909); and J.T. and K.G. Hamilton, *History of the Moravian Church: The Renewed Unitas Fratrum 1722-1957* rev. ed. (Bethlehem, PA: Interprovincial Board of Christian Education, Moravian Church in America, 1967).

⁴ Muriel Wright, *Springplace Moravian Mission and the Ward Family of the Cherokee Nation* (Guthrie, OK: Co-operative Publishing Co., 1940), 34. The standard history of the Springplace Mission is the Rev. Edmund Schwarze, *History of the Moravian Missions Among Southern Indian Tribes of the United States* (Bethlehem, PA: Times Publishing Company, 1923) *Transactions of the Moravian Historical Society, Special Series*. Vol. I. Wright borrowed extensively from Schwarze.

⁵ Heckewelder's daughter Polly was reportedly the first White child born in Ohio, and a student at the Bethlehem Female Seminary in the first years of Anna Rosina's tenure there. One of the

volumes in the Salem Gambold Collection, *Some of the Last Discourses of the Blessed Count Nicholas Lewis von Zinzendorf* (Barby, 1784), is a gift from Polly to her former teacher inscribed, "Johanna Maria Heckewelder to A. RO. G." The book might have been presented just before Anna Rosina's 1805 departure from Bethlehem, or it might have been sent out to Springplace at any time up to 1821.

⁶ William G. McLoughlin, *Cherokees and Missionaries, 1789-1839*, (New Haven: Yale University Press, 1984). This and the next paragraph are drawn from McLoughlin's chapter, "The Cherokees and the Moravians, 1799-1803," pp. 35-53. In general, the books by McLoughlin and Schwarze provide the basis for the general summary of the Moravian Mission to the Cherokees in this paper.

⁷ Daniel L. McKinley provides a splendid biography of the Gambolds in "Anna Rosina (Kliest) Gambold (1762-1821), Moravian Missionary to the Cherokees, with Special Reference to her Botanical Interests," *Transactions of the Moravian Historical Society* 28 (1994): 59-99.

⁸ Adelaide Fries, trans. and ed., *Records of the Moravians in North Carolina*. 13 vols. (Raleigh: State Department of Archives and History, 1927-47; reprinted 1970), v. 6, 2688. I have made extensive use of this invaluable resource in this paper.

⁹ Anna Rosina and John had both inhabited the small Moravian community of Bethlehem from 1773 to 1782 and from 1785 to 1790. John's age during those periods would have been 13 to 22 and 25 to 30 years; Anna Rosina would have been two years younger. In short, they would have made one another's acquaintance, however separate their lives must have been as Single Brother and Single Sister. (Moravians were divided into "choirs,"

or social groups based on age and marital status.)

¹⁰ The Gambolds' letters and other documents are preserved in the Archives of the Moravian Church in America, Southern Province, Winston-Salem, NC. In 1802, Salem received official oversight of the Cherokee mission activities. Gambold addressed letters (as well as reports) to his supervisors in the Diacony and General Helpers Conference there. The letters have been translated into English by the late Elizabeth Marx of the Moravian Church Archives. Three years (1815-1817) of the Springplace Diary have been translated and edited by Rowena McClinton, *The Moravian Mission Among the Cherokees at Springplace, Georgia*. (Ph.D. Dissertation. University of Kentucky, 1996).

¹¹ "Books in the Possession of John and Anna Rosina Gambold at Springplace Cherokee Country," Miscellaneous Manuscripts Collection (MLS-3), American Philosophical Society, Philadelphia. The list itself has survived by an extraordinary stroke of luck. It is accompanied by a note explaining that in 1934 the list had been "found on the street by a passerby and brought in, thinking that it belonged to the American Philosophical Society."

¹² Daniel McKinley has written a detailed analysis of the English titles on this list, *The Books of John and Anna Rosina Gambold* (S.I.: n.p., n.d.) 47 pp. Two copies are in the Moravian Collection of Reeves Library at Moravian College, Bethlehem, Pennsylvania.

¹³ These are *Fruits of my Nightwatches in Cayenne*, originally in French, (Gotha, 1799) and a play, Rinaldo Rinaldini's *Suvarov and the Cossacks in Italy* (Leipzig, 1800). The latter includes an engraved portrait of the Russian general Suvarov and four "historical engravings"—i.e., illustrations of the text; one portrays the next best thing

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to Coleridge's damsel with a dulcimer — a genuine image of the Romantic era. The third non-devotional title is a medical book.

¹⁴ A title and/or author check of the list entries in the LOCIS databases, PREM and BKSA, confirms that editions of most were in print before 1805. Two exceptions are *Christian Correspondence ... the late Rev. John Wesley &c. to the Late Mrs. Eliza Bennis* (1809) and Elias Boudinot's *Memoirs of the Life of the Rev. William Tennent, Late Pastor of the Presbyterian Church at Freehold in New Jersey*, which first saw print in 1806. McKinley, *The Books*, provides a thorough study of the titles on this list.

¹⁵ August 22, 1808. Gambolds to Brother Benzien. Moravian Church Archives, Winston-Salem M411:6:22. All following letter citations are abbreviated to date, writer, and addressee. They are found in boxes M411 and M412. While the "Possessions" list has a School books category, the books received in this gift may never have been listed separately. In his "Archives" list, Gambold gives these gift items a single entry, "different Schoolbooks presented by Col Meigs and Col. Anderson & others," while also entering two other titles that appear on the "Posses-

sions" list.

¹⁶ February 28, 1808. Gambolds to Brother Benzien. This had happened some 18 months before, when the Gambolds had been at Springplace for less than a full year.

¹⁷ July 8, 1816. Gambolds to Brother van Vleck.

¹⁸ July 1, 1816. Gambolds to Brother v. Schweinitz.

¹⁹ "Singstunde" means an hour of singing. This was a form of worship service that was based on selecting a series of hymns that developed a particular theme. Otto Dreydoppel, Jr. and C. Daniel Crews, "Moravian Meanings A Glossary of Moravian Terms," <http://www.moravian.org/meanings.htm>.

²⁰ Dreydoppel and Crews, "Losung" means watchword, in this case a selected Bible verse for the day. Count von Zinzendorf began the practice of sending out a daily watchword to the Moravians at Herrnhut in 1732. The *Daily Text* books are annual compilations of these verses, selected by lot and in advance, and translated into over 40 languages around the world.

²¹ April 22, 1816. Gambolds to Brother Van Vleck.

²² Diary, January 7, 1816; McClinton, pp. 369-70.

²³ March 23, 1818. John and A. R.

Gambold to Brother and Sister Stoz.

²⁴ June 11, 1818. Gambolds to Brother Van Vleck.

²⁵ This title is an early North Carolina imprint: Halifax, NC: Printed and sold by Abraham Hodge, 1801.

²⁶ August 17, 1817. Gambolds to Jacob Van Vleck.

²⁷ Schwarze, p. 143.

²⁸ William C. Reichel, *A History of the Rise, Progress, and Present Condition of the Bethlehem Female Seminary with a Catalog of its Pupils, 1785-1858* (Philadelphia: J. B. Lippincott & Co., 1858), 294.

²⁹ *Dr. Martin Luther's Christly Precepts for All the Days of the Year...Also a Memento of Thankful Remembrance of his Service in Having Begun the Reformation of the Church 300 Years Ago. With Luther's Picture After the Original Painting by Lucas Cranach ...* (Neudietendorf, 1817). The Schaafs moved from Bethlehem and arrived in Salem on May 20, 1819. Two months later, John Gambold wrote that the Schaafs "shall have a loving kiss in spirit for their love that they have brought something for us from Bethlehem as far as Salem and have turned it over for further sending." (July 24, 1819. John Gambold to Brother Van Vleck.)

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THE LEADER IN INTEGRATED INFORMATION MANAGEMENT

Alexandre Vattemare's System of International Exchanges in North Carolina

by Maurice C. York

The power of eloquence spurred legislators in 1849 to authorize North Carolina's participation in an innovative international exchange program that led to a brief, but interesting, sharing of information. That year Nicolas Marie Alexandre Vattemare, a French ventriloquist, impersonator, and philanthropist, came to North Carolina to gain support for his system of literary and scientific exchanges. Inspired by his ideals and persuasive manner, the General Assembly added the state to a roster of countries and American states that had already begun to exchange publications and artifacts in an effort to promote good will and understanding. After a flurry of activity, North Carolinians lost interest in the program, even though the State Library had received considerably more material than the state sent to Vattemare's agency in Paris. The exchange program, which dwindled in importance prior to Vattemare's death in 1864, had little impact on the people of North Carolina. The program's significance lies not in what North Carolina gained through exchange, but in the light it sheds on the state and its people at a progressive moment in history.

Alexandre Vattemare (November 8, 1796-April 7, 1864), was born in Paris and grew up on his father's small estate in Normandy, where he discovered his talent as a ventriloquist. He studied at a seminary and at l'Hospital Saint-Louis, but ultimately chose to pursue a career as a ventriloquist and impersonator. Monsieur Alexandre, as he called himself, entertained commoners and kings throughout Europe. During his travels, Vattemare visited libraries and

museums. He noticed that many of them held duplicate books, documents, art objects, and artifacts. Considering this wasteful, he conceived the idea of an international exchange program and garnered support for it in Europe.¹

Encouraged by the Marquis de Lafayette and other prominent supporters, Vattemare promoted his exchange program in the United States during a performing tour that began in 1839. In 19 months he visited many American cities, extolling the virtue of his idea while advocating the development of public libraries. Vattemare's hard work and eloquence bore fruit. Many Americans signed petitions and wrote testimonials in favor of his plans. In response to a memorial Vattemare prepared late in 1839, Congress in 1840 authorized the librarian of Congress, under the supervision of the Joint Committee on the Library, to exchange documents and duplicate books.² The legislatures of several states quickly voted to participate in the program. Louisiana appropriated \$3,000 in March 1840, and New York joined the effort in May. In March 1841, Maine agreed to print and distribute 50 extra copies of its public documents.³

Vattemare returned to France in 1841 with tangible evidence of his success — as he put it, "... upwards of 1,800 volumes of books, 500 engravings, 250

original drawings, many specimens of natural history and mineralogy, (among them a piece of native iron, weighing 2,500 lbs.) and several interesting relics of the aborigines."⁴ His commitment to the exchange program thus strengthened, he distributed the materials and convinced the French government in 1846 to provide limited financial support. Various French agencies provided him with additional publications to distribute.⁵ It was during this time that Vattemare formally created a central agency for exchanges in Paris, with himself as agent and with the assistance of his son and son-in-law.⁶

Seeking additional participation from Congress and individual states, Vattemare returned to America in 1847. He brought with him a collection of books, prints, and medals valued at \$80,000, which he expected to use to attract support for his program. The energetic Frenchman made a second appeal to Congress in February 1848. Accordingly, in June Congress enacted legislation that fostered Vattemare's efforts by appointing him agent, appropriating \$1,500 for the exchange agency's expenses, and allowing exchanges to enter the country free of duty. It also granted franking privileges. Congress required Vattemare to stamp exchanges with the name of the program and to ship packages in care of the

The program's significance lies not in what North Carolina gained through exchange, but in the light it sheds on the state and its people at a progressive moment in history.

collector of customs at the port of destination.⁷ Later that year, Vattemare published *Report on the Subject of International Exchanges*, which he used to account for his activity as agent of five states and to encourage other states to support his endeavors. He also addressed legislatures as they met. By the time Vattemare left for France in December 1850, 17 states had made commitments to assist him in some fashion.⁸

Vattemare appears to have contacted North Carolina's governor, William Alexander Graham late in 1848.⁹ On December 11, Graham wrote the General Assembly to recommend that legislators appropriate a small sum for use by the governor to facilitate the state's participation in the program of "... Mr. Alexander Vattemare, a distinguished citizen of the French Republic, for a system of International Exchanges, of Works of Literature and Science, and of the products of Nature and of Art in different Countries." Graham attached a pamphlet describing the program and suggested that the governor be authorized to exchange copies of the revised statutes and other public documents.¹⁰ That Graham would take Vattemare's proposal seriously is not surprising. During his two terms as governor, he had served as a trustee of the State Library, located in the State Capitol — itself a monument to the state's progressive mood — and was aware of the library's long-standing practice of exchanging printed documents with Congress and with other states. He had played a key role in developing the State Library's well-selected collection by overseeing the efforts of Joseph Green Cogswell to collect in America and Europe such notable works as John James Audubon's *Birds of America*.¹¹

The timing of Vattemare's contact with North Carolina was fortuitous, too, because of the progressive spirit prevalent at that time. Beginning in 1835, the Whig Party had dominated the General Assembly, which supported the development of railroads, public schools, and a school for the deaf and dumb, among other improvements. The state's economy advanced during the 1840s. Scientific farming methods, promoted in journals and by local societies, assisted some farmers in enhancing their yields. Fisheries contributed significantly to the economy of eastern North Carolina. The importance of gold mining in the state had led in 1837 to the establishment of a branch of the United States Mint at Charlotte. Iron mining was carried out successfully, but

on a small scale, in the Piedmont. Turpentine distilleries in the southeastern counties and a fledgling textile industry flourished. Although North Carolina's cultural achievements did not rival those of some states in the North, the development of the University of North Carolina and a few private colleges, the appearance of newspapers throughout the state, and the publication of books and pamphlets of varying types were



Title page from book 12 of *Institutio oratoria*, by Marcus Fabius Quintilianus (c. AD 35-after 96), an important contribution to the field of rhetoric. This volume is one of the few gifts of Vattemare still in the State Library's collection. Note the official stamp of the *Système D'Échange International* at the bottom of the page. Courtesy of the State Library of North Carolina and the North Carolina Division of Archives and History, Raleigh.

evidence of a growing interest in education and reading. A survey published in 1851 noted that the State Library in Raleigh contained 3,000 volumes and briefly described libraries associated with the University of North Carolina, Davidson College, Wake Forest College, "Fayette Academy" in Salem, and a mission school at Valle Crucis, although other libraries certainly existed.¹²

Actions of the General Assembly of 1848-1849 epitomized this forward-looking mood. During the session legislators incorporated the North Carolina Railroad Company and authorized the development of a hospital for the

insane. They gave their blessing also to many private academies and institutes, including Plymouth Academy. The Mecklenburg Agricultural Society was incorporated, as was the Williamston Library Association, founded to support a library in the town of Williamston.¹⁴

The General Assembly lost little time in responding to Governor Graham's recommendation. On motion of William Nathan Harrell Smith of Hertford County, the Senate voted on January 6, 1849, to send a message to the House of Commons proposing that a joint select committee of eight be formed to consider the adoption of Vattemare's plan. The House of Commons promptly concurred.¹⁴

The appointment of a remarkable group of legislators foreshadowed support for the exchange program. The Senate chose Smith, a graduate of Yale College who later would serve in the United States House of Representatives and as chief justice of the North Carolina Supreme Court; William Henry Washington, a founder of the New Bern Literary Society; and William D. Bethell of Rockingham County.

The House of Commons selected five members. Hamilton Chamberlain Jones, a lawyer and journalist, had published the *Carolina Watchman*, an anti-Jackson weekly newspaper in Salisbury. Rockingham County's Daniel William Courts served as state treasurer both before and after his tenure in the House of Commons. James Cochran Dobbin, whose impassioned support insured the passage of legislation creating North Carolina's hospital for the insane, represented Cumberland County. Later he served as Franklin Pierce's secretary of the Navy. An avid Whig who served terms in the United States House of Representatives and, in 1862, a stint as Abraham Lincoln's military governor of North Carolina, Edward Stanly represented Beaufort County. Kenneth Rayner, a planter from Hertford County who had served in the United States House of Representatives from 1839 to 1845, was elected chairman of the committee. It is possible that Rayner accepted this role because he had served in Congress when Vattemare first addressed that body.¹⁵

On January 8, the committee invited Vattemare, who had arrived in Raleigh on January 4 to gain support for his system, to address both houses of the General Assembly and the public "on the subject of that noble and philanthropic purpose, to which you are devoting the labors of your life." The *Raleigh Register* heralded the arrival of

"this distinguished French gentleman" and informed the public that he would deliver on the evening of January 9 a lecture in Commons Hall of the State Capitol.¹⁶

Vattemare's reputation attracted a "crowded and intelligent audience," which responded enthusiastically to his eloquent and very lengthy speech.¹⁷ In it Vattemare told about the libraries he had visited and the duplicate or unwanted books and manuscripts he had seen in them. He boasted of his success in promoting exchanges in the old world:

Within the last twenty years more than 500,000 exchanges have taken place; thousands of volumes have been withdrawn from darkness and the dust, and countless libraries enriched by these exchanges, while nobody has been taxed, nobody impoverished; missing volumes have been supplied, mutilated series made perfect Exchanges have taken place between Moscow and Lisbon, Madrid and London, Rome and Constantinople — Paris and the rest of the old world.¹

The Frenchman described the "exalted approbation" of emperors, cardinals, and bishops. He reveled in his passage through the "tribunal from whose judgment there is no appeal" — England and France.¹⁹

After describing his accomplishments, Vattemare lamented America's shortcomings — its lack of libraries accessible to the public and the state of its museums, which he found to be "degraded *raree shows*." He told the audience that state libraries were the institutions most suited to rectifying America's literary shortcomings. Vattemare believed that most state libraries consisted chiefly of legal works intended for the use of legislators and thus of little interest to the public. He envisioned them becoming a cultural resource for scholars and laymen alike: "This would be a true intellectual democracy — the best books, selected to suit the wants of all classes and professions, *freely thrown open to the use of all*."²⁰ His system of exchanges, administered through state libraries, could help effect this metamorphosis.²¹

Realizing that Americans could not match the literary resources available in Europe for exchange, he suggested appropriate alternatives, including public documents. He urged his listeners to compile detailed responses to a series of 15 questions designed to provide infor-

mation about the natural history, people, government, economy, educational institutions, religious denominations, charitable institutions, and literature of their localities. He also provided a copy of printed instructions outlining the best methods for collecting, preserving, and transporting objects of natural history.²²

Vattemare augmented his oratory with a tangible expression of his commitment to working with North Carolina. He presented the State Library over 50 books, pamphlets, and issues of periodicals, most of which had been published in France during the 1840s. Practical in nature, they pertained to such agricultural topics as silk culture, irrigation, horse breeding, and the diseases of the lungs of cattle. Crowning the gift was an engraving, "Sir Walter Raleigh spreading his Cloak at the feet of Queen Elizabeth," given to the General Assembly on behalf of the engraver, Mr. Girard.²³

Impressed by Vattemare's speech and gifts, public officials and the press responded enthusiastically. Kenneth Rayner, Edward Stanly, Daniel Courts, and James Dobbin, as well as North Carolina Supreme Court Chief Justice Thomas Ruffin and former United States Senator Robert Strange, "spoke

with animation and force" on the importance of Vattemare's mission. The editor of the *Raleigh Register* declared that "It would argue a deplorable state of barbarity among us, if this proposition of the distinguished Frenchman, were met by a niggardly and stupid parsimony." William Woods Holden, publisher of the *North Carolina Standard*, also endorsed North Carolina's support of the exchange program.²⁴

Legislators acted swiftly and decisively. During the evening session of January 9, Kenneth Rayner reported a resolution and bill in favor of Vattemare's work, and they were ordered to be printed. Rayner's report as chairman of the joint select committee appointed to consider the exchange program was dated January 10. In flowery language equal to that of the Frenchman himself, the legislator from Hertford County praised Vattemare and the fruits of his work. He felt that the "stupendous" program belonged "emphatically to this age of rapid improvement and discovery, in which destiny has cast our lot." He emphasized the positive effects the program would have on the development of art, science, literature, and a spirit of conciliation among peoples of the world. In return for the "rich stores of the intellect and genius of Europe," Rayner suggested that the state contribute its laws, legislative journals, and court decisions, which reflected well on this country's mastery of the "science" of government.²⁵

Despite this outpouring of support, Vattemare remained in Raleigh while the General Assembly pondered the matter. State librarian James Fauntleroy Taylor invited Vattemare to his home several times during this period. Taylor told University of North Carolina president David Lowry Swain on January 20 that "We have found him a perfect specimen-*avis rara*." Vattemare, who knew the most distinguished men in Europe, entertained Taylor with numerous anecdotes.²⁶

Final passage of the resolutions and law in support of the system of international exchanges took place four days later. The resolutions expressed appreciation for Vattemare's work and for his gifts to the State Library. Legislators authorized the gover-



Pencil drawing of Alexandre Vattemare (n.d.) by William Walcutt (b.1819), portrait painter and sculptor from Columbus, Ohio, who studied art in Paris in the early 1850s and later worked in New York City. Original in the Print Collection, Miriam and Ira D. Wallach Division of Art, Prints and Photographs, The New York Public Library, Astor, Lenox and Tilden Foundation.

nor to insure that Vattermare be given six copies each of several legal publications and histories of the state written by William Henry Foote, Joseph Seawell Jones, Francois-Xavier Martin, and Hugh Williamson. The Frenchman also was to receive six copies each of Denison Olmsted's geological survey of North Carolina, "all the papers and proceedings relating to the Mecklenburg Declaration of Independence," and Fordyce Mitchell Hubbard's biography of William Richardson Davie. Two copies of the latest state map and five copies of *Indexes to Documents Relative to North Carolina during the Colonial Existence of Said State* were to be included in the gift. In the future, the governor would oversee the transmittal to Vattermare of six copies of all state documents, including laws, journals, and court reports.²⁷

The act to provide for the support of the exchange system contained additional instructions. The sum of \$300 was to be appropriated annually to defray expenses of the central agency in Paris. Lawmakers authorized the governor to appoint a person to serve as the state's agent in Paris, and to transfer appropriated funds to the agency after it had been officially established. Annual reports of the agent were to be submitted to the governor, who would report biennially to the General Assembly. The act called for the printing of 1,000 copies of the proceedings of the General Assembly on the subject of international exchanges, which were to be distributed to legislators, academic institutions in North Carolina, and the governors of each state.²⁸

The state and individual legislators acted promptly to fulfill commitments. Governor Charles Manly appointed Vattermare the state's agent and gave him \$300 for the 1850 calendar year. On January 26, 1849, Manly instructed state librarian James F. Taylor to procure multiple copies of books and documents for the exchange program. He asked Henry D. Turner, a bookseller in Raleigh, to obtain books and send them to Paris.²⁹ Some of the works specified by the General Assembly and a few additional titles probably were given to Vattermare before he left Raleigh; others, including those obtained and shipped by Turner, were lost when the packet *Oneida* sank off the coast of England in February 1850.³⁰

In response to Vattermare's request during his speech and personal contacts he made while waiting for the General Assembly to act, at least ten legislators and a few other men wrote descriptions

of their counties or legislative districts. In general, they reflect the writers' pride in the natural resources and economic conditions of their localities, as well as appreciation of the value of sharing such information with others. Some of the accounts shed light on the progressive spirit of the period. Alexander Murchison noted that there were 45 saw mills, seven cotton factories, and two turpentine distilleries in Cumberland County. Seven steamboats owned by citizens of the county plied the Cape Fear River to transport lumber and turpentine. Senator William Albright of Chatham County mentioned the specimens of bituminous coal and iron ore he had given Vattermare. Other accounts touched on iron forges in Catawba, Lincoln, and Gaston counties, "sheep walks" in Macon County, commerce in the town of Washington, and the potential economic impact of the North Carolina Railroad. Of particular importance are Samuel Finley Patterson's description of gold mining in Burke and McDowell counties, Kader Biggs's account of the vast fisheries of the Albemarle Sound region, and an exposé on the Roanoke River Valley by Henry King Burgwyn.³¹

This flush of enthusiasm did not last long. Despite the fact that Vattermare supplied two shipments of books in 1850, North Carolinians, like exchange participants elsewhere, lost interest in the program. The state appears not to have contributed additional volumes for exchange, and no further payments were made. In December 1850, the General Assembly's Joint Select Committee on the Library, which had studied the matter, reported a bill to repeal the act in support of the system of exchanges. Legislators ratified the bill on January 28, 1851.³² The French government had withdrawn financial support in 1848, and Congress rescinded its legislation in 1852. New York, Massachusetts, and a few other states contributed to the program longer, but most governments ceased their support because the expenses involved outweighed the value of the books Vattermare supplied, and because the Frenchman was unable, with limited assistance, to organize the program efficiently.³³

Vattermare refused to acknowledge failure. Although he appears to have received no official correspondence from North Carolina after 1850, the determined philanthropist submitted annual reports in 1851 and 1852. He made two or three shipments of books and documents in 1851. Such actions were typi-

cal of his optimistic relationship with other governments prior to his death in 1864.³⁴

Vattermare's failed experiment had little lasting impact on North Carolina. The State Library acquired at least 165 publications through exchange. Ranging in date from 1526 to 1850, they pertained to such subjects as agriculture, criminology, geography, history, and religion. Most of them were written in French or Latin, however, and it is doubtful that they were heavily used by the library's patrons. Some multi-volume sets were incomplete when they were sent to the State Library, a fact that lessened their utility. Today, only a handful of the titles remain in the State Library's collection.³⁵

Yet the episode is significant for several reasons. It provides further evidence of a charismatic cosmopolite's burning desire to foster cultural development and a cooperative spirit among the peoples of the world. Reflecting the optimism of the times, it reveals the desire of broad-minded leaders to try something new in an effort to enhance the value of the State Library — one of the state's principal literary resources. Finally, through the thoughtful responses of legislators to Vattermare's request for information about their localities, it provides valuable insight into how educated men viewed the natural resources, economic conditions, and potential of their state during a time of relative prosperity.

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² DAB; Richards, "Alexandre Vattermare," 418-422; *Dictionary of American Library Biography*, s.v. "Vattermare, Nicolas-Marie-Alexandre," hereinafter cited as DALB.

³ George Burwell Utley, *The Librarians' Conference of 1853: A Chapter in American Library History*, ed. Gilbert H. Doane (Chicago: American Library Association, 1951), 174.

⁴ *Proceedings of the General Assembly of North Carolina on the Subject of International Exchanges, Session 1848-'49* (Raleigh: Seaton Gales, Printer for the State, 1849), 37, hereinafter cited as *Proceedings of the General Assembly*.

⁵ Richards, "Alexandre Vattermare," 426; *Proceedings of the General Assembly*,

38-39.

⁶ DALB; Richards, "Alexandre Vattermare," 426.

⁷ DALB; Richards, "Alexandre Vattermare," 426-428.

⁸ Richards, "Alexandre Vattermare," 428-429; Utey, *Librarians' Conference*, 175.

⁹ Graham (1804-1875), a lawyer and planter, served as governor from January, 1845, until January, 1849. During his tenure he promoted humanitarian causes and internal improvements, including the development of railroads. President Millard Fillmore selected Graham in 1850 to serve as secretary of the Navy. *Dictionary of North Carolina Biography*, s.v. "Graham, William Alexander," hereinafter cited as DNCB.

¹⁰ *Proceedings of the General Assembly*, [3]. It is likely that the pamphlet was Vattermare's *Report on the Subject of International Exchanges*, published in 1848. A card file in the North Carolina State Archives in Raleigh indicates that a copy of this pamphlet was in the papers of Graham's successor, Charles Manly, but the writer was unable to locate it.

¹¹ Cogswell (1786-1871), who became librarian of the Astor Library in New York in 1848, was hired by North Carolina in the early 1840s to recommend and purchase a broad range of literary, historical, and scientific works to replenish the State Library, which had been destroyed in 1831 when the State Capitol burned. He worked on behalf of North Carolina while collecting books for the Astor Library. Maurice C. York, "A History of the North Carolina State Library, 1812-1888" (master's thesis, University of North Carolina at Chapel Hill, 1978), 20-22, 33-41; Maurice C. York, "Born Again: Rebuilding the North Carolina State Library, 1834-1847," *North Carolina Libraries* 50 (Spring 1992): 32-34. A new State Capitol was completed in 1840 at the enormous cost of \$530,000. It was thought of as one of the most beautiful examples of Greek Revival architecture in the country. Hugh Talmage Lefler and Albert Ray Newsome, *North Carolina: The History of a Southern State* (Chapel Hill: The University of North Carolina Press, 1973), 352.

¹² William S. Powell, *North Carolina through Four Centuries* (Chapel Hill: The University of North Carolina Press, 1989), 308-327; Charles C. Jewett, *Notices of Public Libraries in the United States of America* (Washington: Smithsonian Institution, 1851), 148-149.

¹³ *Laws of North Carolina, 1848-1849*, c. 1, 82, 112, 120, 148.

¹⁴ *Journal of the Senate of North Caro-*

lina, 1848-1849, January 6, 1849; *Journal of the House of Commons of North Carolina, 1848-1849*, January 6, 1849.

¹⁵ *Proceedings of the General Assembly*, [4]; *Dictionary of North Carolina Biography*, s.v. "Smith, William Nathan Harrell," "Washington, William Henry," "Jones, Hamilton Chamberlain," "Courts, Daniel William," "Dobbin, James Cochran," "Stanly, Edward," and "Rayner, Kenneth"; John L. Cheney, Jr., ed., *North Carolina Government, 1585-1979: A Narrative and Statistical History* (Raleigh: North Carolina Department of the Secretary of State, 1981), 316-317.

¹⁶ *Proceedings of the General Assembly*, [4]; *Raleigh Register*, January 10, 1849. The newspaper's notice of the public meeting appeared the day after Vattermare's speech.

¹⁷ *Weekly Raleigh Register, and North Carolina Gazette*, January 17, 1849.

¹⁸ *Proceedings of the General Assembly*, 27.

¹⁹ *Proceedings of the General Assembly*, 28-29.

²⁰ *Proceedings of the General Assembly*, 33-34, 64.

²¹ *Proceedings of the General Assembly*, 64-65.

²² *Proceedings of the General Assembly*, 38-40, [67]-114.

²³ *Proceedings of the General Assembly*, [115]-118.

²⁴ *Weekly Raleigh Register, and North Carolina Gazette*, January 17, 1849; *North Carolina Standard* (Raleigh), January 10, 1849. The favorable comments published in the *Standard* may have been written prior to Vattermare's speech. Ruffin was a trustee of the State Library. Strange in 1839 had published *Eoneguski, or The Cherokee Chief: A Tale of Past Wars*, the first novel set in North Carolina. Roy Parker, Jr., *Cumberland County: A Brief History* (Raleigh: Division of Archives and History, North Carolina Department of Cultural Resources, 1990), 30.

²⁵ *North Carolina Standard* (Raleigh), January 17, 1849; *Proceedings of the General Assembly*, [7]-13.

²⁶ Ja[me]s F. T[aylor] to Dear Sir [David Lowry Swain], January 20, 1849, David Lowry Swain Papers, Southern Historical Collection, University of North Carolina Library, Chapel Hill.

²⁷ *Laws of North Carolina, 1848-1849*, 230-231.

²⁸ *Laws of North Carolina, 1848-1849*, c. 63. This impressive pamphlet of 116 pages, cited above, includes Governor Graham's communication; the joint select committee's correspondence with Vattermare; the report of the joint select committee; copies of the committee's proposed resolutions and bill; Vattermare's address; instructions for collecting, preserving and transporting objects of natural history; and a list of works presented to the State Library by Vattermare.

²⁹ Governor Charles Manly to James F. Taylor, January 26, 1849, Letter Books of

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³¹ NC Letters, Vattermare Papers.

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³⁵ O. H. Perry, *Catalogue of Books Belonging to the North Carolina State Library, Prepared by O. H. Perry, Librarian* (Raleigh: Nichols, Gorman & Neathery, Book and Job Printers, 1866), 76-79. This catalog contains a separate listing of the works obtained through the system of international exchanges. The writer wishes to thank Mrs. Cheryl McLean, head, Information Services Branch, State Library of North Carolina, for locating in the State Library's collection a few books obtained through Vattermare's exchange program, and for arranging to have their title pages photographed for this article.

Bringing Boston Books to the Carolina Mountains:

Charles Hallet Wing and the Good-Will Free Library at Ledger

by Robert G. Anthony, Jr.

The name of Charles Hallet Wing appears on no library building in North Carolina. His portrait hangs in no library foyer, conference room, or auditorium. No local or state library association presents an award in his memory. Indeed, only a handful of North Carolina librarians recognize his name today. Yet, few Tar Heels have ever demonstrated a stronger belief in the value of public libraries and the importance of providing them in every community, no matter how small or remote.

Wing was born on August 5, 1836, in Boston, Massachusetts. He attended the Lawrence Scientific School at Harvard University where he received a Bachelor of Science degree in 1870. Later that year, he was appointed a professor of chemistry at Cornell University. He remained there until 1874, when he accepted a professorship teaching analytical chemistry at the Massachusetts Institute of Technology in the Boston suburb of Cambridge.¹

Wing quickly distinguished himself in the academic world. As early as 1870, he had begun publishing on scientific topics. In that year, his article "On Certain Double Sulfates of the Cerium Group" appeared in the highly respected *American Journal of Science*.² In November 1874, the prestigious American Academy of Arts and Sciences elected him a fellow. In 1881 he published *Notes on Quantitative Analysis as Used at the Massachusetts Institute of Technology*. Administrators at the Massachusetts Institute of Technology turned to him to plan and direct construction of the Kidder Chemical Laboratories, which would become recog-

nized as model facilities.³ For a decade, Wing led an active life of research and teaching.

In 1885, however, Wing's life suddenly changed. He quit academia and, in a dramatic move, relocated from cosmopolitan Boston to the small community of Ledger in Mitchell County, North Carolina, one of the most isolated areas in Southern Appalachia. It is not known for certain what prompted Wing's decision to leave Massachusetts. He had visited western North Carolina with friends to study the emerging mica mining industry there and had been immediately captivated by the beauty of the mountains. He may have decided to settle in Ledger and oversee his friends' mining interests, or exhaustion and other health concerns may have led to his move. When New York writer/photographer Margaret Morley, who shared Wing's fascination with Southern Appalachia, visited his Ledger home and described it in her book *The Carolina Mountains*, she explained his move as the result of a need "to escape the turmoil of the outer world."⁴

Regardless of the reason or reasons for his move, Wing quietly and easily settled into the Ledger community. It was a world quite different from Boston and the academic one he had left behind. Mitchell County, lightly populated with 9,435 people scattered over 220 square miles, was a land of small farmers. Nearly all of his new neighbors struggled to make a living from the crops of corn, oats, wheat, tobacco, and Irish potatoes they planted on the mountain ridges and in the more fertile valleys. More than 95% of them had

been born in North Carolina, and nearly all the rest came from nearby parts of Tennessee, which bordered Mitchell to the northwest. Most had never traveled far from their homes. Only eight individuals in the county were foreign born.⁵

Many of the adults Wing encountered in his new community were illiterate. Although the county operated a system of small public schools, its efforts to provide a quality education for its children were limited severely by a lack of funding. In the late nineteenth century, no North Carolina county spent much on its public schools when compared to most non-Southern counties, especially those in New England and the Northeast. Yet Mitchell ranked poorly even if compared only to Tar Heel counties. During the school year that ended November 30, 1886, for example, only three of the state's 96 counties spent less on its schools, even though Mitchell ranked seventy-second in population.⁶ The impact of such poorly funded schools would continue to plague the county for years to come. When the U.S. Census for 1910 compiled statistics on illiteracy in North Carolina, it revealed that 24.1% of the White voters in Mitchell could not so much as sign their names, the third highest rate among the state's one hundred counties.⁷

Despite the great difference between Wing's educational and cultural background and that of his neighbors, the retired professor won quick acceptance in his new community. He bought several tracts of land and began developing a model farm. He hired Stephen Willis, as his overseer, a local

man, paying him the very generous wage of fifty cents per day. The people of Ledger watched with great interest as Wing began construction of a two-story, six-room log cabin, which contained no interior stairs, but rather two exterior stairways leading from the front porch to the upper floor.⁸

Although he put much energy into developing his mountain homestead, a greater passion soon seized Wing. Greatly concerned by the high illiteracy rate and poor schools around him, he resolved to improve educational opportunities in the area. He recognized that in order to encourage a love of learning and education he needed to make good books more readily available in the community. The retired professor, accustomed as he had been to fine libraries in the Boston area, determined to build one in Ledger that would be free and open to all.

On several acres of land he had recently purchased, Wing began construction of an impressive two-story building. He designed the first floor as a library; the second, he reserved as a community assembly hall, where civic and social gatherings could be held. He personally financed the \$2,500 project and named the facility the Good-Will Free Library. Nearby, he built a small cottage to house a librarian.⁹

The new library, of course, needed books, which were not all that easy to acquire in the western North Carolina mountains. Wing eagerly donated many of his own, and he appealed to Northern friends to contribute volumes. But a large number, apparently most, he acquired from the Boston Public Library, where they were being withdrawn from the collection and discarded. Wing arranged for them to be shipped to Ledger.¹⁰

The new library opened in 1887, and the community welcomed it enthusiastically. Many people living nearby made immediate use of it, but, for those living farther away in the county, travel to Ledger could be difficult, often over rough and muddy roads. To make books more accessible, Wing organized several small traveling libraries, each with about seventy-five books. These collections could be picked up by interested individuals and placed in general stores or homes distant from Ledger for use in those neighborhoods. Every three months or so, a collection was to be returned to the Good-Will library and exchanged for a new one. Unfortunately, neither a list of books in the library nor formal circulation records exist for Good-

Will's earliest years. But when Margaret Morley visited Ledger several years later, she was informed that "at the end of the first year not a book was missing, none had been kept out overtime, while less than six per cent of those taken had been fiction!"¹¹

Many of the books donated to Good-Will had been damaged or worn during earlier use, so Wing secured the necessary tools and supplies to repair and rebind them. He trained Avery Willis, son of his overseer Stephen, to perform these tasks.¹² For several years, the younger Willis also served as librarian. In 1917, his wife appears to have assumed that duty.¹³

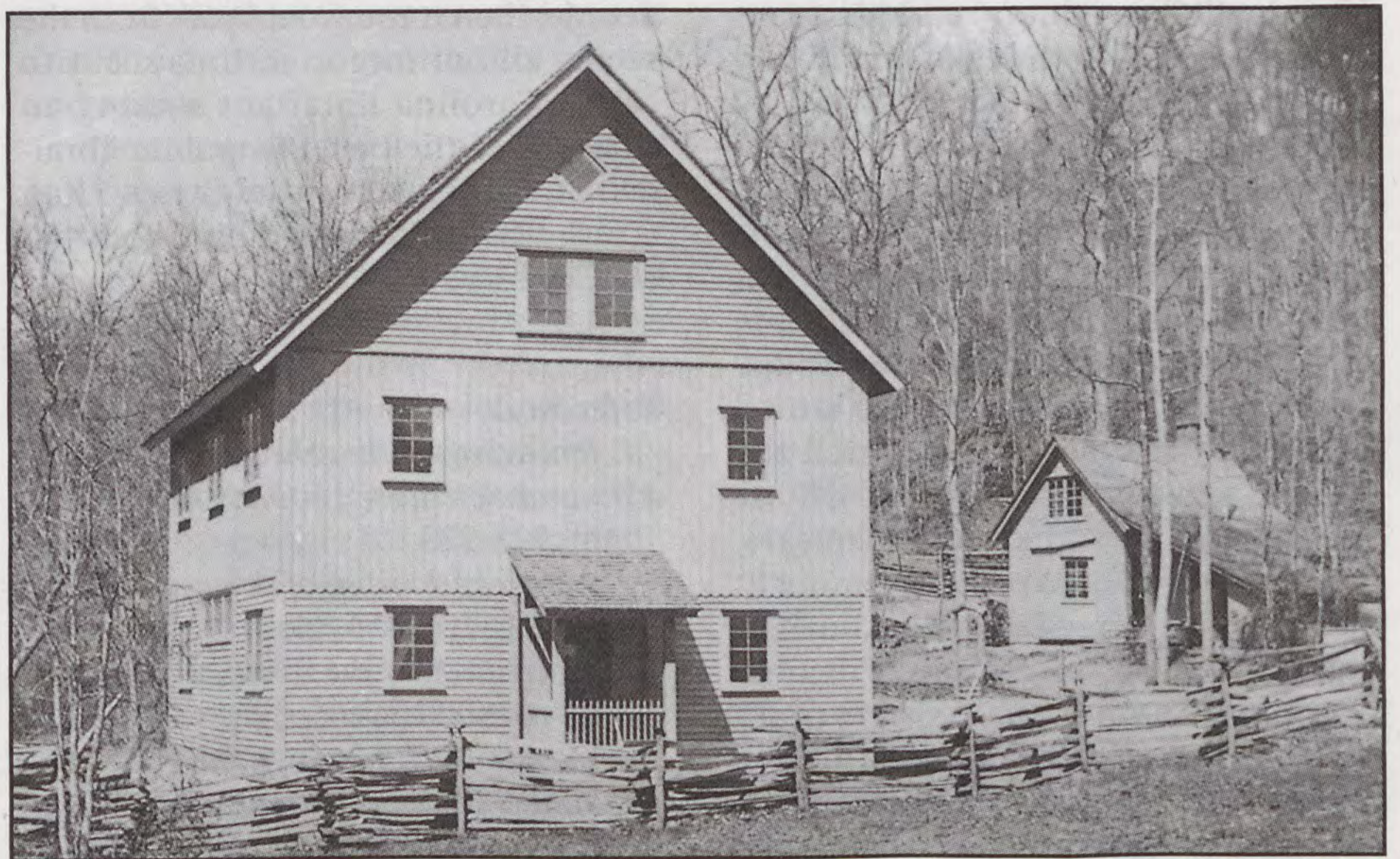
When the newly established North Carolina Library Commission published its *First Biennial Report* in 1910, it made available for the first time detailed statistics on the growing number of libraries in the Tar Heel state. The report also illustrated just how remarkable Charles Hallet Wing's accomplishment at Ledger was. At the end of 1910, North Carolina had 82 libraries, a figure that included college, special, and public libraries. Sixty-two of the state's 92 counties had no public library. Yet in the tiny community of Ledger, population 52, located in a remote, impoverished area, Wing had built the state's largest library intended for public use. Indeed, only six Tar Heel libraries — those at the University of North Carolina at Chapel Hill, Davidson College, Trinity College, Wake Forest College, the North Carolina State Library, and the North Carolina Supreme Court Library — exceeded in collection size the 12,000-volume Good-Will Free Library.¹⁴

The state Library Commission's first

eight biennial reports, covering 1909 through 1924, reveal other impressive facts about the Good-Will Free Library. In 1911-1912, for example, it was one of only 15 public libraries in North Carolina to receive financial assistance from its host town or county. Good-Will received \$105 from Mitchell County that biennium. In 1913-1914, the biennial appropriation grew to \$150, a figure that remained constant through 1919-1920.

Book circulation totals at Good-Will appear to have varied considerably over the years, however. In 1909-1910, the library reported that 50 borrowers used 800 volumes. A circulation of 5,000 books to 100 borrowers was reported for both the 1913-1914 and 1917-1918 bienniums. For the 1919-1920 and December 1920-1922 periods, circulation totals of 590 and 1,600 were reported, respectively. Borrowers numbered 93 and 200. The Library Commission reports, however, do not explain why such variations in circulation totals occurred. But it is likely that circulation increased whenever new books arrived from donors or when traveling library collections were replaced around the county, making new titles available to borrowers.

After opening his library, Wing turned to a new project, construction of a school nearby. As with the library, he personally financed the building, which was large enough to accommodate 125 students. The two teachers he hired taught the standard "three Rs" — reading, writing, and arithmetic. The retired professor directed a manual training department in the building's basement. There boys could learn carpentry, woodworking, and other skills



Good-Will Free Library at Ledger. Photo courtesy of North Carolina Collection, University of N.C. Library at Chapel Hill.

useful to a small farmer. Girls could learn sewing and other domestic crafts.¹⁵

For 20 years after his arrival at Ledger in 1885, Wing had dedicated himself to improving the lives of the people in his adopted community. He had built a remarkably large and much-appreciated library, open to all who wished to use it. He had even arranged for small collections of books to be deposited around the area so that people unable to travel to his library would have access to good reading material. In addition, he had financed and taught at a free school for his neighbors' children, providing them an alternative to the poorly funded and inadequate skeletal public school system the county was attempting to operate. But as the first decade of the twentieth century passed, Wing began to look back toward Boston.

Wing's health had begun to worsen, and he and his wife made the difficult decision to return to Massachusetts for their final years. After arriving in Boston, however, he continued to think about the library and school he had left behind in the Carolina mountains. He decided to donate the library to the county, with the condition that county officials continue to operate it. The minutes of the May 3, 1909, meeting of the county board of commissioners stoically record Wing's gift — a "Certain library and building land and so forth Situated at Ledger"¹⁶ The deed of conveyance, registered a few weeks later, detailed the gift more fully. Wing had given the people he had grown to love and admire during 20 years among them "... the buildings thereon known as the 'Good-will Free Library' and librarians house, together with books and library materials therein contained." The deed also recorded the commissioners' agreement to operate the library for at least eight more years.¹⁷ Two years later, local citizens successfully petitioned the county board of education to purchase the Wing school and adjacent teacher's house from the retired professor for \$770, half of which the citizens agreed to raise privately.¹⁸

During the next several years, however, without Wing to promote it, the Good-Will Free Library declined in significance to the people of Ledger and the surrounding area. One problem was that it added few new books. Its holdings never exceeded in size the estimated 12,000 volumes that it had when it opened in 1887. Indeed, at the end of 1924, the library's holdings had

dropped to 10,025, probably the result of discarding irreparable volumes.¹⁹ Another factor lessening the library's importance was that in 1919-1920 the North Carolina Library Commission began depositing its own traveling libraries around Mitchell County, all but eliminating the demand for ones from Good-Will.²⁰

Recognizing that these changes reduced the need for Good-Will and, apparently unwilling or unable to finance the improvement and expansion of its book collection and operations, the county commissioners decided to close the library. They already had operated it longer than the eight years agreed upon when Wing had deeded it to them. Since Wing's departure, the county's public school system had grown in size and quality and could easily absorb the Good-Will books. Also, because the county had acquired Wing's former school, there was no longer a private school at Ledger dependent on Good-Will. In 1926, when the state Library Commission released its report for the preceding two years, the Good-Will Free Library was not included. The monument to Charles Hallet Wing's belief in the importance of free libraries was no more. Although the Good-Will Free Library no longer existed, most of the books that had once made it the largest library intended for public use in North Carolina were now serving duty in nearby schools.²¹

After his return to Boston, Wing never visited Ledger again. His health continued to decline, and on September 13, 1915, he died. The library he had built in a small, isolated community in the western North Carolina mountains would continue for another decade; then it too would pass from the scene, all but forgotten today. But to North Carolina librarians seeking an example of the belief in public libraries, no finer example exists than Charles Hallet Wing and his Good-Will Free Library.

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⁵ *Compendium of the Tenth Census (June 1, 1880)*, Part I (Washington:

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⁷ *Adult Illiteracy in North Carolina and Plans for Its Elimination* (Raleigh: State Superintendent of Public Instruction, 1915), 15.

⁸ Lorene P. G. Willis, "Stephen Morgan Willis," in *The Heritage of the Toe River Valley* (Durham, N.C.: Lloyd Richard Bailey, Sr., 1994), 448; Ashton Chapman, "Unique Landmark Moved and Rebuilt," in *The State* 38 (15 February 1971): 11-12.

⁹ Mary B. Palmer, "Charles Hallet Wing, Founder of the Good-Will Free Library," in *North Carolina Library Bulletin* 2 (September 1915): 126-127.

¹⁰ *Ibid.*

¹¹ Morley, *The Carolina Mountains*, p. 327.

¹² Lorne P. G. Willis, "Stephen Morgan Willis," p. 448.

¹³ *Second Biennial Report of the North Carolina Library Commission, 1911-1912*, p. 24; *Fifth Biennial Report of the North Carolina Library Commission, 1917-1918*, p. 23. Actually, the report lists "Mrs. H. W. Willis" as librarian, apparently a misprint. The next biennial report, the *Sixth*, corrects the error.

¹⁴ *First Biennial Report of the North Carolina Library Commission, 1909-1910*, pp. 25-27. Although this report does not include collection size for the library at Wake Forest College, the report for the next biennium revealed that its collection was larger than that of Good-Will.

¹⁵ Morley, *The Carolina Mountains*, p. 326; Lorene P. G. Willis, "Stephen Morgan Willis," p. 448; Mary E. Palmer, "Charles Hallet Wing, Founder of the Good-Will Free Library," p. 127.

¹⁶ Minutes, Mitchell County Board of Commissioners, Vol. 1, 1908-1914, p. 73.

¹⁷ Mitchell County Deeds, Book 61, p. 479.

¹⁸ Minutes, Mitchell County Board of Education, 7 August 1911.

¹⁹ *Eighth Report of the North Carolina Library Commission, July 1, 1922-June 30, 1924*, p. 18.

²⁰ *Sixth Biennial Report of the North Carolina Library Commission, 1919-1920*, p. 13.

²¹ Wendell W. Smiley, *Library Development in North Carolina before 1930* (Greenville, N.C.; Library, East Carolina University, 1971), 81; Thornton W. Mitchell, *The State Library and Library Development in North Carolina* (Raleigh: North Carolina Department of Cultural Resources, Division of State Library, 1983), 3.

“In My Mind I’m Going to Carolina ...”:

Bruce Cotten’s Passion for North Caroliniana

by Eileen McGrath

In the 1890s, a tight-knit family in rural eastern North Carolina was under siege. The Cotten family was a prominent one, respected locally and with civic and political ties across the state. Like many southern farm families, they had experienced several financial ups-and-downs, but the steep decline in cotton prices, together with a risky switch into tobacco production, had forced the Cottens to the edge of ruin. The plantation was mortgaged and then put up for sale; only the intervention of a family friend prevented loss of the home place. Mr. Cotten was distracted by these financial crises, while his wife was still mourning the death of her eldest son a decade earlier. Their oldest surviving son had yet to find his place in business or society. His sisters and their friends loved the young man’s good looks and easy charm, but without secure prospects, he’d be always a houseguest, never the master. What was this young man, Bruce Cotten, to do? “Go west,” as the slogan of the era urged? Go west he did, but at an emotional cost. To assuage the loneliness and estrangement he felt, Cotten turned to a “gentle pastime”¹ and in doing so made himself the preeminent twentieth-century collector of North Caroliniana.

Bruce Cotten, the fifth child of Robert Randolph Cotten and Sallie Southall Cotten, was born in Wilson, North Carolina, on March 3, 1873. Robert Randolph Cotten, a native of Edgecombe County, was a prominent businessman, planter, and civic leader in eastern North Carolina for over sixty years. The elder Cotten began his business career as a clerk in Tarboro, but he

later moved to Baltimore, Maryland, where he was a partner in a cotton brokerage. Cotten’s firm dissolved at the start of the Civil War, and he returned to North Carolina to join a Confederate cavalry unit. While in North Carolina on leave near the end of the war, Cotten met a young teacher, Sallie Swepson Sims Southall. They were married in 1866.

Sallie Southall Cotten was a native of Amelia County, Virginia. Mrs. Cotten spent the first decades of her marriage at home raising her family, but after most of her children were grown, she began a public life as an advocate for women and children in North Carolina. She was one of the North Carolina “lady managers” for the 1893 Columbian Exposition, an organizer of the North Carolina Federation of Women’s Clubs, a participant in the first National Congress of Mothers, and the author of numerous poems and essays.

The Cottens settled permanently at Cottendale, a Pitt County plantation, in 1879. The household at Cottendale consisted of Robert and Sallie Cotten, their seven offspring, an older, unmarried white woman who helped manage the household, and several African-American servants. Isolation forced family members to depend on each other for entertainment, education, and emotional support. Mrs. Cotten was the most important early influence in Bruce Cotten’s life. He later characterized his mother as a loving and devoted mother, but also dreamy and unconventional, a good reader and a romantic. He remembered her as

a woman tormented by private fears as well, “an unaccountable, but pronounced temperamental brooding and apprehension of ill that might befall her or those she loved.”² Misfortune did strike Sallie Cotten’s family: two of her children died as infants and her oldest son, Robert Randolph Cotten, Jr., drowned on his fifteenth birthday in 1883. Mrs. Cotten took her oldest son’s death especially hard; she wore partial mourning attire for the rest of her life.

The 1890s were especially difficult years for Robert Cotten’s businesses. Cottendale was mortgaged in 1893 and put up for sale in 1897. It remained in the family only because former North Carolina Governor Thomas Jordan Jarvis gave the family a new mortgage. Despite such well-placed friends, the family’s financial situation remained precarious for several years.

Bruce Cotten was little help in this family crisis. He followed his father’s example and went to Baltimore in search of employment, but he could not secure a position. Years later, Cotten admitted that the world of business did not appeal to him and that his heart was not in this search for work. In an unpublished memoir, Cotten confessed “[I] was conscious of being influenced by my own peculiar temperament and a strong dislike I had of

His passion was to amass a library that reconnected him to the land of his birth.

an ordinary business life, — that perpetual buying and selling of things... I wanted something else, the nature of which I can not define. I dreaded the sameness and monotony of the life ordinary."³

Fortunately for Cotten, gold was discovered in the Yukon Territory in 1896, triggering the Alaska Gold Rush of 1897-1898. Cotten became obsessed with the possibilities for wealth and adventure that Alaska might offer. To finance a trip to Alaska, Cotten tried to organize an investment group from among his family's friends. The attempt failed, but Cotten left for Alaska in October 1897. William Stephenson, a biographer of Sallie Southall Cotten, thought that Cotten's attempt to raise funds for the Alaska trip had dishonored the family; family correspondence hints that Cotten's drinking concerned his parents.⁴ The remaining evidence does not allow us to know the exact reason for Cotten's departure,⁵ but what we do know is that Cotten had not found a place for himself in North Carolina business or society commensurate with his family's stature or his image of himself. Even if he did not dishonor the family, he was not able to help them in a material way. At the least, this was a blow to his pride.

When he reached Seattle, Cotten sought to join any expedition going north to the gold fields. Unbeknownst to him, the expedition that accepted Cotten was a fraud: the organizers of the expedition solicited investors, recruited and outfitted a crew, dropped the crew in a remote location, and then absconded with the remaining funds. The crew was left to die when their supplies ran out, or find their way back to civilization. Cotten, hearty and resourceful, came out alive. Rather than being shaken by this brush with death, he was exhilarated. "Drills, Raids and Escapades" opens with Cotten's judgment of his Alaska experience: "This trip to Alaska had been an experience very excellent, hardening and educating; it had set me aright with myself and with the world."⁶

Upon returning to Seattle in June

1898, Cotten joined a battalion of Washington volunteers organized to fight in the Spanish-American War; later he joined the regular army. In the army he found some of the adventure that he was seeking, serving in China during the Boxer Campaign and in the Philippines during the insurrection there. Cotten returned to the United States as a second lieutenant in 1902. In early 1907, while stationed at Fort Monroe, Virginia, as part of the

certs, and trips to spas in America and abroad. It is telling that Cotten dedicated *An Adventure in Alaska* to Edyth, calling her "the little nugget and great possession" that all his efforts had been leading to.⁸ Cotten once referred to his Alaska experience as an attempt "to win at one turn of the wheel, that fortune and affluence that is denied many deserving millions after a life of toil and labor."⁹ Winning Edyth Tyson's hand was Cotten's lucky turn at the wheel; after their marriage he never wanted for affection, comfort, or status.

Cotten traced the origin of his interest in collecting North Caroliniana to his mother's experiences when she was preparing the North Carolina exhibit for the 1893 Columbian Exposition. Sallie Southall Cotten wanted the exhibit to include a collection of books about North Carolina, but as she traveled the state, sometimes with Bruce accompanying her, she found few libraries of North Caroliniana. For Cotten the experience "planted the germ and desire in me to know and to possess something of the books and literature that had been published in and about my native State."¹⁰ Cotten began collecting for himself when he was in the army. He frequented used bookstores and curiosity shops. Although hindered because "both money and knowledge were entirely lacking,"¹¹ Cotten did amass a collection of about two hundred volumes before he left army service.

Bruce Cotten wrote his parents only infrequently between 1898 and 1902. This was very hard on Mrs. Cotten. When correspondence between mother and son picked up in 1902, Sallie Cotten's letters to her son were filled with assurances of love and pleas for him to visit. "We are all crazy to see you again — and you know that a warm welcome awaits you whenever you come." "[Y]ou must constantly bear in mind that we all love you — that time and long absence and distance — all tend to make us love you better and long more to see you." "Never mind, son, when you come home — no matter what month the



This caricature of Cotten appears at the end of *Housed on the Third Floor*. Courtesy North Carolina Collection, University of N.C. Library -Chapel Hill.

Jamestown Tercentennial, Cotten met Edyth Johns Tyson. Edyth Tyson was the widow of Jesse Tyson, a Baltimore industrialist who had made a fortune mining chrome. Beautiful and wealthy, she was a grande dame of Baltimore society. For Cotten, it was love at first sight. Although Cotten was discreet about the courtship, he did confess in "Drills, Raids and Escapades" that "I instantly liked her far better than any person I had ever seen. She was my fate, my joy or sorrow."⁷ The couple were married three years later in England.

Cotten easily adjusted to a life filled with parties, club meetings, con-

calendar may record, it will be Christmas to us, because our hearts will be full of gladness."¹² After all this prompting and pleading, Cotten visited Cottendale in the fall of 1905. The prodigal son returned; a reconciliation was effected. His interest in North Caroliniana helped with that reconciliation. Family members, particularly his mother, became participants in the collecting process, inquiring about books with friends and associates, following leads about particular titles, and purchasing books for Cotten. Cotten's parents, through their travels around the state on civic and social affairs, provided Cotten with contacts and information that enabled him to locate and acquire many obscure titles.

All through the 1910s and well into the 1920s, Mrs. Cotten's correspondence with her son shows evidence of the family's collaboration with Cotten, and it also gives glimpses of the books that Cotten was seeking. Robert Cotten was the one to locate John Lawson's *A New Voyage to Carolina* (London, 1709); Sallie Cotten tried for eight years to get Joseph Biggs's *A Concise History of the Kehukee Baptist Association* (Tarboro, 1834). Mrs. Cotten's diligence eventually paid off with that book and with Edwin Fuller's *Sea-Gift*, which she also pursued for years.¹³

Cotten did not rely solely on family contacts. As all collectors do, he read dealers' catalogs. By the time he published *Housed on the Third Floor*, a catalog of the highlights of his collection, Cotten estimated that he had read over a half a million pages of catalogs.¹⁴ He also used book dealers and book scouts in North Carolina and neighboring states. He even published a newsletter that he mailed to such agents. He used the bulletins to inform "certain dealers, scouts and friends of my Collection of North Caroliniana" about his most notable acquisitions.¹⁵ He also included pointed, but friendly, jabs in the bulletin to goad scouts into giving his interests more attention.

The collection that Cotten amassed consisted of almost two thousand titles. It contained books printed in North Carolina, books by North Carolinians, books about North Carolina, and a few associational volumes. Addresses, biographies, catechisms, college and school publications, gene-

alogies, histories, memorial volumes, natural histories, novels, poetry, and religious tracts were all present. Unlike that other great collector of North Caroliniana, Stephen B. Weeks, Cotten limited his collecting to books that were wholly about North Carolina or some area of the state. As a professional historian, Weeks collected to support his research interests, while Cotten had no research needs or institutional constraints. This freedom, together with



Bruce Cotten, courtesy North Carolina Collection, University of N.C. Library -Chapel Hill.

his wealth and contacts, helped him become the greatest amateur collector of North Caroliniana. His passion was to amass a library that reconnected him to the land of his birth. This very personal impetus led to some idiosyncracies in his collecting. Because politics was distasteful to him, he made little attempt to collect political addresses and public documents; he also excluded items that rarely came as complete sets, such as newspapers, church minutes, and school catalogs. He was "very partial to items of some interest large enough to stand in their own binding,"¹⁶ so he rejected many pamphlet items. The physical condition of an item was important to Cotten. He would successively buy and sell copies of a title until he had a speci-

men that met his standards for condition. There is also evidence that Cotten rebound volumes in order to possess an aesthetically pleasing collection.

Cotten was not a scholar, but he was knowledgeable about the history and publishing heritage of North Carolina. Cotten knew which early European titles to collect, but despite his wealth and contacts abroad, he had difficulty acquiring first editions of European works on North Carolina. He felt great pride that he was able to acquire Sir Walter Raleigh's *The History of the World* (1614).

Cotten was far more successful at acquiring titles published in North Carolina. He had 44 eighteenth century North Carolina imprints; he also had 71 Confederate imprints, chiefly from North Carolina presses. Cotten discriminated severely among twentieth century imprints; the twentieth century portion of the collection is heavily weighted towards materials on the eastern part of the state.

After his wife's death in 1942, Cotten sold their estate, Cylburn, to the city of Baltimore and moved to smaller quarters. No longer would Cotten's collection be "housed on the third floor." Edyth Cotten's death, and Cotten's dissatisfaction with how his books were handled in the move from Cylburn, caused Cotten to worry about what would become of his books when he died.

There is no indication which side made the first move, but by the mid-1940s, Cotten and the library staff at the University of North Carolina were engaged in a steady correspondence about Cotten's collection. In December 1948, Mary Lindsay Thornton, the librarian of the University's North Carolina Collection, visited Cotten at his home. The trip cemented the relationship between Cotten and the University Library. Cotten then consulted John Sprunt Hill, a prominent benefactor of the university and someone whom Cotten much admired, about how his will should be amended to give his collection to the university. University Librarian Charles E. Rush made several suggestions, most of which became part of the final document. The notable suggestion that

Cotten rejected was that the collection be named for his mother.

Cotten was revitalized by the successful conclusion of negotiations over the will. In his correspondence with Mary Lindsay Thornton, he began to address her as "My dear Partner."¹⁷ Cotten also began to re-write his manuscript catalog of the collection. This, too, renewed his interest in the collection, and he was surprisingly active as a collector during the last few years of his life. Library staff continued to visit and correspond with Cotten; his correspondence with Mary Lindsay Thornton was interrupted only by his frequent bouts of ill health. The last letter from Miss Thornton reached Cotten just a week before his death on April 1, 1954.

Bruce Cotten was buried in Baltimore, but his book collection came home to North Carolina, to the North Carolina Collection at the University of North Carolina at Chapel Hill. Cotten left North Carolina to find his place in the world, but he still needed some connection to his family and his home state. Collecting North Caroliniana provided him with that connection. It became his passion. He combined that passion with great wealth and many family connections, and in doing so amassed a private collection of North Caroliniana not equalled to this day.

References

¹ The term is the one used by Bruce Cotten in the dedication of his *Housed on the Third Floor* (Baltimore: Horn-Shafer, 1941).

² Bruce Cotten, *As We Were: A Personal Sketch of Family Life* (Baltimore: Privately Printed, 1935), 23.

³ Bruce Cotten, "Drills, Raids and Escapades: A Personal Narrative of Life in the Army, 1898-1910," 17. North Carolina Collection, University of North Carolina at Chapel Hill.

⁴ William Stephenson, *Sallie Southall Cotten: A Woman's Life in North Carolina* (Greenville, NC: Pamlico Press, 1987), 123; Bruce Cotten to Robert Randolph Cotten, October 3, 1897, Cotten Family Papers, Collection #3589, Southern Historical Collection, University of North Carolina at Chapel Hill.

⁵ The chief sources for studying the Cottens are the Cotten Family Papers (Collection #3589) and the Sallie Southall Cotten Papers (Collection #2613) in the Southern Historical Collection, University of North Carolina at Chapel Hill. The later collection consists primarily of letters from Sallie Southall Cotten to her son Bruce, 1902-1926. Unfortunately, the correspondence is one-sided; we read news of Cottendale and many protestations of a mother's love, but nothing concrete about why Bruce Cotten left

home or what kept him away.

⁶ "Drills, Raids and Escapades," 1.

⁷ *Ibid.*, 238.

⁸ Bruce Cotten, *An Adventure in Alaska during the Gold Excitement of 1897-1898: A Personal Experience* (Baltimore: Sun Printing Office, 1922), dedication.

⁹ Bruce Cotten to Mr. and Mrs. Robert Randolph Cotten, 14 April 1925. Letter bound in "Drills, Raids and Escapades."

¹⁰ *Housed on the Third Floor*, 7.

¹¹ *Ibid.*, 8.

¹² Sallie Southall Cotten to Bruce Cotten, January 1, 1903, June 23, 1904, December 18, 1904, Sallie Southall Cotten Papers, Southern Historical Collection, University of North Carolina at Chapel Hill.

¹³ Sallie Southall Cotten to Bruce Cotten, June 17, 1915, February 20, 1916, March 13, 1921, February 18, 1923, January 7, 1924, Sallie Southall Cotten Papers.

¹⁴ *Housed on the Third Floor*, 11.

¹⁵ Only a few bulletins remain. They are in the Bruce Cotten files, North Carolina Collection, University of North Carolina at Chapel Hill.

¹⁶ *Housed on the Third Floor*, 10.

¹⁷ Bruce Cotten to Mary Lindsay Thornton, January 16, 1950, Bruce Cotten files, North Carolina Collection, University of North Carolina at Chapel Hill.



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QUALITY BOOKS INC.

Mollie Huston Lee:

Founder of Raleigh's Public Black Library

by Patrick Valentine

Mollie Lee "talked of her library as though it was a living entity of vast importance."

— W. E. B. DuBois¹

As children "we went religiously to the Richard B. Harrison Library."

— Audrey V. Wall²

Mollie H. Huston Lee was an energetic apostle for libraries and for her race at a time and place that gave little respect to either. Whatever her personal feelings may have been, she knew how to work within the existing power structure to bring libraries and their treasures to her people. Her great achievement lay in developing, maintaining, and increasing public library service to the African American people of Raleigh and Wake County while never losing the dream of ensuring equal library service for everyone. When people would not come to the library, she took a "market basket in hand" and brought books to them — and more.³ The esteem in which she was held later in life is indicated by her selection as an UNESCO library delegate and her appointment as a trustee of the State Library of North Carolina.⁴

Although public library service was extended to Blacks in Charlotte in 1905, Raleigh had to wait another thirty years.⁵ No documentation appears to exist today that can explain the long delay — there were twelve Black public libraries in operation across the state by 1935⁶ — but White resistance, including that of librarians, was largely to blame. While some White librarians were in favor of extending services to Blacks, little was done in most areas of the state.⁷ Whatever the truth may be, Mollie Huston Lee was in the forefront of those advocating and working for such a library in Raleigh. She helped

persuade the White mayor of Raleigh, George A. Isley, to form a biracial committee in 1935 to establish a "Negro Library."⁸ She was not alone in her desire, and the push for the library must have aroused strong and wide support to win the mayor's quick action, not just in the African American community but among powerful Whites as well.⁹ It is notable that Raleigh had the first biracial governing library board in the South.¹⁰

African Americans in North Carolina had largely lost the right to vote early in the 1900s. Economically and socially, as well as politically, they were segregated and held down. But by the 1920s, some White support was evident for increasing their access to educational and other cultural institutions. Within the Black community, segregation had the effect of strengthening Black-owned businesses and institutions, so that by the time of the Depression, North Carolina had a small but firmly entrenched African American elite of small business owners, ministers, and educators. Black women like Mrs. Lee often were better educated and maybe freer than their male counterparts to stand up to and manipulate the establishment.¹¹ Still, the attempt to foster Black library access in Davidson and Mecklenburg counties in the late 1920s, funded by the Rosenwald Foundation, had mixed results at best.¹²

One of the most remarkable things about Mollie Huston Lee was that was she was not raised in the South and was

not returning from college to help her people: she had a bright and relatively easy future stretching before her in the North. Lee had been raised in Columbus, Ohio, attended Howard University, and then took her library degree at Columbia University in New York in 1930 — where she was the first African American to graduate. She then chose to work at Shaw University in Raleigh, where she served as librarian until the Richard B. Harrison Library opened on November 12, 1935. It may be unusual today for a college librarian to enter public library ranks, but the situation was much more fluid then. As a college librarian, she had been instrumental in the founding of what became the Negro Library Association of North Carolina.¹³

While the Harrison collection, named after a recently deceased professor of drama at North Carolina A&T College famous for his role as "De Lawd" in the popular play, *Green Pastures*, contained only 890 books, they were *public* books, accessible to all, managed by a professional librarian paid by the public. The city of Raleigh agreed to pay \$2,500 and the county \$750 for support of the Harrison Library.¹⁴ At this time, one-third of Wake County was Black, with an average income considerably less than that of Whites who themselves earned only slightly more than half the national average. Two-thirds of the African Americans in the county lived in rural areas.¹⁵

Within two years, the Harrison Li-

brary held 3,310 volumes, was open 42 hours a week, and had an annual circulation of almost 15,000. This compared favorably with many of the 17 other Black public libraries in existence in North Carolina. (Greensboro, whose White business community had given early support to the concept of a Black public library, funded its Negro library at 26¢ per Black person and Durham, which had a vigorous Black business community, provided 17¢ while Raleigh and Asheville managed only 10¢.)¹⁶

Lee was not content to rest, but looked upon it as her duty to provide library services for all the Blacks, whether they lived in the city or not, whether they particularly concerned themselves with libraries and books or not. As she told a radio audience in 1951, "a public library is the recorded memory of mankind, serving the community. Its function is to make available to all, information and thought in all fields of human knowledge and experience and to help each person, whatever his interest may be, to find and use the books and other library facilities and material which best serve his needs."¹⁷ One of her major achievements was building what was later called the "Lee Collection" of books by and about African Americans.¹⁸ Lee also directed many innovative programs

aimed at reaching and uplifting blacks. Under her direction, the Harrison Library in 1941 established a branch in Apex and shared the use of a bookmobile for the rural areas of the county.¹⁹ In addition to her regular duties, she served as part-time supervisor of the Raleigh school libraries. In 1943, she helped to organize a five-day workshop at Shaw University on operating Negro public libraries.²⁰ The next year, under her prodding, Wake County purchased for Harrison its own bookmobile.²¹ By this time 45 counties provided some library service to Negroes, a situation State Librarian Marjorie Beal was determined to improve.²²

In 1949, Beal recommended the employment of a full-time Negro supervisor of rural libraries as part of a nine-point program for improving Black public libraries.²³ While she did not get all she wanted, she did get permission to hire

a part-time assistant — and naturally chose Mollie Huston Lee. Lee held this position while also maintaining her job



Mollie Huston Lee arranges books before the opening of the new library building in 1948. Richard B. Harrison collection. Photo courtesy of Wake County Public Library.



Bookmobile staff bring books to tobacco worker, 1940s. Richard B. Harrison collection. Photo courtesy of Wake County Public Library.

as the Harrison librarian — perhaps a wise precaution as the state job died away after Beal left in 1950. The cause, effect, and sequence of Lee's departure remain unclear. Beal herself considered Lee "a stimulating influence for Negro library development."²⁴

But on the local front, pressure was mounting to combine the Richard B. Harrison with the White Olivia Raney Library and then add other town libraries to create a comprehensive county-wide system. Negotiations were long and somewhat tortuous — at one point some at Olivia Raney wanted to merge with the State Library! Part of the problem in Wake, as elsewhere, was a general indifference to libraries on the part of the public.²⁵ In 1965, after six long years of dispute, the city merged the Raney and Harrison libraries, but kept the individual facilities open. The new system, called the Olivia Raney Library, Inc., had a biracial, 22 member board. Only after 1970 did a true county-wide system emerge.²⁶

Combining libraries and merging staffs and policies is never easy, and can be made better or worse depending on the personalities and circumstances involved. Differences in cataloging, acquisition, personnel policies, staffing levels, and outreach services affect the process. Even leaving aside the delicate business of Black-White integration, the list of potential trouble goes on. Records about such matters, as for library integration itself, tend to be sketchy.²⁷ We do know that Lee was in favor of the merger, for financial if no other reason, as was William O'Shea, director of the combined system, for administrative if no other reason.²⁸ Both worked together to harness what could be, and in some other systems has been, a difficult merger.

Lee remained in charge of the Harrison Branch Library until her retirement in 1972, at which time there was an outpouring of community and staff love and respect.²⁹ She had committed her life to a southern Black community that had little voice and fewer resources. She had insisted on helping others and making them help themselves. She knew the power of reading and good books and worked tirelessly to promote them. Yet she also knew how to work within the system to promote the best goals of both races.

Mollie H. Huston Lee died unexpectedly on January 26, 1982. Her husband, Dr. James S. Lee, retired head of the Biology Department at North Carolina Central University, had predeceased her, and a son and two grand-

children survived her.³⁰ Her legacy in Raleigh and North Carolina and the South remains and has grown.

References

¹ Quoted in Ray Nichols Moore, "Mollie Huston Lee: A Profile," *Wilson Library Bulletin* 49 (1975): 434. This excellent article (pp. 432-439) remains a prime source for information about Lee and her times.

² Oral interview in Linda Simmons-Henry and Linda Harris Edmisten, *Culture Town: Life in Raleigh's African American Communities* (Raleigh: Raleigh Historic Districts Commission, 1993), 83.

³ Moore, "Mollie Huston Lee." See also Benjamin F. Speller, Jr., "Mollie Huston Lee," *Notable Black American Women*, Jessie Carney Smith, editor (Detroit: Gale Research, c1992), II, 406-408; Benjamin F. Speller, Jr., and James R. Jarrell, "Profiles of Pioneers: Selected North Carolina Black Librarians," *The Black Librarian in the Southeast: Reminiscences, Activities, Challenges*, ed. by Annette L. Phinazee (School of Library Science, North Carolina Central University, 1980), 78-81; Virginia Lacy Jones, "A Dean's Career," *The Black Librarian in America*, ed. E. J. Josey (Metuchen: Scarecrow Press, 1970), 35; and A. P. Marshall, "The Search for Identity," *ibid.*, 179.

⁴ North Carolina State Library, *News Letter* (October 1961) 27; "Scott Announces Posts," *News and Observer* (April 13, 1972), 68.

⁵ See Patrick M. Valentine, "Steel, Cotton and Tobacco: Philanthropy and Public Libraries in North Carolina, 1900-1940," *Libraries & Culture* 31 (Spring 1996): 272-298; and "The Spread of Public Libraries: The Community of the Book in North Carolina, 1900-1960," *North Carolina Libraries* (Fall 1996): 113-121.

⁶ Asheville, Charlotte, Durham, Greensboro, Henderson, Laurinburg, Lexington, Raleigh, Thomasville, Weldon, Wilmington, and Winston-Salem. It appears that the libraries in Oteen and Hendersonville also served African Americans. ("North Carolina Libraries 1935-1936," statistics compiled by the North Carolina Library Commission.") High Point, New Bern, Hendersonville, Rocky Mount, Sanford, and Warrenton added Black branches the next year.

⁷ See Minutes, North Carolina Library Association, 3rd Biennial Conference, November 2, 1927; and North Carolina Library Commission, 62.9, Administrative Section, Minutes,

meetings of September 30, 1924 and September 22, 1927 (both in North Carolina Department of Archives and History). Typically, a tenth of the state's appropriation for library work, mainly for traveling libraries, would "be used for Negro library work." *North Carolina Library Bulletin* 6 (December 1926): 202. The first two librarians at Raleigh's White Olivia Raney Library had no library training. (Jonathan Daniels remembered them as "old maiden ladies ... whose qualifications as librarians were that there was then no old age assistance roll upon which their influential relatives could put them." "Address before the American Library Association, in Philadelphia, July 8, 1955," University of North Carolina at Chapel Hill, Southern Historical Collection [cited hereafter as SHC], Jonathan Daniels papers, 3466, folder 2268, p. 11.) The first trained librarian was Miss Clyde Smith, who was hired in 1936. While library officials later claimed that Olivia Raney's state charter limited its service to Whites only, this charter was amended in 1927 to allow services to Negroes.

⁸ Race nomenclature remains a sensitive and shifting field. This paper will use "Black" and "African American" interchangeably. Earlier terms will be used where historically appropriate. For instance, the first Black library, in Charlotte, later called the Brevard Street Library (or Branch), was titled the "Charlotte Public Library for Colored People" for years. In the late 1940s Weldon and High Point had "Negro Branches" while Asheville had a "Colored Public Library."

⁹ See for instance, A. T. White, Chairman, (Library) Location Committee, to Drs. [Lemuel T.] Delany and [George] Evans, September 18, 1935, and WRAL radio typescript, 16th Anniversary of Richard B. Harrison Library, in the "Harrison Library — History" files, Richard B. Harrison Branch Library [cited hereafter as RBH]. Delany and Evans agreed to give the entire first floor of their building to the library. That Mayor Isley became chairman of the library board, which consisted of three Whites and three Blacks, surely was a compliment to Lee's abilities.

¹⁰ Eliza Atkins Gleason, *The Southern Negro and the Public Library* (Chicago: University of Chicago Press, 1941), n. 13, p. 82. On the composition of the board, which included Julia B. Delany, an instructor at St. Augustine College, and Pearl L. Byrd, supervisor of North Carolina colored elementary schools, see *News and Observer* (November 12, 1935): 10. Julia Brown Delany was Dr. Lemuel Delany's wife. ("Raleigh Physician Dies," *News & Observer* (January 10, 1956), 3.)

¹¹ Note in particular the pioneering but largely forgotten work of John R. Larkins, *The Negro Population of North Carolina; Social and Economic*, Special Bulletin #23 (Raleigh: N. C. State Board of Charities and Public Welfare, 1943); "The Negro Population of North Carolina, 1945-1955," typescript, North Carolina State Board of Public Welfare (August 1957); and *Patterns of Leadership Among Negroes in North Carolina* (Raleigh: Irving-Swain Press, 1959). Good background studies are Glenda Elizabeth Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920* (Chapel Hill: University of North Carolina Press, 1996); Jacqueline Jones, *Labor of Love, Labor of Sorrow: Black Women, Work, and the Family from Slavery to the Present* (New York: Basic Books, 1985); and Evelyn Brooks Higginbotham, *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920* (Cambridge: Harvard University Press, 1993). The North Carolina Mutual Life Insurance company, based in Durham, was of course not a "small business" but had tentacles reaching into every Black community in the state. Its agents were often aspiring and prospering members of the local elite, but they were hard pressed by the Depression.

¹² James V. Carmichael Jr., "Tommie Dora Barker and Southern Librarianship" (Ph.D. diss., University of North Carolina at Chapel Hill, 1987); and Valentine, "Steel, Cotton and Tobacco," offer the most recent assessment and further references.

¹³ "Colored Library Conference Meets at Shaw University," typescript, "Negroes — N.C. — Libraries," RBH files. (The author thanks Wanda Cox-Bailey for her help in using the wonderful materials at Harrison.) See also Mollie Huston Lee, "Development of Negro Libraries in North Carolina," *North Carolina Libraries* III (May 1944): 1-2. Most of the professionally trained Black librarians working in North Carolina were from the Hampton Library School, with one each from Simmons, Michigan and Columbia (Lee). Albert P. Marshall, "The North Carolina Negro Library Association," *Handbook of Black Librarianship*, comp. & ed. E. J. Josey and Ann Allen Shockley (Littleton, CO: Libraries Unlimited, 1977), 54-57.

¹⁴ Cited in George Stradley Browning, "The Services of the Richard B. Harrison Public Library, Raleigh, North Carolina," (Thesis, University of North Carolina at Chapel Hill, 1962), 4. The Olivia Raney Library received \$7,000 from Ra-

leigh and \$3,250 from Wake County. "North Carolina Libraries 1935-1936, statistics compiled by the North Carolina Library Commission."

¹⁵ Additional statistics for Wake can be found in Charles S. Johnson, *Statistical Atlas of Southern Counties...* (Chapel Hill: University of North Carolina Press, 1941), 192.

¹⁶ The statewide average for communities that provided Negro library service — and reported on it — was 6¢ per capita per year. Based on "News Notes prepared by the North Carolina Library Commission," October 28, 1937. Over half the state did not provide any library service to Blacks.

¹⁷ WRAL radio transcript.

¹⁸ This collection was especially important at a time when Black researchers were not welcome at mainstream institutions. See John Hope Franklin, *Race and History: Selected Essays, 1938-1988* (Baton Rouge: Louisiana State University Press, 1989), 288-289; and Michael Kammen, *In the Past Lane: Historical Perspectives on American Culture* (New York: Oxford University Press, 1997), 33-36.

¹⁹ Mollie Huston Lee, "Development of Negro Libraries in North Carolina," *North Carolina Libraries* III, (May 1944): 3. Hertford County had the first Black bookmobile in the state, in 1939, and Durham the second. Blacks in Hertford raised over \$1,000 for their bookmobile, and later another \$500 for a permanent branch library. *North Carolina Libraries Newsletter* (3 May 1938). RBH, on the other hand, shared its bookmobile with the Olivia Raney Library. On foreign reaction to the use of bookmobiles in Raleigh and Wilson, see "Library System in South Lauded," *News and Observer* (6 March 1949), 12.

²⁰ "Library Studies Will Open Today," *News and Observer* (19 June 1944), 10. Mrs. Ann Robinson also served at RBH. North Carolina Library Commission *News Letter*, November 18, 1946), 2. Beatrice R. Hamlin, who later received her graduate degree from North Carolina Central University, became the children's librarian at Harrison in 1952. Oral interview, *Culture Town*, 139-143.

²¹ By 1949 ten counties had bookmobiles for African Americans and another 13 shared a bookmobile between Whites and Blacks. See "North Carolina Negro Public Library Service — 1949" map (RBH files).

²² Marjorie Beal, ed., "Libraries in North Carolina: A survey, 1946-1947" (mimeograph, Raleigh: North Carolina Library Association, 1948), 19.

²³ Public Libraries Section report, NCLA Records, Vol. 1, 1937-1951, (un-

cataloged files, State Library of North Carolina), 3. The North Carolina Negro Library Association had first broached the idea in 1944 to the legislature. Lee, "Development of Negro Libraries," 2. Beal's efforts in many directions, during a difficult time, have gone largely unappreciated.

²⁴ Beal, "Libraries in North Carolina," 19. See also North Carolina Library Commission, *News Letter* (November 18, 1946), 2. For an example of Lee's work at the State Library, see "Bibliographies of Holdings of North Carolina Libraries" and the reactions it spawned. SHC, 3823, North Carolina Council on Interracial Cooperation, folder 52. Another example is Lee's candid report on the Brevard Street and Fairview Homes branches in Mecklenburg County, May 13, 1948, uncataloged files, State Library of North Carolina.

²⁵ For instance, in 1960 a bond issue passed in Wake County but a library tax vote did not. Valerie W. Lovett, ed., "A Closer Look: A Community Analysis and Library Evaluation of Wake County" (Raleigh: Department of the Wake County Library, 1979). As Doris Rosemond commented, "Selling libraries in North Carolina seems to be one of our problems, however." (Mrs. D. G. Rosemond to McNeill Smith, United States Commission on Civil Rights, North Carolina Advisory Committee, Duke University, Rare Books, Manuscripts, and Special Collections Library Box 3, September 2, 1960. Rosemond was head of the Wilson County Negro Library.)

²⁶ See the extensive material under "Wake County Public Library," uncataloged files, State Library of North Carolina. In 1951 Lee had established a second branch library, in Washington Terrace. *North Carolina Library Commission News Letter* (March 1951), 4.

²⁷ See, for example, the paucity of materials in the United States Commission on Civil Rights, 52-A, even though use of public libraries was a major focus of the Commission.

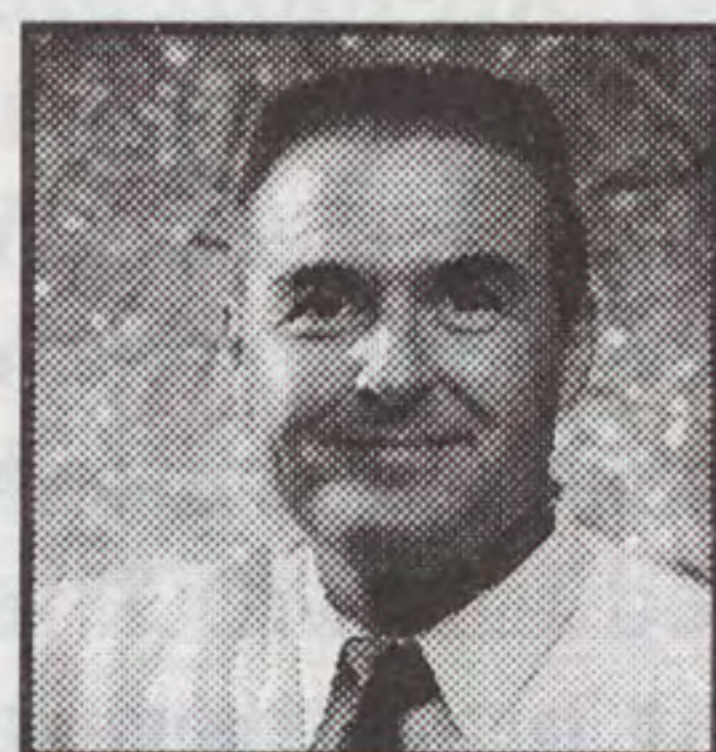
²⁸ For the latter, personal conversation with Bill O'Shea in 1980.

²⁹ See Charlotte Hilton Green, "Out-of-Doors in Carolina," *News & Observer*, June 18, 1972 V-11; Leon White, "Tar Heel of the Week," *ibid.*, April 1, 1971; Mary Day Mordecai, "Mrs. Mollie Lee and a Little Faith Built Richard B. Harrison Library." *ibid.*, June 2, 1972, 17

³⁰ In addition to sources noted above, see "Chairman Of NCC Dept. Of Biology Dies At Age Of 59," *Durham Morning Herald* (June 13, 1963).

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Innovation in Library Education: *Historical X-Files on Technology, People, and Change*

by James V. Carmichael, Jr.

In spite of the random accolade occasionally tossed to the unusually prominent professor, most practitioners regard library educators with distrust, disdain, or at best, strained tolerance. Academicians generally are viewed as self-serving, indulgent, and effete due to the supposed flexibility of their schedules and their philosophical flirtations with irrelevant and perhaps erroneous theory from other fields. It is assumed that they are somehow intellectual, meaning removed from the day-to-day concerns of real librarians and their customers. Some state legislatures have promoted the idea that the entire professorate represents a high-paid welfare class, and several have abolished tenure. In North Carolina, the legislature has called for proof that professors should be compensated for time beyond their actual 6-to-9 contact hours with students per week. Practicing librarians may feel that library educators are "out of touch" with marketplace developments, particularly technological ones, and with good reason, since no one seems to stay abreast any more. Some librarians may fear that their job performance is being mocked by supercilious professors in the classroom for the sake of a laugh. Yet all of these fears, justified or not, underscore the fundamental misunderstandings about the role of higher education generally and library education in particular, many of which are firmly rooted in professional history, millennial hype about innovation notwithstanding.

Few librarians can name ten famous library educators other than the ones who taught them in their own library education programs, or to enumerate the contributions of Pierce But-

ler, Jesse Shera, Charles Stone, Sarah Bogle, Virginia Lacey Jones, Frances Cheney, or Evelyn Parsons Jackson (for example) to librarianship, although their achievements were substantial. Librarians consider as remarkable the ability to recall the fact that Melvil Dewey began the first library school at Columbia University in 1887, or notice only in passing that the author of a book or article they are reading happens to be written by a library education professor. Generally, however, librarians don't read much library literature — most don't have time — and unfortunately, such is the quality of much library literature that it is probably not to their credit to do so. The lot of the library educator, known chiefly through publication and teaching, is consequently even more ignominious than that of librarians, who are usually only remembered by posterity if their name happens to be inscribed on a building. The reasons for this ahistoricity have been reiterated many times before: librarians adopt a self-effacing stance with regard to their own achievements, in light of the fact that librarianship is a service profession; librarians and their professors tend to destroy their own records while saving those of the greater society; and most of all, librarians operate under the perception that their function is subsidiary to the invention, discovery, and creativity in which their public(s) engage.

The intellectual energy represented at the early ALA conferences may never have been equaled, and that is

why, perhaps, leaders like William Frederick Poole were so bitterly opposed to Melvil Dewey's proposal for formal library education. There were already brilliant practitioners in the field suited to the challenge of implementing the "modern library idea," Poole opined, and these persons were suited ideally to train their own assistants in house, as had been the standard practice up until then.¹ The library pioneers addressed all manner of library problems in the papers they presented to the association in its first several decades, and the solutions that they devised have received only modest modification in recent times: library services to children, mobile library service, library publicity and marketing, remote storage, services to excluded minorities, the physically challenged, and the foreign-born, bibliographic standards, alternative collection organizational schemes, and the need for more comprehensive (and cooperative) periodical indexing.

Many prominent North Carolina library pioneers were trained or self-taught through the apprentice system, notably under Louis Round Wilson of the University of North Carolina—arguably the most influential librarian of the first half of the twentieth cen-

In the historical sense, at least, library educators serve as obelisks — landmarks on the library landscape — more than they do bellwethers of things to come.

ture — but also under Cornelia Spencer Love of Massachusetts, whom Wilson employed as order librarian through inquiry to Dewey's school, and later appointed his second-in-command. Although Love was Radcliffe-educated and later obtained a library certificate from Dewey's school at Albany, she credited her greatest professional experience to a self-trained librarian at Episcopal Theological Seminary named Edith Fuller — "a homely little woman with a screw of grey hair here at the back of her neck. She wasn't in the least good looking. [But] She had the sweetest smile, and she was a very, very kind person."² By the same token, Nellie Rowe Jones, librarian of Greensboro from 1920 to 1948, received her library certificate from the Library School of the Carnegie Library of Atlanta (begun by another self-trained librarian, Anne Wallace), yet she was already far ahead of her classmates when she entered the class of 1920, thanks to the daily tutorial ministrations of Greensboro's self-taught librarian, Bettie D. Caldwell (1901-1920).

The establishment of formal education for librarianship faced many obstacles, most of them from within the profession. Melvil Dewey made many enemies during his long career, not least of all because he was able to spearhead an effort that librarians had until then thought impractical — the formation of a viable and strong national library association — but also because he lost no opportunity to claim credit for his ideas, some of which were not his own,³ and some of which are touted mistakenly by ahistorical practitioners as recent innovations: inter-institutional and multi-type library cooperation, outreach of myriad stripes, library extension services, standardized library equipment, and the use of business methods in libraries, all of which were in the minds if not the practice of the 100 delegates to the first meeting of the American Library Association (ALA) in Philadelphia in 1876.

Dewey had an alternative scheme to ad hoc training, of course, and, most unusually, the plan included women — cheap

labor, yes, but women all the same. Not surprisingly, the plan did not minimize his central role in conceiving the first library school, which eventually provided an outlet for part of the library and office staples he marketed through ALA's supply arm, the Library Bureau. The school also provided him with a ready-made laboratory in which to vent his Tayloristic obsession with efficiency. On a more positive note, Dewey's initial curricular plan involved interdisciplinary study, and lectures from the field of library practice. He thus made clear to novices just how vast was the universe of knowledge, and how essential some systematic manner was to grappling with such a diversity of methodologies, competing theories, and literature.⁴ Ironically, one could not hope better for today's graduates than that they gain a sense of humility before the breadth and depth of knowledge structures — not just the sound byte or database of the moment — and that library education instill in these students a desire to immerse themselves in interdisciplinary connections, a wide range of academic and popular reading, and familiarity with the bibliographic apparatus that attempts to track it all.

In the historical sense, at least, library educators serve as obelisks — landmarks on the library landscape —

more than they do bellwethers of things to come. The library educator distinguishes the new from the fadish, tests new theories and discounts redundant or false ones, defines and articulates the core professional functions, and incidentally, or luckily, contributes to the improvement of library practice and information techniques.

The first formal review of library education, the famous Williamson Report of 1923,⁵ criticized existing library programs for their clutter of busy-work, which was essentially no more than glorified secretarial practice, and their lack of intellectual substance. Courses in standardized printing and handwriting, known as "library hand," still were required in some parts of the country because it could not automatically be assumed that typewriters would be available for use in the production of catalog cards. Anne Wallace, self-taught principal and director of the Southern Library School (after 1907, the Library School of the Carnegie Library of Atlanta, and after 1925, the School of Library Science of Emory University), told one of the applicants to the class of 1906 that "our chief objection to your writing lies in the loop letters ... which must be short and perpendicular" and advised her that "It is a quite serious matter to change the form of your handwriting, but I am sure you will be able to accomplish the vertical hand."⁶ It was futile for the prospective student to protest that she had experience on a private typewriting machine in her uncle's office, since many southern communities were strapped for funds, not only for library "technology,"

but for book stock and salaries as well. She therefore practiced assiduously all summer, and regularly sent Wallace samples of her script and block printing (see figure 1). Another more fortunate classmate whose handwriting was less eccentric was hired as librarian at Winthrop College, and boasted that "President Johnson has been so good to give us everything we asked for lately

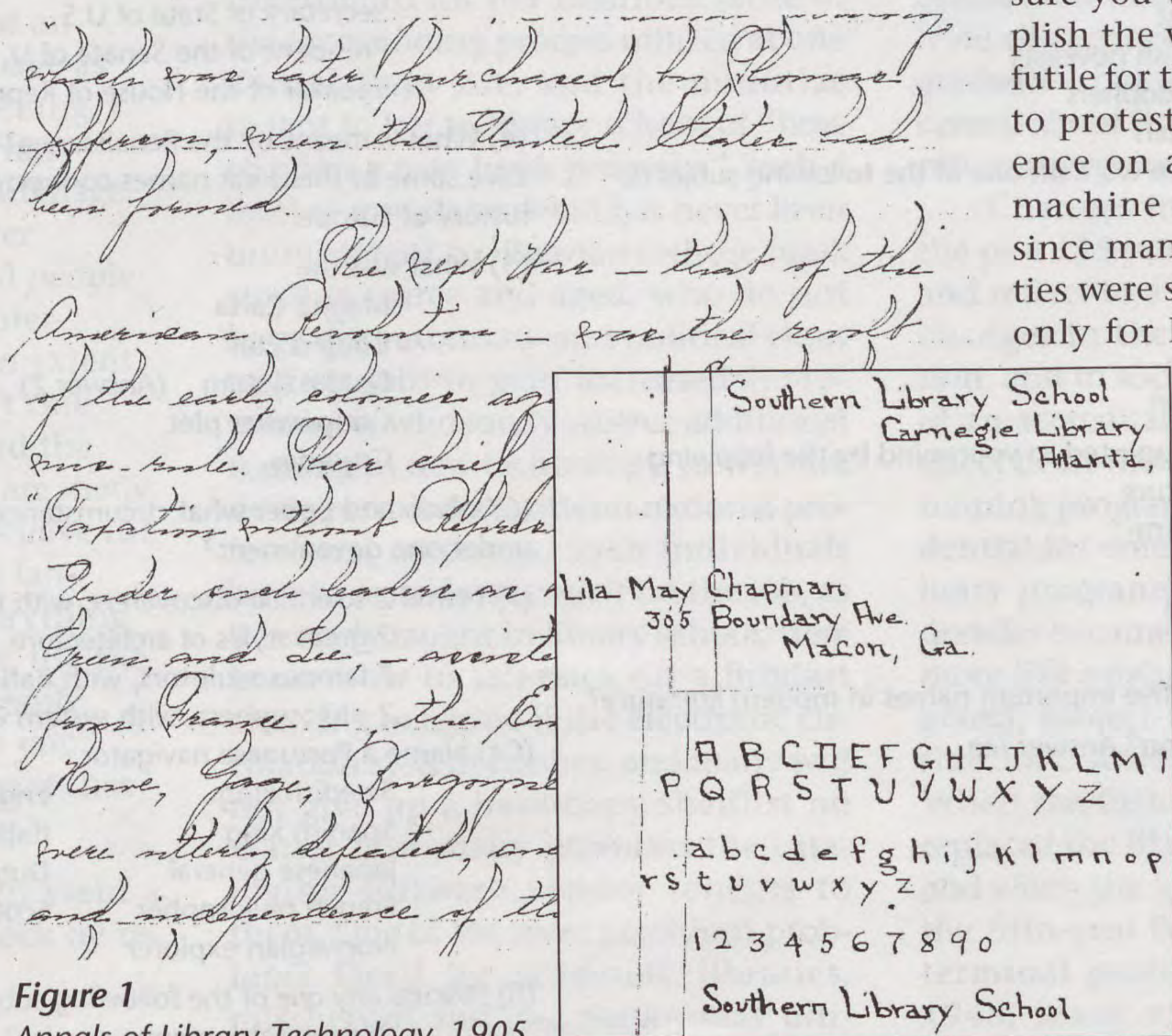


Figure 1
Annals of Library Technology, 1905. The elongated loops of Lila May Chapman's handwriting so unnerved Anne Wallace that she required Chapman to prove that she could master "library hand" (block printed form) by sending in samples of her work the summer before she entered the Carnegie Library of Atlanta's "Southern Library School" class of 1906. [Special Collections Department, Robert W. Woodruff Library, Emory University.]

that we are meditating a petition for a typewriter. I am sure you ... most devoutly hope he will grant us one."⁷ Experience on a typewriter was desirable but not essential, although great quantities of typewritten letters were issued from the Atlanta school praising graduates who used their creativity in introducing victrola technology into the library for a Halloween Virginia reel, for example, or toting in equipment for a lantern-slide show into the library's lecture hall, or else requesting detailed technical specifications for white ink

and pen nibs used in labeling books, with Esterbrook's Judge's Quill 112 recommended above all others. Some even contemplated adding moving pictures to the library's standard fare for a bit of excitement.

Yet between 1876 and 1925, the main progress made in the modern library idea was not technological, but attitudinal. Whereas at the beginning of the period, customers often were seen as the enemies of the libraries, with dirty hands, larcenous tendencies, and careless habits which would de-

plete library stocks, some librarians realized that patrons "are worth more than the books" and were willing "to lose several dollars worth a month rather than close the library against a single reader."⁸ The Atlanta School, until 1930 the only "approved" school for White librarians in the South, therefore followed the example of Dewey's school in demanding an extraordinary specific background knowledge of literature, foreign languages, history, and current events of its applicants, as well as a great deal of facility

Figure 2

What Every Librarian Should Know, ca. 1905
Entrance Examination (excluding page of French or German translation)
Southern Library School, Carnegie Library of Atlanta

I. LITERATURE

- (1) Give a synopsis of the important periods of English literature naming the chief writers of each period. Mention a work of each writer.
- (2) Name 3 New England poets
 2 Southern poets
 2 American historians
 2 American novelists
 1 American essayist
- (3) Name the best English translation of the following:
 Homer's *Iliad*
 Dante's *Divine Comedy*
 Goethe's *Faust*
- (4) Mention the names of
 2 Greek dramatists
 2 Roman historians
 1 French essayist
 2 modern Spanish novelists
 2 German philosophers
 1 English historian
- (Or) Name a representative work on one of the following subjects, giving the author
 Biology
 Pedagogy
 Sociology
 Eastern situation
 French revolution
- (5) State briefly what is suggested to your mind by the following
 Realism in literature
 Transcendentalism
 Meistersingers
 Pre-Raphaelitism
 Bayreuth
- (6) What do you consider five important names in modern literature?
- (7) Who wrote the following? Answer *ten*.
 Hypatia
 Rasselas
 Silas Lapham
 Portrait of a Lady
 Stones of Venice
 Consuelo
 Descent of Man
 Blue Flower
 Lady Rose's Daughter
 Tom Sawyer
 American Commonwealth
 Vicar of Wakefield
 Confessions of an English Opium Eater

II. HISTORY AND GENERAL INFORMATION

- (1) Give in chronological order the wars in which the United States has been engaged, with causes and results of each.
- (2) Name the ruling houses of England, beginning with the Norman Conquest. Characterize each briefly.
- (3) What national policies were the following men responsible for or associated with
 Alexander Hamilton
 Thomas Jefferson
 Wendell Phillips
 James Monroe
 William McKinley
- (Or) Give the names of those who hold the following offices at the present time
 Mayor of New York
 Ambassador at Court of St. James
 Secretary of State of U.S
 President of the Senate of U. S.
 Speaker of the House of Representatives
- (4) What is meant by the Renaissance? What period did it embrace? Give some of the great names connected with it, and its effect upon the history of Europe.
- (5) What was the
 Magna Carta
 Coup d'Etat
 Feudal system (Answer 2)
 Gunpowder plot
 Crusades
- (6) When and under what circumstances did England and Scotland unite under one government?
- (7) Name 2 scientific discoverers, with their contributions to science
 2 great styles of architecture, with a building illustrating each
 2 famous sculptors, with nationality, and one important work
 2 philosophers, with system with which they are identified
- (Or) Name a Portugese navigator
 Swedish king English educator
 Spanish king Italian scientist
 Japanese general Dutch painter
 French philosopher Scotch reformer
 Norwegian explorer
- (8) Discuss any *one* of the following subjects
 College settlements
 Trades unions
 Government ownership

with the English language (see figure 2). The final exam, on a range of subjects ranging from "Establishing a Public Library" to "Administration of the Library," tested the written communication skills of the student as much as it did the points of content in any library plan.

Not surprisingly, then, some library educators developed a reputation for picayune nit-picking in matters of grammar, usage and syntax, a reputation which has not entirely disappeared as of this writing for educators who read carefully what graduate students write. Nietzsche, the great proto-atheist of modern philosophy, argued that "unfortunately" civilization could not dispose of God so long as it had grammarians, and certainly, the linguistic piety of the early library educators could not be questioned. In 1903, for example, Mrs. Salome Cutler Fairchild, who by then had assumed the role of Principal in Dewey's School, wrote to one of Albany's graduates, Edna Bullock, then serving as Secretary of the Nebraska Library Commission, ostensibly to compliment her upon her first biennial report and "State Fair circular," but in reality to point out a "tiny blemish" in the report resulting from the use of "will" instead of "shall" in the last line. Bullock lost no time in replying to Fairchild that

I am almost as much of an iconoclast about language as Mr. Dewey is about spelling. I believe that usage is what makes and unmakes language, and I believe the greater proportion of educated people use these two words interchangeably to a certain extent. If they do, then I don't care what the grammars and the dictionaries say. They are made by scholastics, and I believe the general average makes language, history and everything else. I do not, however, use the two words interchangeably, and in the connection you mention, I used the word that expressed my meaning.⁹

Mrs. Fairchild, never one to yield a point lightly, reminded Bullock by return post that

[...] the librarian would better stick to his own task and conform in conventional matters whether he believes in it or not, for otherwise he gets the reputation of a crank in

such things and loses part of his influence in his own field. Is not this position a sound and sensible one?¹⁰

One has the impression that Miss Bullock and Mrs. Fairchild would have greatly enjoyed the convenience of the e-mail environment, where their barely contained expressions of heat could have found suitable form in "flames."

Some technological innovations became embarrassments once they were fixed as library staples — consider the microcard, for example — and the same principle applied to sacrosanct library practice. What librarians remember, therefore, about Fremont Rider's famous work on managing growth in libraries, *The Scholar and the Future of the Research Library*, is not the particular technological solution he proposed (copy all books on microcard, attach the copy to the back of the catalog card, and thus eliminate the need for the physical book), nor the rate of growth he predicted (he underestimated) but that his prescient grasp of the particular social context of knowledge in 1944 presaged the postwar growth in scientific knowledge and the current "information explosion" hysteria.

Former ALA President Marilyn Miller was famous among students at the University of North Carolina at Greensboro for her hilarious satire of the accessioning process utilized at one Kansas field site, and the minutiae taught to her in library school of "how to open a new book properly." Such a level of mundane detail has never been unimportant to librarians whose book stock is scarce and aged, who do not have the autonomy and political clout in their jobs to gain increased appropriations, who rarely receive additional training in new technology, or who are never permitted to attend national professional meetings. Such individuals have to learn book-repair on the job, as it is rarely taught in library school, they know how to fall back on a Brodart charging machine if the electronic circulation system crashes, and many will not give up a hard-copy shelflist no matter how many promises the cataloging software vendor tenders to them. One of the most persistent problems faced by academic libraries, misshelved and lost books, may ultimately be simplified by electronic inventory systems, but they will be effective only part of the time (right after an inventory is made), and only if a sufficient number of reliable student shelvees can be found who understand

the torturous intricacies of classification and cutting.

How has technology affected education, really? At school media centers and community college and university reference desks everywhere, one hears that the demand for technology is up, not necessarily because so much more information is available, but because teachers and professors are requiring students to bring in printouts of their searches as proof of library use. It is futile to describe to these students or their teachers the data jungle that exists on the World Wide Web, or suggest a monographic substitute — the myriad of "hits" on almost any topic reeks of power and sex appeal — never mind the inefficiencies of data overload, or lack of intellectual authority. Information itself — however one defines that term — has assumed an ostensible primacy it never possessed in the Gilded Age due primarily to the growth of knowledge industries, telecommunications, and technological breakthroughs barely conceivable only 15 years ago. Yet the revolution in information technology has not obliterated the human component of library work: a 1995 survey of employers of library education graduates of the University of North Carolina at Greensboro's Department of Library and Information studies found that librarians are generally satisfied with the level of technological competence of graduates, but are still somewhat concerned about their communication and other interpersonal skills.

Changes in library education in the past 125 years are largely cosmetic, and reflect to a greater or lesser extent changes in the profession, in education, and in society. The establishment of an accreditation process in 1925 in effect dealt the death blow to in-house training programs as an acceptable credential for emerging professionals. Library programs over the next several decades became less self-governing and more like established disciplinary programs, subject to university executive fiat and accountability pressures. When the fifth-year Bachelor's degree replaced the library certificate in 1925, and when the Master's degree replaced the fifth-year Bachelor's degree as the terminal professional credential in 1948, many experienced librarians found themselves unable to advance further or to re-enter the field until they refreshed their professional union card.

Library education and scholarship involve constants as well as change. It

is not the job of the library educator to inculcate the novice in a litany of technological trivia except insofar as that terminology and technique informs society as a whole, and even then, technology does not provide the end of library education, but the means to fulfill the basic library functions in a better way. These functions were defined by former ALA President Josephine Rathbone in 1934 as collecting, organizing, and making available "books or other printed material for the use and benefit of a given constituency."¹¹ Today librarians preserve information in a variety of media besides print (and a great deal besides that over-used word "information," which is often confused with "knowledge"), but their functions remain basically unchanged. The graduate of 1910 possessed the ability to collect, organize, and disseminate in no lesser degree than the graduate of 1950, or hopefully, 1998, with only the social context of information delivery changed — that temporal emphasis that library educators supply. For this reason, classic library literature rarely becomes dated. Probably no more basic or profound perception of the librarian's function has ever been formulated, for example, than that provided by Pierce Butler in his *An Introduction to Library Science* (1933, first reprinted in 1961), nor of library education than Jesse H. Shera's *The Foundations of Education for Librarianship* (1972). Lester E. Asheim's 1954 statement on censorship¹² has never been surpassed. Historians of library education reiterate time and again how little the relationship has changed between library education and the library profession, whatever the particulars of curricular reform, the nature of mercurial



A Techie Haunt, c. 1912; Student Break Room, Carnegie Library of Atlanta. Here aspiring novices could immerse themselves in copies of Dewey Decimal Classification (in bookshelves on left), or ponder the profundities of Chamber's Book of Days, atlases, encyclopedias, or other reference works while sipping tea. New students were also required to attend a Saturday seminar to review news and current events — training for the reference mind set. [Special Collections, Atlanta-Fulton Public Library].

credentials, or the vagaries of institutional funding and politics.

Interestingly, those who in fact try something innovative in library education are often discounted by their peers, and ignored by the profession. Certainly, Louis Shores of the University of Florida — godfather of the "library college" idea based on Justin Winsor's much earlier maxim that the library should be "the heart of the university" — was provocative because of Shores's overweening ego. His attempts to make library instruction central to the education of every University of Florida undergraduate were exemplary and valorous, if somewhat misguided. Florida did in fact require credit courses in library instruction for several years during the 1950s, and although the sheer size of the university and the inevitable campus bureaucracy eventually toppled Shores's plan, in a different higher education environment, at Earlham College, Shore's basic ideas, realized and refined by Evan Ira Farber,

have survived brilliantly.¹³

The same principle applies in library practice, where job ads seem to demand change agents, when in reality factotums are desired. Earlier in Shores's career, his lack of guile and fear in the face of the professional power structure earned him a reputation as a professional misfit. When the Brooklyn-born graduate of Columbia's School of Library Service became librarian at Fisk University in 1930, he organized a Southern Negro Library Conference on his own initiative, and ruffled feathers in the ranks of southern White library establishment and the ALA. Tommie Dora Barker (Atlanta), Louis Round Wilson (University of North Carolina)

and Mary Utopia Rothrock (Knoxville) conferred with ALA before they agreed to speak at the conference, not so much because they were racist — in fact, they were considered somewhat progressive in their time — but because Shores was apparently unaware of the covert vested interests of ALA in southern librarianship. In 1925, Wilson had selected the site for a Black library school (Hampton Institute, Hampton, Virginia) under the aegis of the ALA and the Carnegie Corporation. The school's head from 1925 to 1939 was Florence Rising Curtis, a Quaker from upstate New York who was a close personal friend of Sarah Bogle, Secretary of the Board of Education for Librarianship. Curtis's senator father, General Nathaniel Curtis, had been commemorated by a huge bronze statue in Ogdensburg, New York, for his bravery in capturing Fort Fisher, North Carolina (the last Confederate port to fall), as well as for his progressive views on abolition and the abolishment of capital punishment. Curtis was a "safe" candidate for the Directorship, since it would have been impolitic to promote a southern White director, and unprecedented to select an African American candidate. ALA's stance on library education for minorities in 1925 was in fact accomodationist if not retrogressive, because there were very few public libraries in the South

... technology does not provide the end of library education, but the means to fulfill the basic library functions in a better way.

where people of color could be employed as librarians. Shores ignored the regulatory power of the ALA and the southern White library establishment in addressing the "race question" in southern librarianship, but it was his unbridled initiative — innovative in itself in the library profession at that time — more than the conference itself, that rankled the sensibilities of ALA's Executive Director and his southern power-brokers.¹⁴

Not all innovative ideas are controversial in library education, and most of them are rarely recognized for being innovations when they are introduced. Charles H. Stone, for example, had been a pioneering member of the committee of the Southern Association of Standards for Colleges that first proposed standards for high school libraries, a move which in 1930 must have seemed foolhardy, given the state of the southern economy and the dilapidated state of many secondary schools, where such schools even existed. Stone designed a curriculum for school librarians at Peabody Institute in 1919, although the ALA did not accredit the Nashville program until 1931. By that time, Stone had become director of the library at the North Carolina College for Women in Greensboro, where

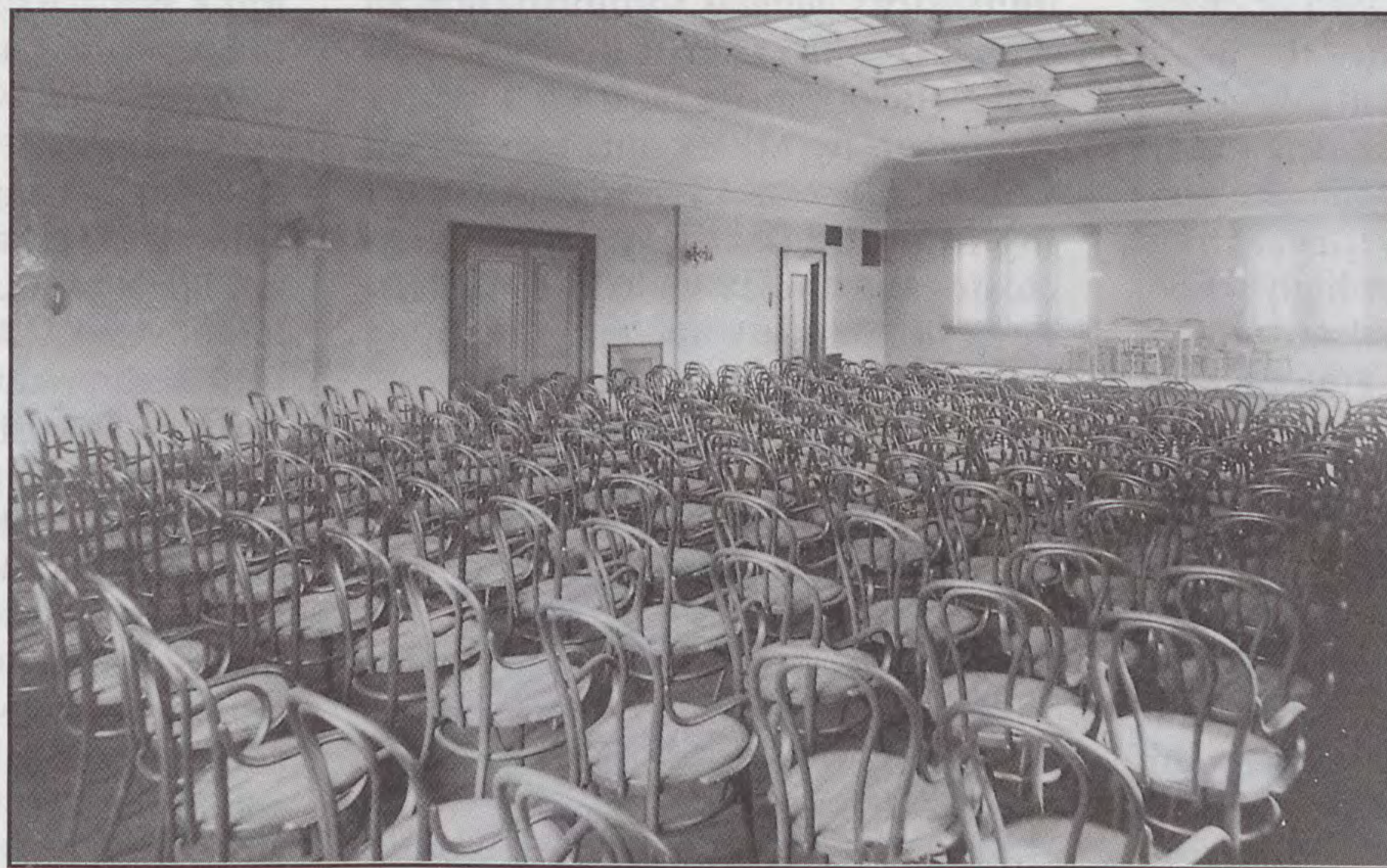
he had developed a program for school librarians — the first ALA-accredited program of any kind in North Carolina. Politics snared Stone, however, when the North Carolina legislature consolidated library education at Chapel Hill in 1933 under the direction of the school's first female director, and only the third female Ph.D. in Librarianship, Dr. Susan Grey Akers. Akers was a stickler for university residency requirements and no doubt was zealous in her desire to enhance the educational experience for her students, but when she deigned to refuse credit for successive summers of work—a necessary evil for working school employees, including school li-

brarians—she in effect precluded for years accredited library education for working women in the southern school library field. Meanwhile, Stone had also been misled by Wilson and UNC's President Frank Porter Graham into believing that he would be the new head of the Chapel Hill program, while Wilson moved on to the University of Chicago as Director of the Graduate Library School. Discouraged, Stone accepted a position as Director of the Library at the College of William and Mary in 1935, and inaugurated still another library education program aimed at school librarians, but the interference of former library director Earl G. Swem in library and school af-

have always been hard-pressed to turn away the bright, qualified, but socially maladroit or emotionally disturbed student, for both financial and compassionate reasons. Reading library records of the turn-of-the-century era, when students' voluble temperaments, physical defects, lack of physical attractiveness, what used to be called "breeding," or the fundamentals (never mind the credentials) of a liberal arts education were dissected, analyzed, and discussed with an unthinkable degree of frank avidity in letters of recommendation and office memoranda, one can't help but be impressed with how tactfully such problem students were dispatched (usually they were recom-

mended for a job in a small and geographically-remote community). Instructors' perceptions often were uncannily accurate in the light of later events. How similar and yet different their situation was to that of the present-day library professor, whose effectiveness in dealing with the problem student is constrained by federal law, modern interpretations of the client confidentiality clause on campus, and an ill-conceived notion that personality characteristics and competency in interpersonal exchanges are secondary to technological literacy in the employment pool.

As for the meaning of what passes for accreditation of library education programs in the current university environment, library educators rarely have considered ALA accreditation satisfactory, and even among members of the Association of Education for Library and Information Science (ALISE), there is confusion and dissent about its aims and means to this day. During a recent accreditation visit to the University of North Carolina at Greensboro library education program, for example, the 1982 Committee on Accreditation (COA) standards apparently were utilized for evaluation, although the more loosely written, output-based 1992 COA Standards had already taken



Distance Education Delivery in the Pre-Ergonomics Era. Lecture Hall, Carnegie Library of Atlanta, c. 1912

Students heard about the very latest library developments from national authorities Edna Lyman (children's literature), Lutie Stearns (state library commissions and library extension), Annie Carroll Moore (storytelling), Arthur Bostwick (professional philosophy), and Pratt Institute's Mary Wright Plummer, among other visiting national library dignitaries. There is no evidence that the speakers were ever reimbursed for their travel expenses.

[Special Collections, Atlanta-Fulton Public Library].

fairs eventually drove Stone to resign in 1942, and he finished his career quietly as librarian of Mercer University (1942–1960).¹⁵ Meanwhile, Akers's contribution to education for librarianship, a cataloging textbook, became standard in the cataloging field, went through nine editions, and was translated into many foreign languages.

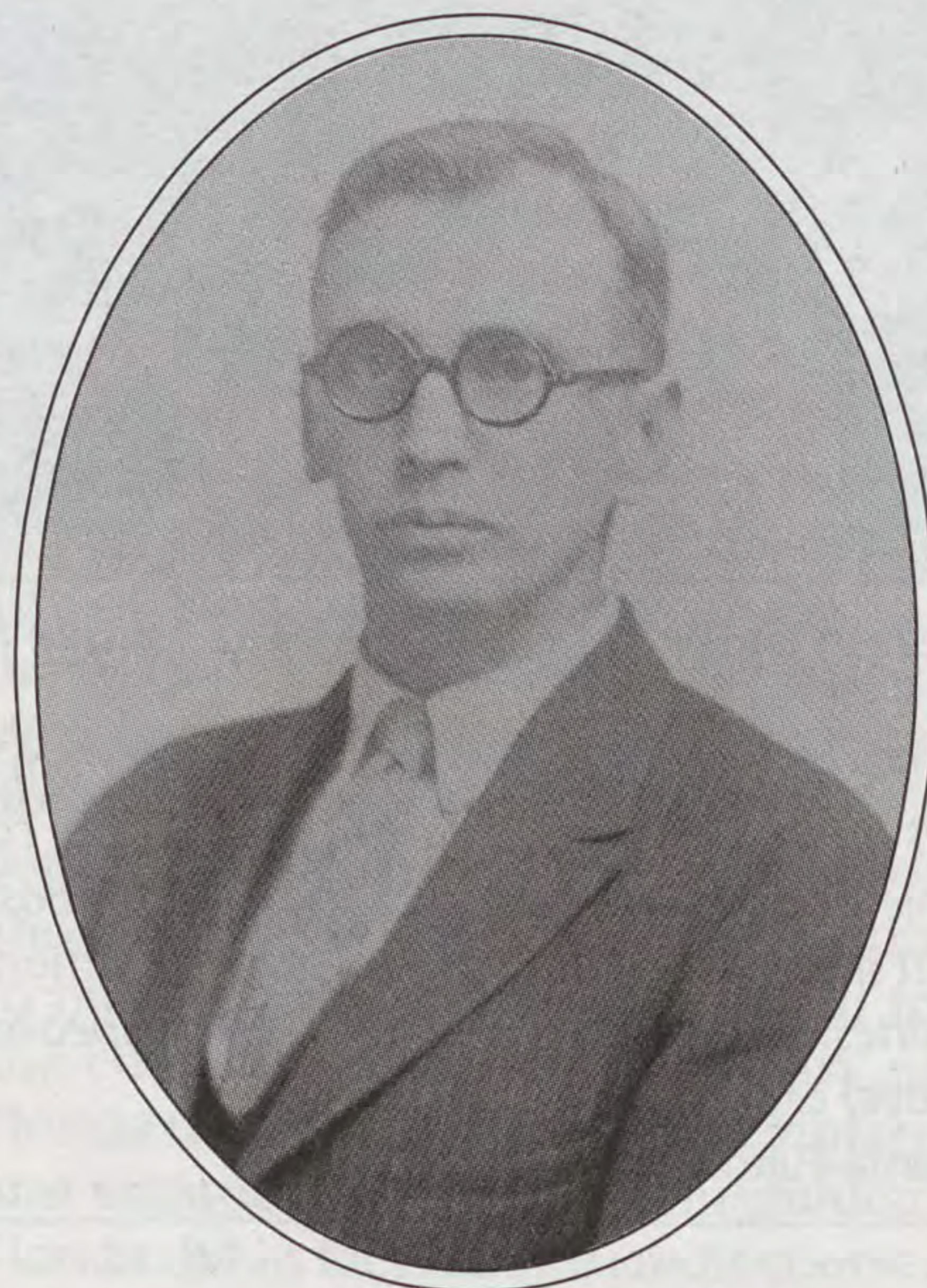
In personnel matters, library education often operates on the passive principles of least resistance and rationalization — the truly lazy student will eventually flunk out, the unproductive assistant professor will fail to get tenure — but such was not always the case. Consider admissions requirements, for example. Library educators

effect. Moreover, accredited or not, library education is enrollment-driven. The North Carolina university system funds university programs based on FTE hours, and the curricular content of any given library education program usually is limited only by what the market will bear, and what will appeal to prospective students and employers.

Many doctoral programs in library education — in other words, those catering to a national as opposed to a regional market — have made sweeping changes in their Master's curricula in recent years, for example, thus eliminating technical services entirely from the core courses required at the University of Pittsburgh, or (also at Pittsburgh) returning to the idea of correspondence courses (an idea the Board of Education for Librarianship nixed early in its history), offering credit courses in World Wide Web site construction at still others (never mind that the Internet skills of high school graduates frequently equal and will inevitably surpass that of anyone born before about 1980). The educational hoopla over distance education, of which one reads a great deal in library education literature, has gained ascendancy due to the high cost of graduate education, the fact that fewer students than ever can afford to be full-time graduate students, and the subsequent likelihood that they will attend the library education program closest to their home; yet in North Carolina, distance education represents a technological shibboleth more than it does an educational innovation, given the fact that the North Carolina university system still does not award FTE credit to programs for distance education students. Moreover, the classrooms at the University of North Carolina at Greensboro still house televisions mounted at ceiling level in the School of Education, left over from a 1983 renovation during a previous round of enthusiasm for distance education — then called “multimedia” or “televised learning” — an idea that came with money for machines, but not for training, additional personnel, or instructional design. How many school media specialists, one wonders, were similarly saddled with clunky technological wizardry in the last round of legislative largesse, in school media centers that did not even possess a telephone line?

At the University of North Carolina at Greensboro, a Master's program has risen phoenix-like from the ashes of Charles Stone's dream, due mainly to the leadership of the late Mary

Frances Kennon Johnson (1962-79), whose efforts on behalf of standards for school libraries in the Great Society Era were of national importance; Dr. Kieth Wright (1980-86, 1996-), who brought the program up to technological snuff in the first round of library automation and formed vital partnerships with libraries of every type; Cora Paul Bomar (1986-87), who succeeded in guiding the program through its first successful accreditation after the program was revived; and Dr. Marilyn Miller (1987-95), whose ALA Presidency and library advocacy lent a national visibility to the program it might otherwise have never possessed. The program became the first to receive the approval of the university's general administration to offer an entire graduate degree via satellite. The distance education initiative was taken by Miller during a period when library education was still smarting from the last round of program closings in the 1980s (Case Western Reserve, Emory University, Peabody School of Education, Columbia Univer-



An Innovator in Library Education: Charles H. Stone (1980-1965), a native of Athens, Georgia and a graduate of the University of Illinois Library School (1914), started the first southern library education program for school librarians at Peabody Institute (1919), and developed similar ALA-accredited programs at the North Carolina College for Women (1927-33), and The College of William and Mary (1935-43). Both of the latter programs fell afoul of library and university politics within a decade, and Peabody closed in 1988.

[University Archives, Walter Clinton Jackson Library, University of North Carolina at Greensboro].

sity, Northern Illinois University, and Brigham Young University). Most of these programs, it is true, were located in private institutions, and no doubt administrative expediency, perceptions of social and economic utility, and ideas about the future role of technology in society predicated these closings as much as did the lack of faculty research productivity, program cost per student, or spiraling inflation — the usual scapegoats. In particular, the demise of the Division of Library and Information Science at Emory University, and Columbia University's School of Library Service, both in 1988, seemed to spell an end to the era of Dewey's vision of a “book for every reader” and of Anne Wallace's ambition to transform the benighted southern cultural landscape by means of “a school for southern conditions.” Yet at least theoretically the closings were long overdue. Tommie Dora Barker of Atlanta and Sarah Bogle of ALA's Board of Education had advised ALA in 1930 that most private library education programs (and certainly poorly-prepared “wildcat” programs designed to capture the booming school library market) should be continued only if they met minimum standards for staff and equipment, and then only after the need for one strong state-supported library education program had been met in each southern state.¹⁶

What constitutes innovation in library education as the millennium approaches? (1) a great deal more than awe and reverence for computers and the Internet, which in themselves address only a fractional part of the library's function, accessing information; (2) innovation comprises a rearticulation of the library's essential role in society, respect for a great deal more in life than the bottom line of the budget, or obeisance to the conventions of Byzantine terminology meant to impress administrators by its obscurity; and (3) in an era of huge wealth generated by the information industry, and the subsequent downsizing of other industries, librarians will think of children and graduate students as more than potential profit centers for corporate technology entrepreneurs. True, it is essential that librarians master technology and learn to filter the information glut, but more importantly, they need to filter the filters (information producers), and exercise savvy about the economics of information. What has been lost to outsourcing, for example? Wayne Wiegand, arguably one of the most influential library educa-

tors of the present era, suggests that librarians, as the historical gatekeepers of cultural authority in their roles as selectors, should be vigilant about how that responsibility has shifted, and who now holds that authority.¹⁷ During the first part of the century, librarians and educators — thanks largely to fast friends among the industrial tycoon set, including Andrew Carnegie, John D. Rockefeller, Julius Rosenwald, and others — shared an unparalleled degree of control over what was considered “good” culture and “good” reading, but cultural relativism and social revolution in the postmodernist era spelled an end to this monopoly. Library education, and higher education generally, now experience pressures to adjust both course content and pedagogic style to accommodate computer technology and cyberspace. Futurists have been equally divided in interpreting this trend as either an end of librarian/professor hegemony and the rise of the Internet State, or simply unparalleled economic opportunism on the part of university administrators and the private sector, because future students represent a multimillion dollar captive audience for new products, services, and courseware.¹⁸ The last observation seems particularly poignant in light of remedial programs like Accelerated Reader, one part of which consists of multiple-choice computerized tests on content. What this program seems to say is that it is not important that children read for reading’s sake, but so that they can pass a test (or, as another corporate tie-in to public libraries would have it, so they can win McDonald’s certificates based on the number of summer reading titles they have perused). Two book representatives recently reported to a UNCG faculty member that any publisher can have a title added to the Accelerated Reader program simply by paying a three hundred dollar fee. What weight does this program add to, or subtract from, the traditional professional responsibility of book selection? The answer to that question is probably the key to the uniqueness of the librarian role in information production, organization, and dissemination.

A review of library education history suggests that innovation has less to do with either technology, the makeover of curricula to fit the linguistic fad of the moment, or the political positioning of the professional school within the university than it does with maintaining a sense of intellectual and emotional renewal among novices,

practitioners, and alumni, keeping attitudes open to opportunities for service, maintaining an ethical core, communicating clearly, and above all, assuming public service duties with ease, and treating patrons with respect. If library educators fail to instill in graduates the sense that they are not impersonal conduits for a deluge of pentium-processed bits and bytes, they will essentially be duplicating the work of computer science departments whose mission is primarily technological rather than interpersonal, civic, or ethical. More than ever, library education programs are challenged to foster curiosity about current events, reward depth as well as breadth of scholarship, underscore the importance of methodology and research techniques in the literatures of different disciplines, and develop perceptions of literary and research quality, permanent versus ephemeral value, and the role of social, political, and economic agendas on information production. While some of these tasks may seem inevitably remedial as the importance of literary culture supposedly diminishes, others are associated with the ongoing aims of liberal education in the classical sense — an education which is lifelong, continuing, and not associated with profit margins per se. Whatever skills they acquire, librarians must possess this fundamental vision so that they can exercise informed judgement — discriminating intelligence, if you will, or to use the hackneyed library metaphor, filtering capabilities — in extending library service to future publics.

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¹⁰ Mrs. Salome C. Fairchild to Edna D. Bullock, January 31, 1903, Nebraska State Library Commission Archives, Nebraska Historical Society, Lincoln, Nebraska.

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¹³ Lee Shiflett, *Louis Shores: Defining Educational Librarianship* (Lanham, Md.: Scarecrow Press, 1996), esp. 99-126.

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¹⁷ Wayne A. Wiegand, “The Politics of Cultural Authority,” *American Libraries* 29 (January 1998): 80-82.

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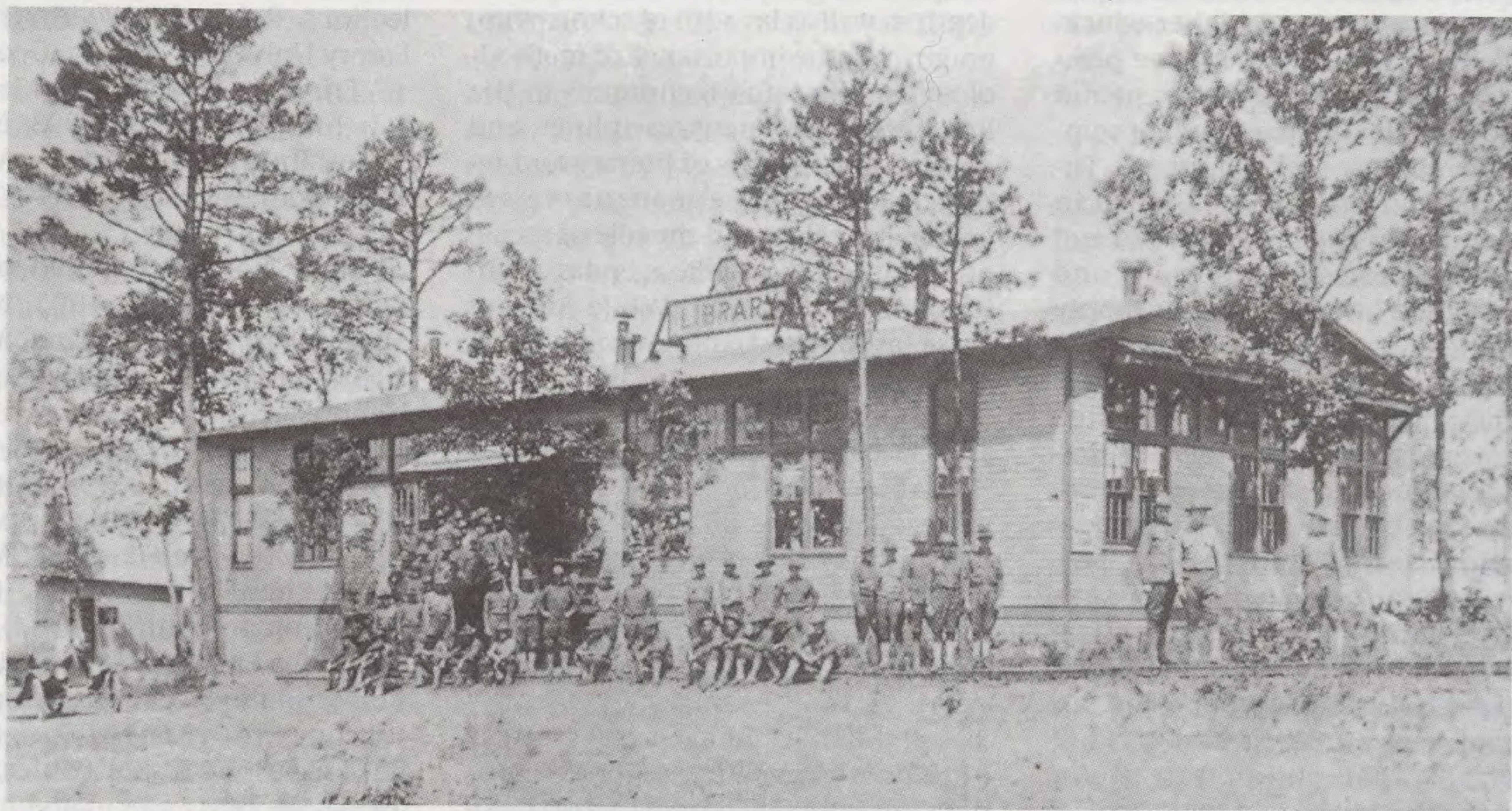
Newfangled & Highfalutin:

North Carolina Library Innovations Over the Decades

If a brief survey of NCLA publications can give any indication at all, then 20th century North Carolina library innovations have been driven by two major concerns: 1) a desire to reach underserved populations, and 2) the search for tools to deliver the raw materials of education, entertainment, and information faster, more efficiently, and in an increasing number of media formats. Innovation has been horse-drawn wagons carrying books into the coves of Appalachia, storytellers visiting polio wards, and that (now) old stand-by, the bookmobile. It has been card catalogs, teletypewriters, filmstrip projectors, and laminating machines. The Internet and all that goes with it may very well be just the most recent variation on our old familiar two-verse tune.

Here are a few North Carolina library innovations from decades past.

— Plummer Alston Jones, Jr. and Thomas Kevin B. Cherry, Guest Editors



The doughboys get their books at the Camp Greene Library (Charlotte) in 1918. [NC Library Bulletin (Sept. 1918): 128 insert.]



*In 1922 some bookmobiles needed hay.
[NC Library Bulletin (Dec. 1922): 82 insert.]*

* Photos included in this essay are courtesy North Carolina Collection, University of North Carolina Library at Chapel Hill.



The state's first motorized bookmobile — Miss Kiwanis — a gift of the Durham Kiwanis Club, makes a trip to Burlington in 1924.

[NC Library Bulletin (June 1924): 204 insert.]



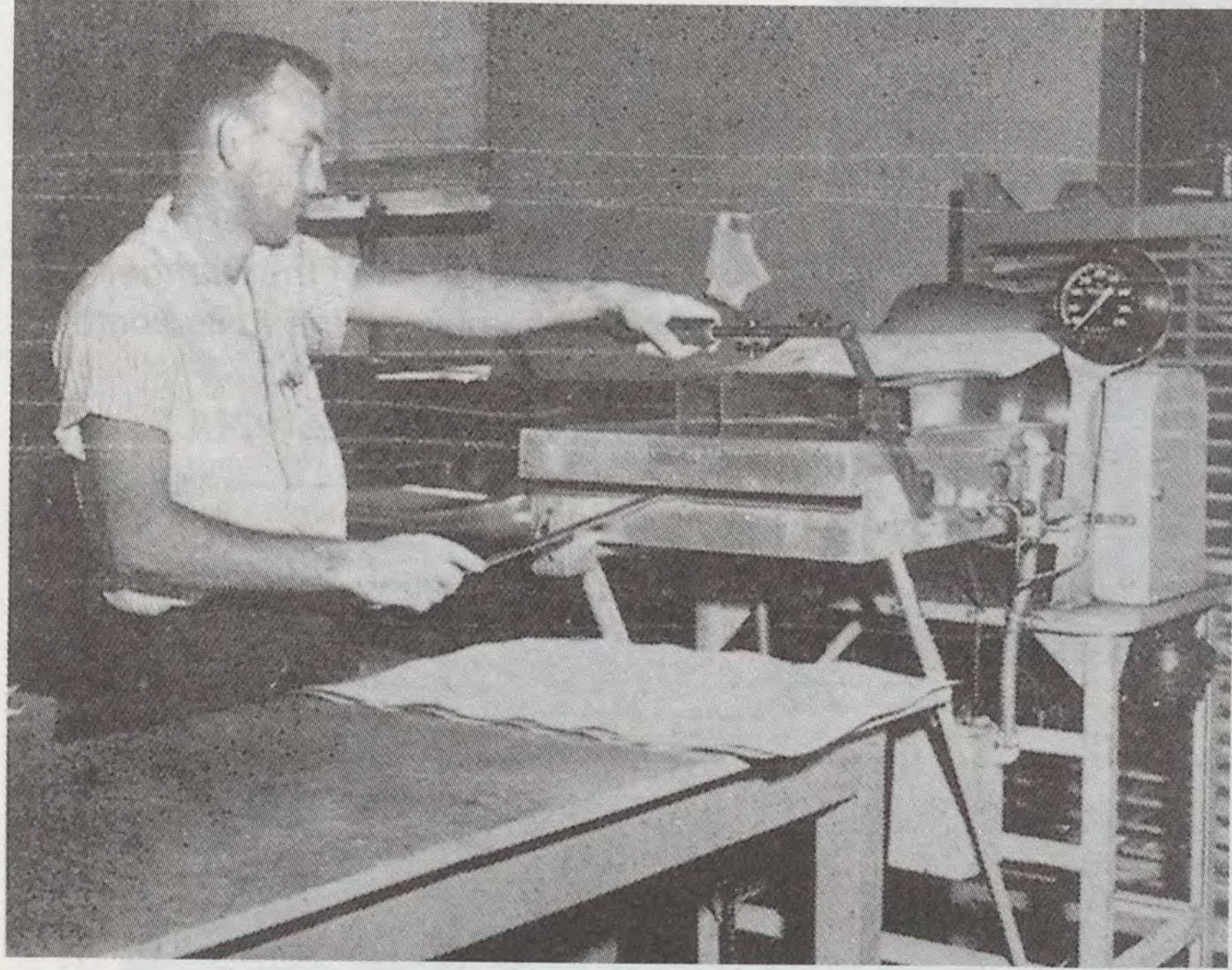
Winston-Salem Public Library's hospital service celebrates its 1st anniversary in 1930.
[NC Library Bulletin (March 1930): 234 insert.]



When school libraries became media centers. How many media can you identify in this 1953 photo?

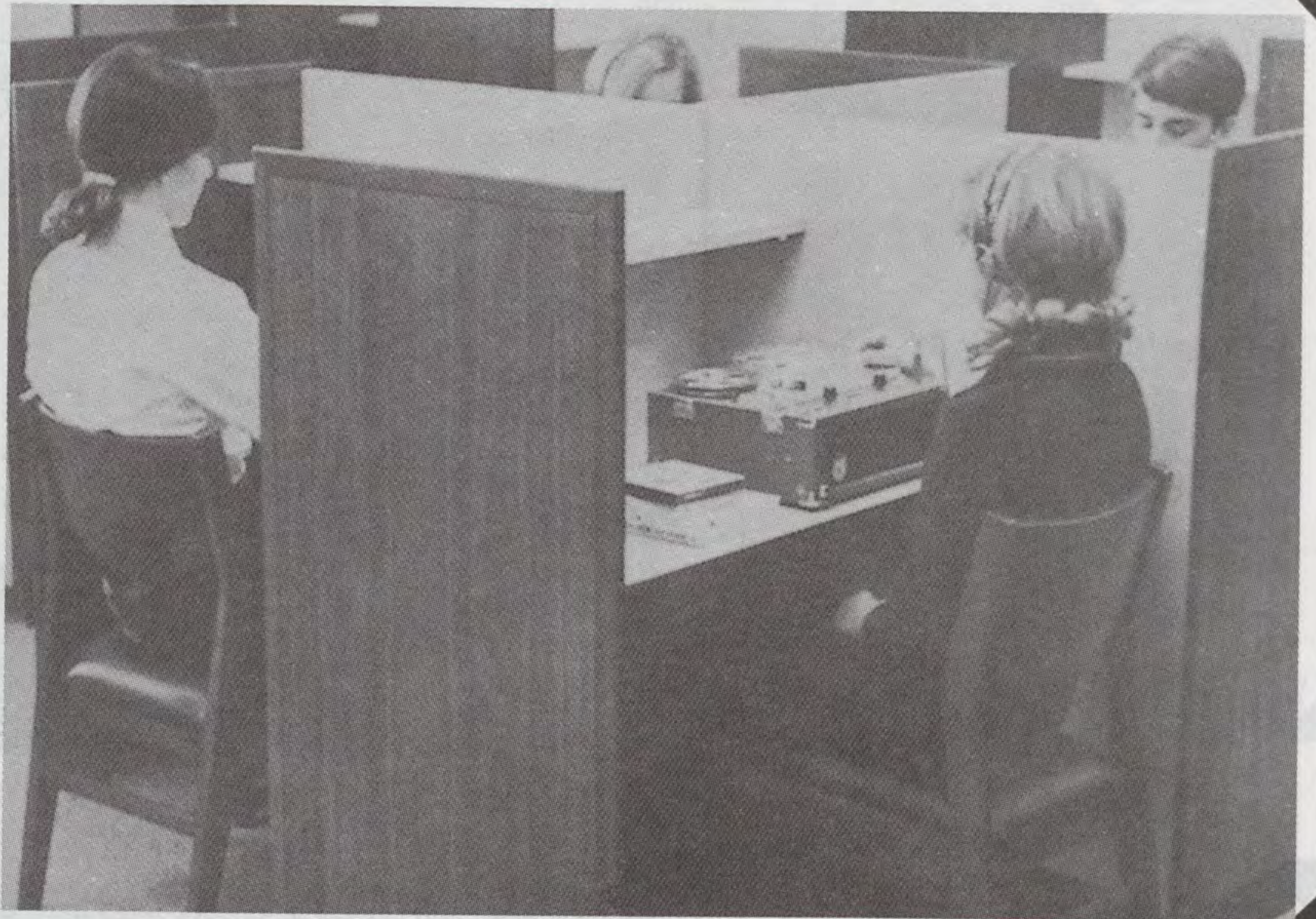
[NCL 11 (May 1953): 79.]

Interlibrary loan gets a boost with the new teletypewriter in 1959.
[NCL17 (Jan. 1959): 72.]

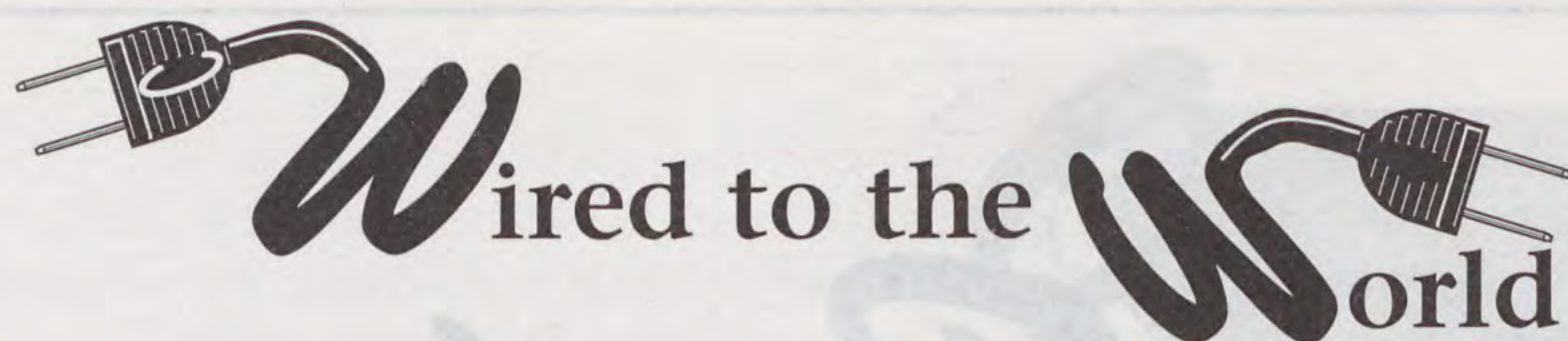


Lamination is touted as cutting-edge technology in this 1961 photo.
[NCL 19 (Winter 1961): 32.]

Listening centers add a new dimension to library services in 1969.
[NCL 27 (Spring 1969): 60.]



Library students pay homage to the filmstrip previewer in 1971.
[NCL 29 (Fall 1971): 142.]



by Ralph Lee Scott

Java and the Web

The *Java* language came on the software market in 1995. *Java* is a programming language like C++ or Fortran that creates or compiles instructions that tell your computer what to do. It has a number of features that make it an improvement over other compilers. The chief of these features is that *Java* programs work by downloading code (or instructions) from the Internet in small doses called *Applets*. The main advantages of this applet system are: 1) these small programs, after initial download from the Web, run on your computer without going back to the Web page for updates; 2) these programs run faster because they do not have to go back to the Web host computer (which might be busy or off line) to post information; 3) the *Java* programs run in real time, thus you can download and run software on your machine as well as just viewing Web pages; 4) the applets use a GUI (Graphical User Interface) so things like buttons, mouse movement, text boxes, etc. can be referenced.

Among other useful aspects of the language as expressed in a *White Paper* written by the developers of *Java*, the Sun Microsystems Corporation, is that it is "simple, object oriented, distributed, secure, robust, portable, platform neutral, interpreted, high performance, multi-threaded and dynamic." In short, it works, we hope, safely when we need it. A lot of software is currently under development using these *Java* technologies. For example: Microsoft's *Exchange* e-mail software uses *Java* applets to send and receive messages through an Internet proxy server. This enables the system to remain secure, but also allows e-mail users around the world to access their mail system. Another example of the use of applets is in MSNBC (Microsoft NBC) home page Web site (www.msnbc.com). While the reader is looking at the MSNBC home page on his browser, news applets are running the background giving updates to current headline, weather, and folders of interest. Another Web application of applets is the KPIX traffic page (www.kpix.com/traffic), where real time TV cameras broadcast current San Francisco freeway traffic conditions worldwide. To view these *Java* applications, you must have what is called *Java* enabled Web browsers. The two current major Internet browsers, Netscape's *Navigator 4.0* and Microsoft's *IE 4.0*, both support *Java* technologies. The only catch is that you must have the *Java* script turned on through a pull-down software switch.

Major detractors of the *Java* technology argue that the language is a Sun proprietary product and not a standardized compiler. This, of course, allows one company to hold a monopoly on product development. Developers of standardized languages like C++ and Fortran argue that by developing language platforms cooperatively over many vendors, one gets a better product — a product built on mutually agreed goals. This way the end user is not forced to use just what the proprietary developer thinks is best. Some programmers with this bent have even been

known to state that "*Java? You don't need no steenken' Java.*"¹ Other programmers/users contend that proprietary software has the advantage of more focused, product-oriented goals. In other words, the software works better because the company has a vested interest in creating and selling a good-working product.

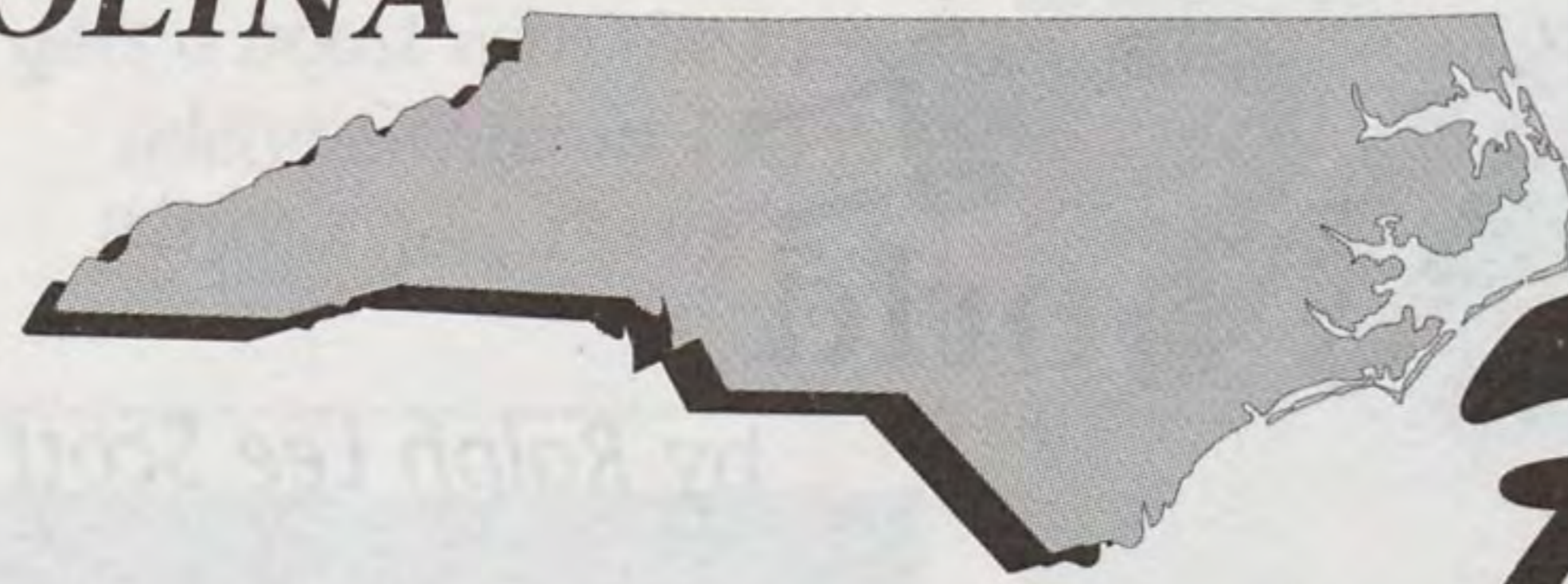
Sun Microsystems' *Java* has a powerful ally, Netscape Communications, which has recently introduced what it calls the "Visual Basic of the Web." *Basic* was a simple programming language that most computer users studied as their "first language." Netscape's new *Java* development software, which was just released in November at COMDEX, is called *Visual JavaScript*. *Visual JavaScript* used click and drag icons to create components that run as *Java* applets, *Java-Beans*, HTML code, or COBRA (Common Object Broker Architecture). These components are combined by *Visual JavaScript* into what Netscape calls *JavaScript Beans*. The "Beans" are joined by the software into the finished Web page, using an application called Connection Builder.² The *Visual JavaScript* software is designed to work with Netscape's Web development tool package, *SuiteSpot*.

Java has its limitations, the major one being that it slows down the loading of the page on your desktop. Another drawback is that the *Java* applets cannot access data stored on a server, or modify an entire Web page once it has been sent. Our good friends at Microsoft tried to solve the one-way nature of *Java* by the use of control features in the IE browser called *ActiveX*. *ActiveX* actually takes control over a section of the desktop and can display information and respond to commands from within the browser display without actually reloading the entire page. There are, of course, limitations to what *ActiveX* can do, primarily due to a lack of platform portability (i.e., it does not come with Netscape Navigator), and size/security concerns with your computer desktop. The latest transport software like *Java* under development is called *Dynamic HyperText Markup Language* (or *DHTML*). *DHTML*, like *Java* and *ActiveX*, promises to change the way the Internet works. With *DHTML*, once a page has been loaded on your desktop, you can interact with software to send with the original page without going back to the server. (Remember this was the original idea of *Java*.) With the new *DHTML* technology, additional pages, or parts of pages, remain hidden to be called up locally when you need them. The best analogy I can think of for *DHTML* is that it is like a big flip chart. On your desktop you can flip back and forth among pages, parts of pages, graphics, text, and even varying levels of content. More about *DHTML* in a future "Wired" column.

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Dorothy Hodder, Compiler

Before diving into Bland Simpson and Ann Cary Simpson's unique homage to North Carolina's coastal region, the land of their birth, prepare for a wet, sticky, and convoluted journey. The author, Bland, and photographer, Ann, seem to have traversed every river, creek, sound, swamp, and bog to be found east of I-95, and with their images they take the reader along on a humid and squishy journey. Part memoir, part travelogue, and part history book, *Into the Sound Country* will strike a note of familiarity with anyone who has lived or visited this part of the state. Like the region itself, there are joys to be found in this work, but often they require slogging through some flat and unexciting territory first.

Bland Simpson and Ann Cary Simpson.

Into the Sound Country: A Carolinian's Coastal Plain.

Chapel Hill: University of North Carolina Press, 1997.
269 pp. \$34.95 ISBN 0-8078-2381-3.

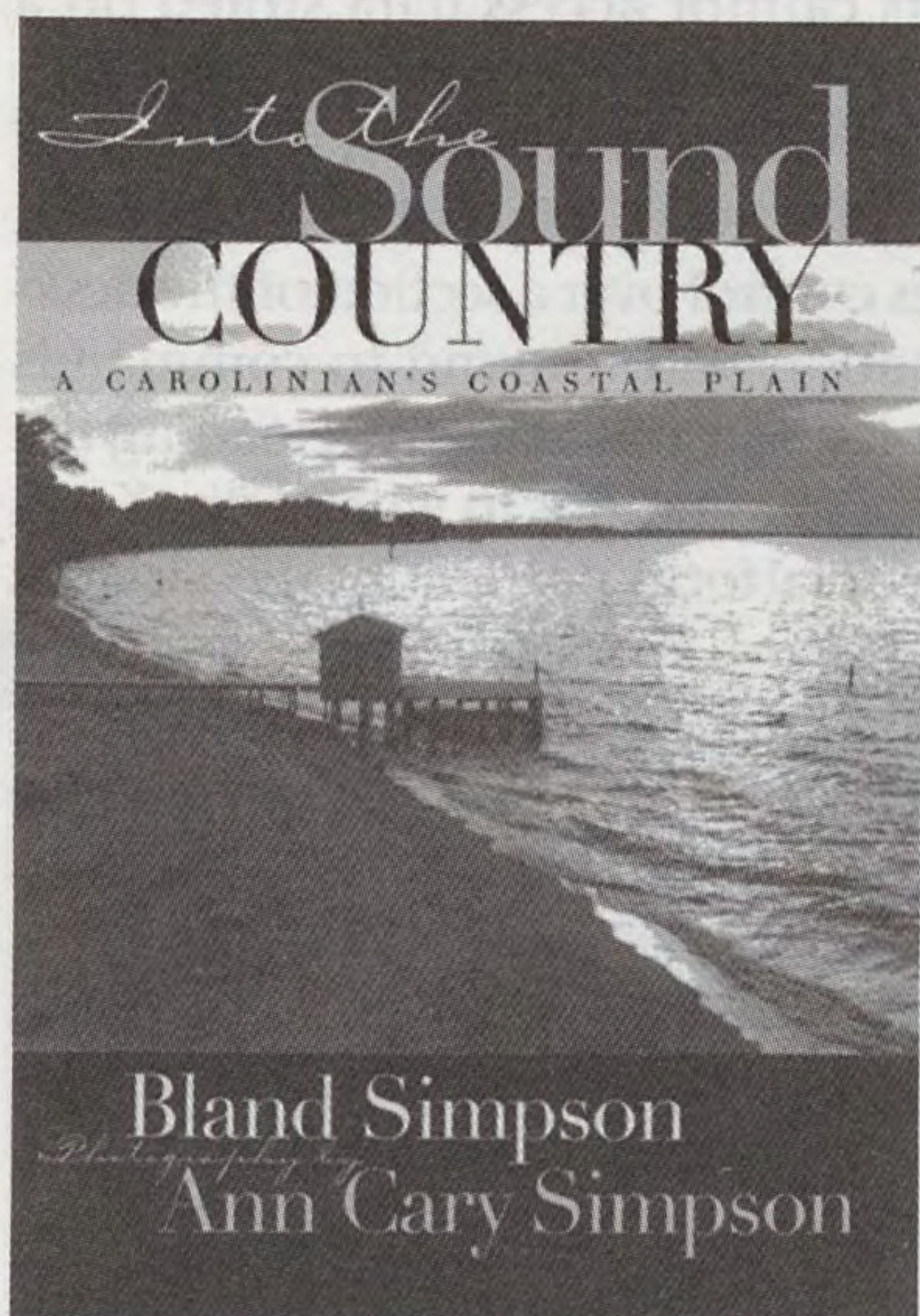
The Sound Country, as Simpson describes it, begins in the northeastern part of the state where the Dismal Swamp dominates, then stretches two hundred miles south to Cape Fear. By organizing this reminiscence along geographic lines, the author takes the reader through the coastal plain from top to bottom, beginning with the area around Elizabeth City where he grew up, down along the great Albemarle and Pamlico Sounds, to the Valley of the Neuse and into the corner of the state surrounding Wilmington.

Each area provides a fertile source for the storyteller to draw

upon personal memories of growing up in the 1950s and 1960s and from the legacies passed down by ancestors and acquaintances who settled that part of the country. On one page he may relay a memory of going to work with his father or seeing a matinee in the local movie palace, while on another he may recount the time Robert Frost, George Washington, or FDR visited the area. A personal recollection may lead into a detailed retelling of the Tuscarora War in the early 18th century. One chapter describes the Albemarle region by elaborating on the scuppernong grape and its impact on culture and economy while another chapter is devoted to the turpentine industry that made the coastal area world renown for its naval stores. In each case the author follows the pattern of relaying personal encounters as well as historical revelations, such as the fact that smoke from burning tar filled the streets of Wilmington in 1862 in an unsuccessful effort to ward off a yellow fever epidemic that claimed 450 lives. Along the way, we are never too far from geography and the environmental impact that development and over-cultivation have had on the region. Lamented are the days when great forests of longleaf pine covered the coastal plain and when shellfish were abundant and safe to eat.

The writing style found here fits well with the often marshy nature of the subject matter. Simpson's prose can bog the reader down with labored descriptions like that of Edenton, which he calls "a place deeply steeped in its own historicity." Also, though occasionally charming, every walk through the woods, canoe trip down a river, or visit with a farmer is not as fascinating as a tingling encounter with the ghost of Joe Baldwin and his Maco light. This unevenness of material brings to mind the varied nature of our coastal plain. The accompanying photographs by Bland's wife Ann Cary Simpson, the detailed map of the region, and the inclusion of an index enhance the sometimes slow trip through the lowlands. This work is recommended for all libraries with collections devoted to North Carolina. It is hard to imagine a work more evocative of this specific and often neglected place.

— William H. King
State Library of North Carolina





Opening David Brook's intensively researched history of the first thirty-five years of the "Antiquities" society begins a journey into a fascinating world of socialites, dreamers, schemers, and visionaries. Their goal was the creation of an organized preservation movement in the Tar Heel state that would reverse a growing trend to forget the historic past, especially the structures associated with the history of the state.

Turning to well-established organizations such as the Association for the Preservation of Virginia Antiquities, the Society for the Preservation of New England Antiquities, and Colonial Williamsburg, the Society for the Preservation of North Carolina Antiquities (SPA) selected sometimes disparate elements of the models. The Society emerged during the last years of the Depression, struggled through the war years, faced an indecisive future fraught with demolitions, and finally matured as a leader in the world of preservation planning, funding, and education. During the journey, numerous dynamic people, each with an ideal and opinion, come into focus: Ruth Coltrane Cannon, dubbed "Choo Choo Busy Bee" for her enthusiasm and energy; Christopher Crittenden, dedicated to awakening the public to history; Elizabeth "Buffy" Ives, who charged local preservationists to "get together and do it yourselves"; Gertrude Carraway, persisting in getting Tryon Palace rebuilt and never missing a session of Culture Week; Jack Tyler, a "quiet pusher" who nurtured the growing professionalism in preservation; H.G. Jones, Bob Stipe, and Frank Stephenson, who reduced the drain of life memberships, attracted foundations to underwrite preservation, and worked to bring the society into a new age with new goals and the expertise to attain them. These and many more are the cast of characters who urge the story forward from the dreams of a few stalwarts with favorite projects in mind to an awakened popular awareness of the broad scope of history on the dawn of America's bicentennial year.

Lost, however, in the restructuring of the society was Culture Week, held annually from 1939 to the 1970s, in which members of various historical organizations met in Raleigh to discuss the past and plan the future. To me, as a thirty-something newcomer to North Carolina in 1972, "couth week" was a feast, a gathering together of the cultural movers and shakers from across the state, an event unique in the nation, the essence of how to bring history to the people and get them to protect an irreplaceable heritage.

Probably because the author has directed his attention to culling a vast amount of documentary and verbal information, *A Lasting Gift of Heritage* tends to become turgid and rambling. For example, there is great repetition of lengthy names throughout the book which could have been mitigated by introducing the person by his or her full name and then using a shortened form. A lot of the text is repetitive because facts and events are recounted again in successive chapters. And the lack of footnotes makes it necessary to turn to the index to find references. The best section — the last chapter entitled "Forward to Renewal, 1970-1974" — comes alive with a spirit of revitalization and a victory over the depressing "never carried out" endings of earlier episodes. But the highlight of the book is actually at the very end where an overview of the whole tale is succinctly retold. Perhaps this should be read first to get a proper perspective of the history of the society.

Essentially a reference book with an appeal to more general reading, the volume is especially useful for scholars interested in tracing the development of SPA and the volunteer members who brought the organization through the first thirty-five years of its history. The appendices are filled with names of the society's charter members, officers, directors, and district leaders; lists of recipients of revolving fund grants and the annual Cannon Cup Award; enumerations of historic buildings and sites in the state; and to cap it off, a voluminous bibliography.

David Brook holds a juris doctorate from the College of Law at Ohio State University, and a masters degree in history from North Carolina State University. He has been administrator of the State Historic Preservation Office of the North Carolina Division of Archives and History since 1984.

— Edward F. Turberg

Preservation Consultant, Wilmington, North Carolina

David Louis Sterrett Brook.

***A Lasting Gift of Heritage:
A History of the
North Carolina Society for the
Preservation of Antiquities,
1939-1974.***

Raleigh: Division of Archives and History,
North Carolina Department of
Cultural Resources, 1997.
205 pp. \$24.00.
ISBN 0-86526-274-8.

W

early everyone who visits the quaint coastal village on Ocracoke Island hears about the "British Cemetery." Some will search it out, others happen upon the small graveyard plot nestled beside a winding dirt lane, but few leave the island with an understanding of its significance. The solution is a short book *In Some Foreign Field* by L. VanLoan Naisawald, which will entertain and fully enlighten the reader by the time the island ferry reaches the mainland.

This smoothly written, well-researched account, complete with plenty of photographs, tells the story of the British antisubmarine trawler *Bedfordshire* torpedoed by the German submarine *U-558* during the early days of World War II. Although his only tie to the incident was his induction into the US Army on the same day that Ocracokers found the bodies of four British sailors on the ocean beach, Naisawald became infatuated with the subject. For the thirty years since he first visited the island, the author has gathered a wealth of information from US, British, and German archives, as well as interviewing parties on both sides of the ocean that were involved with the *Bedfordshire's* sinking.

In the first two chapters, "The Gray Wolves Return" and "H.M.S. *Bedfordshire* Goes to War," the author provides a historical context within which to understand German strategies for disrupting Allied shipping and the corresponding counter actions, which brought the British vessel to American waters. Naisawald continues his story by carefully piecing together evidence from a wide variety of sources to disclose the trawler's final moments, its destruction, and the recovery of four crew members. The simplicity of the chapter entitled "The Cemetery" underscores the compassion and sensitivity the islanders showed the young Brits lost so far from home. Living on

the edge of the ocean from which they make their livelihood, it is evident that the Ocracokers have a special feeling for those lost at sea, especially those who died protecting their shores. Naisawald completes his story nicely by revealing, primarily through photographs, the present situation of the H.M.S. *Bedfordshire* as it rests peacefully off Cape Lookout in 105 feet of water.

L. VanLoan Naisawald's other writings include the book *Grape and Canister: The Story of the Field Artillery of the Army of the Potomac*. His background as an army officer with a master's degree in history from the University of North Carolina at Chapel Hill is reflected in his thoroughness and ability to translate the *Bedfordshire* incident into a story suitable for reading by all but the very young. Perhaps because of the popular nature of the subject, Naisawald has opted not to include footnotes or a bibliography, which is unfortunate for the more serious reader. The author divulges his source materials throughout the text, however, and has included a thorough index. There are many shipwrecks off North Carolina, each with an untold story; luckily, L. VanLoan Naisawald has taken the time to research and write *In Some Foreign Field*, and thus bring to light one of the more touching episodes of its kind.

— Mark Wilde-Ramsing

North Carolina Underwater Archaeology Unit, Fort Fisher

L. VanLoan Naisawald.

In Some Foreign Field: Four British Graves and Submarine Warfare on the NC Outer Banks.

Raleigh: Historical Publications Section,
Division of Archives and History, 1997. 99 pp.
\$10.00. ISBN 0-86526-272-1.

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century ago North Carolina women were extraordinarily vulnerable to an alcoholic husband's profligacy and violence. In 1883, author Anastatia Sims reports, the state's "age of consent" — the age at which a girl could legally agree to sexual relations — was ten. In 1900 the illiteracy rate for white North Carolinians was 19.5%, and 47.6% for African Americans.

Schools were unsafe, unsanitary, and ill-equipped for education. Smarting from defeat, white citizens strove to reinterpret Southern history and portray the Confederacy in a heroic light. North Carolina's organized women fought tirelessly during the period from 1880 to 1930 to bring these issues to the forefront of the political arena. Long before the Nineteenth Amendment gave women the vote in 1920, they organized, raised money, wrote letters to legislators, and spoke with great eloquence in support of the causes that they felt were a logical extension of their roles as wives, mothers, and housewives.

Anastatia Sims tells the stories of these women and their volunteerism. Her first book is based on her dissertation, *Feminism and Femininity in the New South: White Women's Organizations in North Carolina, 1883-1930* (The University of North Carolina, Chapel Hill, 1985). In *The Power of Femininity in the New South*, she has interwoven a second set of stories, those of African American women's organizations.

She first lays the groundwork by discussing the political milieu of North Carolina at the end of the last century. The ideal white Southern woman, delicate and vulnerable, yet possessing courage and moral rectitude, was a potent symbol in the racially charged political rhetoric of the 1890s. African American women adopted the same standard of gentility. Women's presumed moral authority enabled them to be effective players in what became an increasingly public sphere.

As Sims discusses the development of each area of activism, it is clear that issues of race, class, and gender permeated every one. Hereditary societies such as the Daughters of the Confederacy were founded in large part to preserve the elite status jeopardized by the impoverishment of former land- and slave-holding families. Interracial cooperation in work on the Women's Christian Temperance Union broke down due to racial prejudice. Schools remained very much separate and unequal because each group of reformers provided money and equipment exclusively to schools for children of their own race. Finally, white Southern women's concern that possessing

political power might be "unfeminine" and white men's fear that they might lose their supremacy complicated and ultimately defeated the state's woman suffrage campaign.

Sims has done a tremendous amount of careful research, using sources ranging from letters and diaries to census records, organizational documents, newspapers, and broadsides. She documents each fact and assertion through her extensive footnotes and provides a lengthy bibliography and index. This work of careful scholarship is beautifully structured, clearly written, and enlivened by quotes and illustrations. It is highly recommended for public and academic libraries and for any special libraries focused on the history of North Carolina.

— Elizabeth Bramm Dunn
Duke University

Anastatia Sims.

***The Power of Femininity
in the New South.
Women's Organizations and
Politics in North Carolina,
1880-1930***

Columbia: University of South
Carolina Press, 1997.
300 pp. \$29.95. ISBN 1-57003-178-9.

A new column will debut in the next issue of NORTH CAROLINA LIBRARIES. "Between Us" will offer opinion pieces from librarians about library-related matters. Some pieces may be serious, some may be tongue-in-cheek, but all will reflect the concerns of those individuals who daily go about the business of informing, educating, and entertaining North Carolina's library-going public. NORTH CAROLINA LIBRARIES invites all would-be pundits and opinion makers — well-known curmedgeons and fresh faces alike — to rev up their keyboards (or pull out their dip pens and ink).

Those interested in contributing are invited to contact the column editor Keven Cherry at

cherryk@co.rowan.nc.us

or (704) 638-3021.

M

yths about Duke University abound, including the oft-repeated story that James B. Duke offered his gift to Princeton University if it would change its name to Duke. *If Gargoyles Could Talk* is a compilation of seventy-one articles originally published in the *Dialogue*, a weekly campus newsletter, which lays to rest many of these oral traditions. It also provides, through succinct sketches, a brief history of Duke from its beginnings as Union Institute in Randolph County in 1838.

William E. King.

If Gargoyles Could Talk; Sketches of Duke University.

Durham: Carolina Academic Press, 1997.
208 pp. \$22.50.
ISBN 0-89089-814-6.

The work colorfully portrays the early presidents of Duke, as well as many of the faculty members and administrators who served under them and who laid a solid foundation for the later reputation of the university. King also has included essays on the founders of Duke's athletic programs, the building of the gothic campus, academic freedom, campus statuary, town-gown relationships, and the campus's response to various social issues of the day. The reader learns that the only time the Rose Bowl was played outside California was in 1942, when it was played at Duke; that the origin of the moniker "blue devils" has nothing to do with religion; and that the wall around Duke's East Campus (the original Durham site of Trinity College) is not, as often stated, ten feet high with three feet above ground and seven below.

William E. King has been archivist of Duke University since 1972, when the Archives was first established. He is a Duke graduate with a Ph.D. in history from Duke as well. Drawing on materials from the Archives for these sketches, King states as his goal to "add clarity, correct error, and illustrate the varied contributions of the many individuals who have made Duke University what it is today." This fascinating publication will be a delight to Duke alumni and others with an interest in Duke, higher education, or Durham.

— Joline Ezzell
Duke University

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This publication, one of seven in the *Folklife in the South* series, tells a fascinating story of the ongoing struggle by inhabitants of the Carolina Piedmont to hold on to the values and attitudes of their agricultural past while embracing the economic opportunities of an industrial future. It also presents a riveting account of how, despite the separating force of racism, the beliefs and practices of the Anglo-Americans and African Americans of one geographical area (located mainly between Charlotte, North Carolina and Greenville, South Carolina) became "irretrievably interwoven," as both groups developed "a sense of place" quite distinct from the experience of people in regions outside the South.

According to Coggeshall's objectives, "this book examines the way in which the loom of Carolina folklife became established after the Civil War, and then reviews the process that, through the course of time, blended a variety of traditions into contemporary Piedmont

folklife." In meeting these goals, the author is quite successful. Well-versed in the southern regional studies of other social scientists, he skillfully combines their observations with his own study, illustrating both with recollections gleaned from oral history interviews. In fact, it is the words of the men and women recalling their own experiences that give this book its most memorable quality. For example, in explaining what role the making of moonshine whiskey played in the life of impoverished North Carolina farmers during the Depression, a woman from that locality declared that it "was the biggest cash crop they had."

Avoiding a one-dimensional study of the Carolina Piedmont, the author traces its evolution from farms to mill towns to commercial centers by focusing on two typical Piedmont communities, Hammondville and Kent. Within these communities he examines such folklife elements as cultural values, speech, storytelling, religion, games

and recreation, food, occupations, and architecture. At the end of this work, the author provides his readers with brief biographies of the "informants," a biographical essay, and an index.

Carolina Piedmont Country is the third book by Coggeshall, an anthropologist at Clemson University. His other publications include: *Vernacular Architecture in Southern Illinois* (Carbondale: Southern Illinois University Press, 1988), and *Transcending Boundaries: Multi-Disciplinary Approaches to the Study of Gender* (New York: Bergin & Garvey, 1991), an edited work with Pamela R. Frese.

This book is recommended to a wide variety of readers whether they are served by academic, public, or school libraries. More particularly, the work is a must for southerners wanting to revisit their past as well as for non-southerners wishing to understand the region better.

— Richard Shrader

University of North Carolina at Chapel Hill

John M. Coggeshall.
Carolina Piedmont Country.

Jackson, Mississippi:
University Press of Mississippi, 1996.
xviii, 271 pp.
Cloth, \$45.00. ISBN 0-87805-766-8.
Paper, \$16.95. ISBN 0-87805-767-6.

Instructions for the Preparation of Manuscripts for *North Carolina Libraries*

1. *North Carolina Libraries* seeks to publish articles, materials reviews, and bibliographies of professional interest to librarians in North Carolina. Articles need not be necessarily of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Information Technology Evaluation Services, Public Schools of North Carolina, 301 N. Wilmington Street, Raleigh, NC 27601-2825.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8 1/2" x 11" and on computer disk.
4. Manuscripts must be double-spaced (text, references, and footnotes). Macintosh computer is the computer used by *North Carolina Libraries*. Computer disks formatted for other computers must contain a file of the document in original format and a file in ASCII or RTF. Please consult editor for further information.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else on the document.
6. Pages should be numbered consecutively at the top right-hand corner and the title (abbreviated if necessary) at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
Keyes Metcalf, *Planning Academic and Research Library Buildings* (New York: McGraw, 1965), 416.
Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1970): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. Upon receipt, a manuscript will be acknowledged by the editor. Following review of the manuscript by the editor and at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue.
10. *North Carolina Libraries* holds the copyright for all accepted manuscripts. The journal is available both in print and electronically over the North Carolina Information Network.
11. Issue deadlines are February 10, May 10, August 10, and November 10. Manuscripts for a particular issue must be submitted at least 2 months before the issue deadline.



Christopher Camuto's *Another Country*, the story of captive-bred wolves released in the Great Smoky Mountains region, will appeal to a variety of readers. A work of nonfiction, it is nonetheless as beautiful as it is informative; indeed, it borders on poetry in some passages.

This property will make the book accessible to anyone who appreciates a literate study of natural history, and perhaps even to readers of poems and fiction about the natural world. The author presents material any ecologist or population biologist might find pertinent, yet he succeeds in explaining such slippery concepts in population biology as the relation of subspeciation to hybridization clearly enough to reach the educated lay reader.

Another Country would make an excellent addition to any zoo, nature museum, or museum of natural history on the grounds that any exhibits of or about red wolves elicits questions. Especially in modern zoos, where the emphasis is on larger habitats with more naturalistic spatial and temporal arrangements, docents and other volunteers field many inquiries about the shyer animals, which include red wolves. In museum settings, questions more likely would pertain to the animal's survival status. In either setting, where libraries exist in part to educate the staff who work directly with the public, Camuto's book would provide substantive support and training material.

Another Country has almost unlimited potential as a recommended adjunct text for a number of university courses, both graduate and undergraduate. There is enough religion and history presented as ecology, so that all manner of cross-disciplinary classes and seminars could be enhanced by having students read this work. The relationship of the red wolf and its ecology to the culture of the Cherokee, who occupied the Appalachian habitat at the time of European contact, forms the backdrop of this narrative on the near-extinction and attempted re-establishment of the species. *Another Country* would add considerably to the reading lists of classes in, among other topics, Native American spirituality, human geography, colonization history, philosophical aspects of ecology, and animal rights.

Most public libraries are blessed with readers who are excited to see diverse areas of inquiry fitted together, and Camuto's book will be an important addition to their collections.

Readers who are not comfortable with some degree of uncertainty will not enjoy this book. Camuto tests his audience in several ways, always coming back to the realization that there are no easy answers for profound questions regarding humans and non-human animals. He speaks of sentimentality about animals as counter-productive, then achingly describes the loss of several project wolves. He raises troubling questions about stereotyping and the general problem of seeing animals through human eyes. The reader must practice critical thinking, examining and re-examining how he or she feels about key issues throughout the book.

Another Country is a deeply thoughtful, original, and integrative piece of writing. It makes a substantial contribution to the literature and will make a permanent impression on anyone who, being ready for a brisk workout of mental and emotional faculties, is fortunate or discerning enough to read it. *Another Country*, given as a gift or chosen as an addition to one's personal library, will certainly be used and re-used.

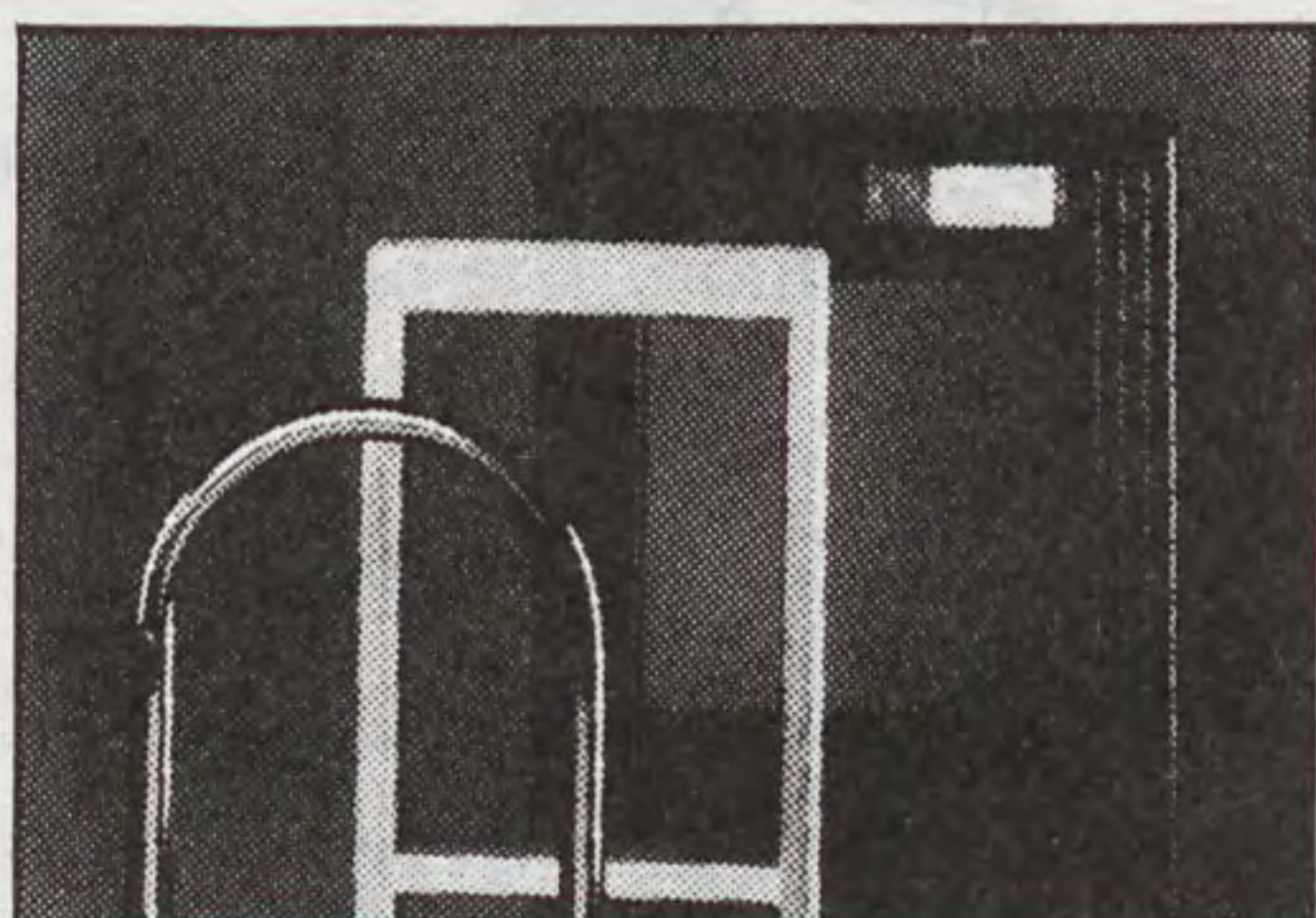
— Meredith Merritt

University of North Carolina at Charlotte

Christopher Camuto.
***Another Country:
Journeying Toward
the Cherokee Mountains.***

New York: Henry Holt and Co., 1997.
351 pp. \$25.00. ISBN 0-8050-2694-0.

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OTHER PUBLICATIONS OF INTEREST ...

Richard Krawiec, editor of *Cardinal: A Contemporary Anthology of Fiction and Poetry by North Carolina Writers* (Jacar Press, 1986), has added to the number of Tar Heel literary collections with *Voices From Home: The North Carolina Prose Anthology*, a volume of fiction and nonfiction from a few well-known and many lesser-known writers from North Carolina. The editor's purpose was not to compile a "Best of North Carolina," and he did not limit his selections to those set in the state. His introduction says, "When discussing writers, people often forget the other half of the equation — readers. I wished to compile a miscellany of prose that would appeal to the diversity of readers in this state." A valuable introduction to the next wave of Tar Heel writers. (1997; Avisson Press, Inc., P.O. Box 38816, Greensboro, NC 27438; 376 pp.; paper, \$18.00; ISBN 1-888105-30-5.)

Mandy Oxendine is Charles Chestnutt's first novel, just published by the University of Illinois Press. Chestnutt was an eminent African American author at the turn of the century. His treatment of racial, class, and gender issues, particularly Mandy's decision to pass for white, was considered too scandalous for publication in 1897. Mandy is courted by Tom Lowrey, a fair-skinned man who remained in the black community, and Robert Utley, an unscrupulous white landowner who is killed while sexually assaulting her. Includes an introduction and notes on the text by Charles Hackenberry. (1997; University of Illinois Press, 1325 South Oak St, Champaign, IL 61820; xxvii, 112 pp.; cloth, \$27.50; ISBN 0-252-02051-0; paper, \$11.95; ISBN 0-252-06347-3.)

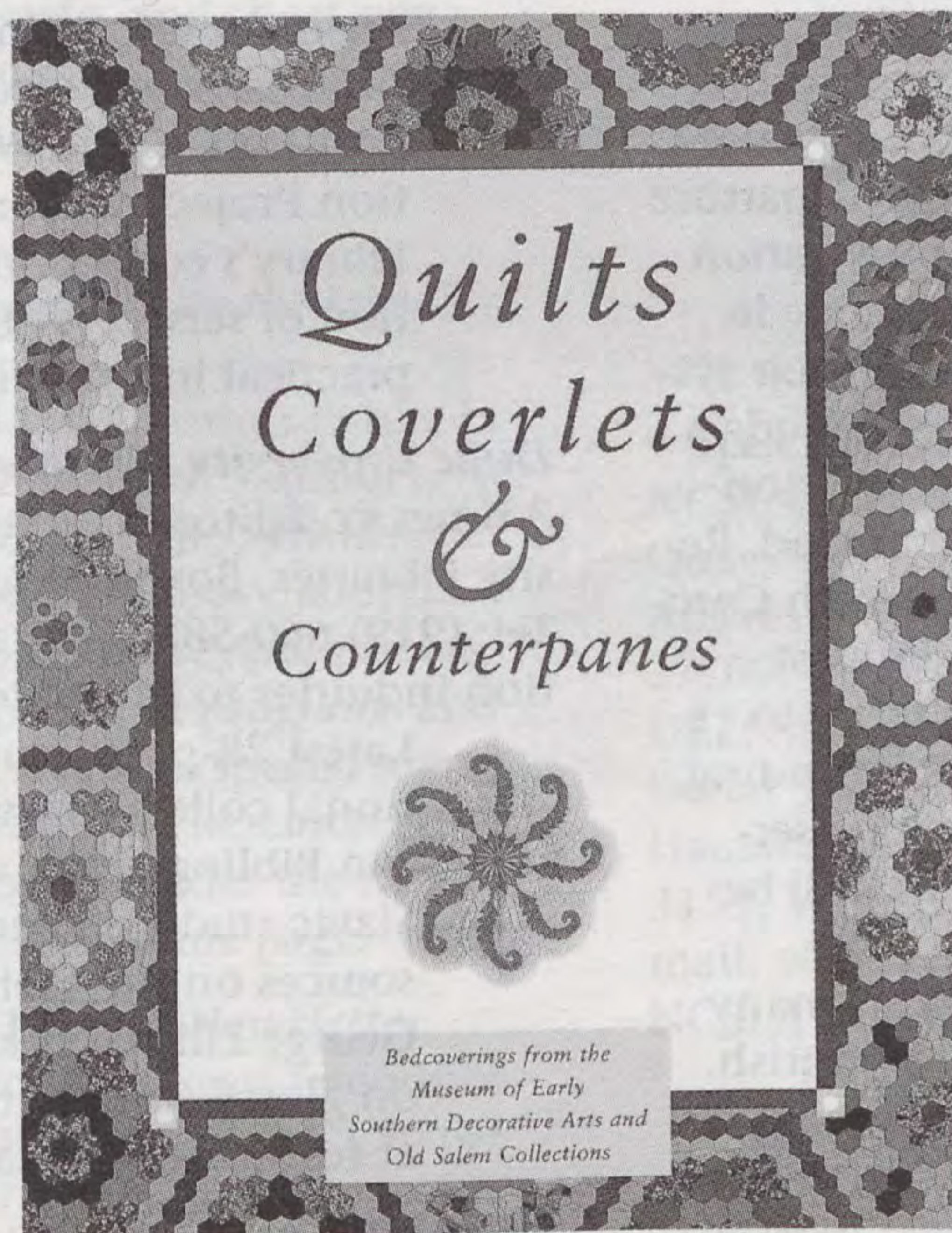
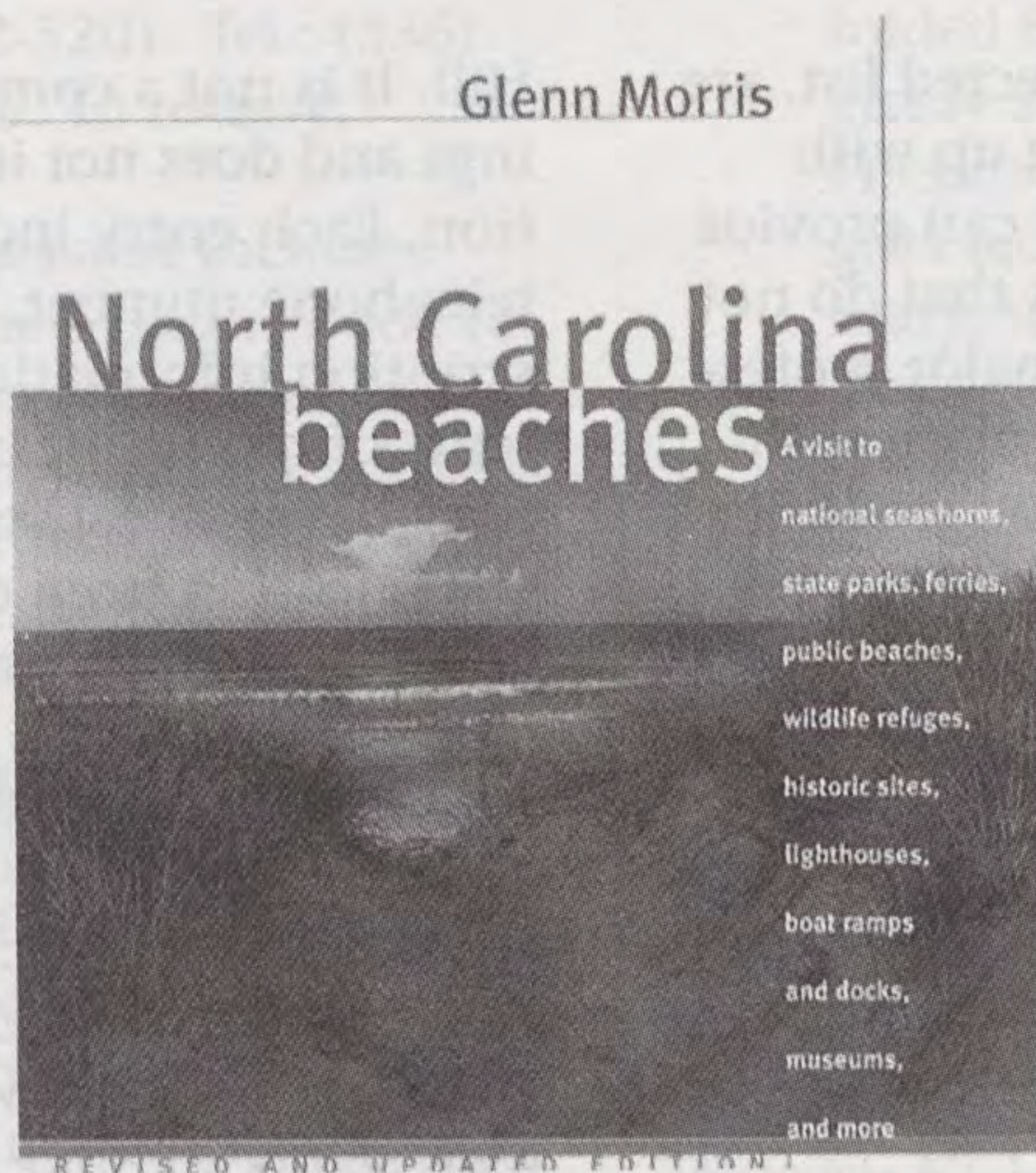
Quilts, Coverlets, & Counterpanes: Bedcoverings from the Museum of Early Southern Decorative Arts and Old Salem Collections is a handsome catalog by Paula W. Locklair, Director of Collections and Curator at MESDA and Old Salem. It is illustrated with full-color photographs, showing whole coverlets, details, and quiltmakers tools and implements. Includes an introduction, notes, and bibliography. (1998; An Old Salem Book, Winston-Salem, NC; distributed by University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; 71 pp.; paper, \$16.95; 1-879704-04-8.)

A Paul Green Reader has been compiled and edited by Laurence G. Avery, who is also responsible for *A Southern Life: Letters of Paul Green, 1916-1981*, published in 1994. The *Reader* includes texts of three of Green's plays, six short stories, several essays and letters, and an excerpt from *The Wordbook*, his collection of regional folklore. (1998; University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; 297 pp.; cloth, \$39.95; ISBN 0-8078-2386-4; paper, \$17.95; ISBN 0-8078-4708-9.)

The Face Finder, by Raleigh author Carol F. Fantelli, will be enjoyed most by fans of forensic science. Devon Gardiner, a forensic sculptor for the North Carolina Museum of History in Raleigh, is approached by the SBI to reconstruct the face of a man whose body has just been found 45 years after his death. The solution to the mystery depends heavily on Devon's psychic abilities, and the plot hangs on two preposterous coincidences, but the passages describing the process of building a face onto a skull are fascinating. (1996; Marblehead Publishing, 3026 Churchill Rd, Raleigh, NC 27607; 200 pp.; paper, \$11.95; ISBN 0-943335-07-8.)

Glenn Morris's north-to-south, island-by-island, pier-by-pier tour of *North Carolina Beaches*, originally published in 1993, is available in a new edition, completely updated to reflect changes wrought by hurricanes and other recent events. (1998; University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; 294 pp.; paper, \$17.95; ISBN 0-8078-4683-X.)

New publications from the Institute of Government include *Public Records Law for North Carolina Local Governments* by David M. Lawrence (1997; Institute of Government, CB No. 3330 Knapp Building, UNC-CH, Chapel Hill, NC 27599-3330; 207 pp.; paper, \$24.00; ISBN 1-56011-299-9.), *Ethics, Conflicts, and Offices: A Guide for Local Officials* by A. Fleming Bell, II (1997; Institute of Government, CB No. 3330 Knapp Building, UNC-CH, Chapel Hill, NC 27599-3330; 228 pp.; paper, \$20.00; ISBN 1-56011-287-5.), and *Creating Effective Partnerships for Community Economic Development*, prepared by Anita R. Brown-Graham for the Community Development Roundtable (1997; Institute of Government, CB No. 3330 Knapp Building, UNC-CH, Chapel Hill, NC 27599-3330; 39 pp.; paper, \$11.50; ISBN 1-56011-314-6.). Write for a complete catalog of publications, which include many new editions of works on topics such as animal control law, city council procedures, and sentencing, probation, and parole.



Lagniappe* / North Caroliniana

compiled by Plummer Alston Jones, Jr.

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

Learning What's New from Library Newsletters: A Selected List of North Carolina Resources

by Gillian M. Debreczeny

Library newsletters, the subject of this selected list, are an often overlooked resource for keeping up with what is going on in the profession. They can provide information about programs and innovations that do not always get written up for publication in the major professional journals and will not be included in periodical indexes. Some of them can be a surprisingly good read for general information on a wide variety of topics. Many of these newsletters are produced to inform local patrons and sometimes to raise funds, but they also can be of interest to other librarians looking for ideas. North Carolina library newsletters come from academic, public, and special libraries as well as from interest groups of the state library association. Although many lively examples are available, library staff newsletters intended for internal use have not been included in this article.

Sadly, some excellent titles have ceased publication. Newsletters often depend on the availability of an enthusiastic local editor and support from the library administration. They may be among the first to suffer from funding cuts. In December 1995, the *Public Image* from the Neuse Regional Library suspended publication after the departure of its editor Dwight McInvaill. Having begun publication in September 1988, it was designed to educate public librarians in the importance of public relations for their systems. Over the years its scope was broadened to include a wide range of articles on professional topics; circulation rose to over 1,200 across the United States and abroad. Regrettably publication has not yet resumed. The North Carolina Foreign Language Center has published a modest folded-sheet newsletter since 1988, which will cease to exist in June 1998 when the Center loses its federal funding. The *NCFLC Quarterly* publicized a vital and unique service, and information services in North Carolina will be the poorer for its, and the Center's, demise.

Despite the loss of some valuable publications many exciting and interesting newsletters continue to flourish. The following listing is a limited sampling of the many library newsletters currently being published in North Carolina. It has been compiled from recently received newsletters in the library of the School of Information and Library Science and the North Carolina Collection at UNC-Chapel

Hill. It is not a complete listing of UNC-CH current holdings and does not include titles that have ceased publication. Each entry includes title, frequency, editor, address, telephone number, e-mail and URL where available, subscription information, and a brief annotation on the contents of recent issues. Unless otherwise stated, comments refer to the latest issue available. The author would appreciate hearing from editors of newsletters who would like to be considered for any future listing.

◆ Academic Libraries

Appal Notes

1-2 times yr. Editor: Patty Wheeler. Address: Belk Library, Appalachian State University, Boone, NC 28608. Tel.: (704) 262-2186. E-mail: wheelerpn@appstate.edu URL: <http://www.library.appstate.edu/home/> To receive: E-mail or write to editor. Also available on homepage.

The latest 6-page issue highlights the Library's assessment efforts including information on patron surveys, a serials review, the revamped book approval plan, the Wisconsin-Ohio Reference Evaluation Project, a monographic vendor review, the Library's collection analysis project, and an evaluation of services offered by the Music Library. Much practical information designed for campus users.

Duke University Libraries

3 times yr. Editor: B. Ilene Nelson. Address: Duke University Libraries, Box 90193, Durham, NC 27708-0193. Tel: (919) 660-5816. E-mail: bin@mail.lib.duke.edu Subscription inquiries to the editor at the above addresses.

Latest 28-page issue highlights the library's international collections with articles by the Ibero-American Bibliographer and the resource specialist for Slavic studies. There is an article about foreign resources on the Web and a selection of poetry by George Elliot Clarke. An elegant publication printed on glossy stock with an informative content aimed at researchers, library users, and potential donors.

Focus: the NCSU Libraries

3 times yr. Editor: Terrell Armistead Crow. Address: North Carolina State University, NCSU Libraries, Box 7111,

Raleigh, NC 27695-7111. To receive: Call the editor at (919) 515-5882.

Thirty-two pages of information on recent developments in the library, exhibits and fund raising, and profiles of new staff members comprise the latest issue of this newsletter. It is well illustrated with many photographs. The last two volumes present a lively picture of the many projects and initiatives underway at NCSU. For campus users and potential donors.

Hunter's Clarion

Irregular. Editor: Becky Kornegay. Address: Hunter Library, Western Carolina University, Cullowhee, NC 28723. Tel.: (704) 227-7307. To receive: Request from director at address above.

An example of a small (6-page) newsletter that combines information on recent developments in the library, collections available, library hours, events, and fundraising. Designed for campus users.

LIBRARY COLUMNS: Walter Clinton Jackson Library

Irregular. Editor: Betty Morrow. Address: UNC-Greensboro, 1000 Spring Garden St., NC 27412-5201. Tel.: (336) 334-5781. E-mail: betty_morrow@uncg.edu To receive: E-mail editor.

The April 1996 issue has nine pages and includes items on a music collection, the new online book requests and renewal services, electronic reference sources, the Kelmscott and Gogmagog Presses, Internet resources subject guides, local technical experts training, and staff news.

WINDOWS

2 times yr. Editors: Tanya Fortner and Marcella Grendler. Address: Friends of the Library, Academic Affairs Library, CB# 3902, UNC-CH, Chapel Hill, NC 27514-8890. To receive: With membership in the Friends of the Library (\$25). Correspondence to Liza Terll at the above address.

An eight-page newsletter aimed at potential donors with articles on donated collections, and donors, a report on the UNC Tar Heel Bus Tour to introduce new faculty and staff to the state, and short news briefs on UNC-CH's library events. Well laid out and illustrated with photographs.

◆ **Public Libraries**

Check it Out: A library newsletter supported by the Friends of Rowan Public Library

Quarterly. Editor: Marian Lytle. Address: Rowan Public Library, 201 West Fisher Street, P.O. Box 4039, Salisbury, NC 28145-4039. Tel.: (704) 638-3000. URL: <http://www.lib.co.rowan.nc.us> To receive: Contact editor at above address.

Four pages with a pleasing font and several photos and graphics. It publicizes upcoming programs and reports on the Rowan Public Library's special mention in the 1997 *Library Journal*/Gale Research Library of the Year Award competition. Includes the new RPL Logo to be found on the library's home page.

Friends of the Chapel Hill Public Library Newsletter

Monthly. Editor: Margery Thompson. Address: Friends of the Chapel Hill Public Library, 100 Library Drive, Chapel Hill, NC 27514. Tel.: (919) 968-2777. URL: <http://www.community.citysearch.com/FCHLibrary> To receive: With membership in Friends of the Library (\$10)

Four page of news about upcoming events, an-

nouncement of the Library Foundation's Needs Assessment Task Force, introduction of new staff member, and announcement of children's events. Illustrated with photos.

Happenings: Asheville-Buncombe Library System

Monthly. Editor: Deborah Compton. Address: Friends of Buncombe County Libraries, P.O. Box 18132, Asheville, NC 28814. Tel: (704) 255-5203. To receive: With membership in Friend of the Buncombe County Libraries (\$6).

Four pages announce hours, upcoming programs, and awards to the library to improve service. Includes an article on how books are selected for the library. Illustrated with graphics. Format will be changing shortly.

PLCMC News

Irregular. Editor: Sharon M. Johnston. Address: Public Library of Charlotte & Mecklenburg County, 310 North Tryon Street, Charlotte, NC 28202. Tel.: (704) 336-2801. To receive: With membership in Friends of the Library. Address as above, attention Sharon Johnston.

Latest issue available (Fall 96) is an 11x 25-inch folded 6-page imaginatively laid-out newsletter on glossy stock with many photos. It is designed for Friends of the Library and highlights grants and gifts received. It also publicizes the work of the library, services and programs offered, and profiles library staff.

◆ **NC Library Association Interest Groups**

Ms Management: A Publication of the Roundtable on the Status of Women In Librarianship

Irregular. Editors: Rex Klett and Anne Thrower. Address: Klett: Mitchell Community College, 500 West Broad St., Statesville, NC 28677. Tel: (704) 878-3271; Thrower: Richmond County Public Library, 412 East Franklin St., Rockingham, NC 28397. To receive: With membership in NC Library Association and \$5 for membership in Round Table to: NCLA, c/o State Library Association, 109 E. Jones Street, Raleigh, NC.

Six-to eight-page newsletter illustrated with graphics and occasional photos. Issues contain reflections from members on a wide range of issues, reports of workshops, and recommended reading. The November 1996 issue includes an interview with Elinor Swaim recounting how she became interested in libraries, and the work she has done on their behalf.

◆ **Special Libraries**

NCSLA Bulletin

Quarterly. Editors: Andrea Rohrbacher and Kristen Roland. Address: Glaxo Welcome, 3030 Cornwallis Rd., RTP, NC 27709. Tel: (919) 483-1816 e-mail: alr36770@glaxowellcome.com URL: <http://ils.unc.edu/nclsla> To receive: Membership in national Special Libraries Association. Contact Ginny Hauswald, Winston-Salem Journal News Library, P.O. Box 3159, Winston-Salem, NC 27101. Tel.: (336) 727-4071. E-mail: vhauswald@w-s-journal.com Also available from NCSLA homepage at above URL.

Twenty-one pages including advertisements. Area group reports and student group reports contain much information about special library activities in North Carolina, as do the minutes of meetings. Information on upcoming meetings and employment opportunity information are included.

NORTH CAROLINA LIBRARY ASSOCIATION

Minutes of the Executive Board

January 23, 1998, Charlotte Public Library/Main Branch

Attending: Beverley Gass, Diane Kester, Maureen Costello, Liz Jackson, Susan Adams, Clarence Toomer, Martha Davis, Ann Miller, Peter Keber, Stephen Dew, Ginny Gilbert, Tracy Babiasz, Lou Bryant, Marilyn Miller, Eleanor Cook, Al Jones, Ross Holt, Vanessa Work Ramseur, Gayle Keresey, Catherine Wilkinson, Augie Beasley, Gene Lanier, Peggy Quinn, Carol Freeman, Dave Fergusson.

Bob Canon, Director of the Charlotte-Mecklenburg Public Libraries welcomed the committee to the Charlotte Public Library. Mr. Canon talked briefly about the strategic plan in place which drives the Charlotte library system.

President Gass called the meeting to order at 10:00 am.

President's Report

All committee chairs have been appointed and a schedule set for all Executive Board meetings. An attempt has been made to meet at various types of libraries throughout the state. Meeting dates and locations are as follows:

- April 17, 1998 - Guilford Technical Community College in Jamestown
- July 17, 1998 - Watauga County Public Library in Boone
- October 16, 1998 - West Lake Elementary in Apex
- January 15, 1999 - Greensboro Public Library
- April 16, 1999 - Wake Forest University in Winston-Salem
- July 16, 1999 - North Carolina Information Highway
- September 21, 1999 - Biennial Conference in Winston-Salem

Committee chairs were encouraged to contact NCLA members who volunteered for committee work at October's NCLA conference. Representation on each committee from all types of libraries is preferred. Further, anyone in charge of a committee, section, or round table was asked to send names of officers to Maureen Costello. A suggestion was made to put names of committee members on the NCLA listserv for member information and recognition. Section and Round Table Chairs were encouraged to invite the chairs elect to future Board meetings.

Gayle Keresey, Chair of the Constitution, Codes, and Handbook Committee, has agreed to serve as the Parliamentarian. NCLA operates following Robert's Rules of Order.

A reminder was given that all reports to the Executive Board should be written

and 50 copies brought to the meetings for distribution. All motions that are anticipated to be brought before the Board should be in writing and distributed with the announcement of Executive Board meetings that occur thirty days prior to each meeting.

The NCLA Handbook was reviewed as an important document which explains the organization and procedures.

President Gass set out her priority for the 1998-99 Biennium: to help NCLA grow in a manner that best meets the needs of the library personnel and the library community of North Carolina. A strategic plan will be created to lead us into the 21st century and to strengthen the organization through activities designed to provide a model for continuous membership and organizational development.

Suggestions made at the conference to consider a Retired Members Round Table and Friends of the Library group were mentioned to the board.

Minutes

The minutes for the October 1997 meeting were not available for approval. Minutes will be mailed to Executive Board members along with revisions to the handbook. Those minutes and the January minutes will be approved at the next board meeting.

Treasurer's Report

New Treasurer Diane Kester presented charts highlighting third-quarter information on unrestricted funds, revenues, and expenditures, prepared by the previous treasurer. The 1998 proposed budget was also presented.

Ross Holt pointed out that the conference start-up cost of \$10,000 (in the 1997 budget) came out of the 1997 operating budget and will not be incurred in the 1998 budget. He also cautioned board members to note that some projections in the budget are not substantiated. The 1998 budget proposes an increase in membership dues. Also, the exact confer-

ence revenue figures are not yet available, but will be shared at the next meeting.

On February 5, Diane Kester, Wanda Brown, Beverley Gass, and Maureen Costello will attend training on Peachtree Software.

Discussion was held about the need for monthly reports to be given to Round Table and Section leaders.

Administrative Assistant Report

Maureen Costello reported an end-of-the-year membership total of 1651. Some of those members joined during the conference and have memberships extending through 1998. Membership in sections and round tables declined during 1997.

Between January and March, membership renewal notices will be mailed.

A discussion was held about obtaining e-mail addresses for members. Maureen pointed out that the official NCLA application requests this information.

Section/Round Table Reports Children's Services Section

Susan Adams reported that the Children's Services Section held its final meeting of the 1995-97 biennium on August 25, 1997, at the Eva Perry Regional Library in Apex where plans were finalized for NCLA Conference activities. The October conference was very successful for CSS and included programs on North Carolina children's book illustrators and mini-grants, as well as the CSS breakfast featuring Rosemary Wells. Fund-raising projects at the conference included sales of note cards, NC Children's Book Award seals, and CSS book bags.

CSS has not met since the conference because it was felt to be valuable to have current budget reports and a sense of the "state" of NCLA before the first meeting.

When the CSS Board meets on Monday, January 26, they will be discussing the fate of the Section Newsletter "Chapbook." There is some question whether this publication needs to be continued, or whether some alternate form or format should be considered.

The Board will begin planning for the CSS "off-year" retreat/conference to be held in October 1998. Some of the themes being discussed include: reading trends and tips, learning games for groups, high-tech library services for children, and how to get organized and de-stressed. The conference will be open to all interested library workers and informational fliers will be sent out this summer.

College and University Section

Clarence Toomer named the newly elected members of the CUS Board for 1997-99. Their first meeting will be next month on the campus of UNC-Pembroke in the newly renovated and expanded Sampson-Livermore Library.

Community and Junior College Section

The new CJCS board members were contacted in January and asked to send ideas regarding the purpose and future of NCLA and the CJCS section for use at the NCLA Executive Board Retreat on January 22, 1998. The first board meeting will be held at the Sheraton Research Triangle Park during the Learning Resources Association Conference, March 4-6, 1998.

Documents Section

The Documents Section NCLA Biennial Conference program was one of the best attended in recent memory. Over 100 persons attended a session on federal web resources for public, school, and small academic libraries. Mary Horton (Wake Forest University), Nancy Kohlenbrander (Western Carolina University), and Linda Reida (Ruscola High School, Waynesville, NC) presented useful Web resources. The program was very well received. Documents Section members commented that there was new information for all!

During the Documents Session Executive Board meeting on December 12, 1997, the board agreed upon the spring and fall programs. In the spring, the Section will present a program on state and local government information. The fall program will be on government information on CD-ROM and handling those products. Nancy Kohlenbrander as Vice Chair/Chair Elect is also responsible for program planning.

Government information was the focus of the Fall 1997 issue of *North Carolina Libraries*. Michael Van Fossen was the guest editor and many Documents Section members contributed to the issue. This issue of *North Carolina Libraries* provides all with a window on the changing nature of government information.

At the December 1997 Executive Board meeting it was decided to press forward with plans for moving the section's publication *The Docket* to the World Wide Web. The section's Web site is maintained at UNC-Chapel Hill (<http://sunsite.unc.edu/reference/docs/ncladocs/index.html>). The site is linked from the main NCLA web site. A move to the World Wide Web would allow the Section to cut costs and provide the opportunity for expansion without incur-

ring further cost.

Library Administration and Management Section

Martha Davis reported that on December 5, the first LAMS board meeting was held. Since there was no representative to *North Carolina Libraries*, a decision was made to appoint a representative.

A fall LAMS program was discussed, and ideas brainstormed. The board talked about working with the Membership Committee to increase their membership. Since that time, letters have been sent to many directors of North Carolina libraries encouraging personal membership in LAMS and promoting membership for professional development among staff.

Director Rhonda Channing attended the Council of LAM Affiliates at ALA Mid-Winter and got some good information.

NC Association of School Librarians

In a written report, Melinda Ratchford reported that the NCASL Executive Board met on December 1, 1997, in Greensboro. The Budget Committee met and approved the 1998 budget. The treasurer was instructed to contact Beverley Gass about trying to get the federal withholding stopped.

A letter had been written in October 1997 to State Superintendent Mike Ward asking for a meeting with him and selected district library supervisors to discuss concerns relative to monies available for print materials in public schools. Superintendent Ward has not responded as of January 22, 1998.

Karen Gavigan and Melinda Ratchford attended ALA Mid-Winter in New Orleans. A report will be given to the Executive Board in February in Charlotte, but it was felt among the regional attendees that Mid-Winter was not the most opportune time for Affiliate Assembly members to meet.

Dr. Marilyn Shontz from UNC-G has agreed to chair the Research Committee for NCASL and will report back to the February Executive Board.

The handbook will be revised during this biennium.

NCASL plans to attend ALA Legislative Day in the spring of 1998 in Washington, D.C. Karen Gavigan, chair elect, reported that plans are well under way for the NCASL Conference on September 17-19, 1998, in Raleigh at the Civic Center. The issue of August library sessions was discussed and a decision will be made at the February Board meeting. The three August 1997 sessions across the state were exceptionally well attended and well received.

NCASL Executive Board will meet on Tuesday, February 10, 1998, in Charlotte prior to NCAECT.

NC Public Library Trustee Association

There was no report.

Public Library Section

Ross Holt reported that committee chairs are being recruited and committees are being organized. The planning committee

will be meeting in early February.

Reference and Adult Services Section

Stephen Dew reported that at the NCLA Biennial Conference in October 1997 the Reference and Adult Services Section sponsored two events. On Thursday, October 9, the Section sponsored its regular conference program as well as a special conference luncheon. The regular program was concerned with the subject "Technostress," and was presented by Sally Kalin and Katie Clark from Pennsylvania State University. The luncheon program was highlighted by a presentation from Joel Achenbach, a writer for the *Washington Post*, author of *Why Things Are*, and frequent guest on National Public Radio's *Morning Edition*. Both programs were well attended, and evaluations were quite positive.

The RASS Executive Committee met on Friday, December 12, 1997, at the UNC-Charlotte campus. The committee began its deliberations by discussing matters related to the Section's two programs presented at biennial conference, and afterwards it moved on to discussing preliminary plans for a fall program to be held this year. RASS tentatively plans to present a program related to the impact of the NC-LIVE project on reference, and public services. Although the date has not yet been set, the program will most likely be held during October or early November.

Resources and Technical Services Section

Ginny Gilbert summarized the activities of the Section at the NCLA Biennial Conference. The election of officers for the 1997-1999 board was held at the business meeting of the Section prior to their major program. The major program, attended by 120, was "Perspectives on Outsources of Technical Services Operations," presented by Arnold Hirshon, Vice Provost for Information Resources, Lehigh University. Table Talks included "Increasing User Input in Developing and Managing Collections," facilitated by Teresa L. McManus, Fayetteville State University (attendance: 36); "The Web in Technical Services Operations," facilitated by Eleanor Cook of Appalachian State University and Alan Keely, Wake Forest University (attendance: 40); and "Passport for Windows," facilitated by Margaretta Yarborough, from the University of North Carolina at Chapel Hill (attendance: 35).

Two awards were presented. Robert Galbreath received an award for the best technical services article in *North Carolina Libraries* for his article, "Nailing Jell-O to the Wall? Collection Management in the Electronic Era," *North Carolina Libraries* 55 (Spring 1997), 19-21. Carrie McLean received the Resources & Technical Services Student Recognition Award.

The new board will have its initial meeting in February and begin planning a workshop to be held in the fall of 1998.

A membership directory of the Section was distributed in the spring of 1997. There is a commitment to keep this directory up-to-date.

The chair reported on the activities of RTSS at the Council of Regional Groups at ALA Mid-Winter in New Orleans. One of the ideas presented was keeping a listserv of speakers available for programs.

New Members Round Table

Tracy Babiasz reported that the New Members Round Table has not met since the conference. Speaker Doreen Sanders was very successful at the conference.

Discussions about mentoring NCLA members who are first-year librarians, one of the action plans developed at the January 22 retreat to increase membership, have started with LAMS.

Committee chairs for three of the four standing committees have been named. A chair for the fourth standing committee and those interested in serving on a committee are still needed. The NCLA Web site contains job descriptions for those positions. President Gass suggested that the committee volunteer list from the conference be checked for interested committee members.

NC Library Paraprofessional Association

Lou Bryant reported that there was an organizational meeting on January 15 at Eva Perry Library. They are making a real effort to attract people who have never been involved before.

They were very pleased with the overwhelming response to programs held this past year. Between 90 and 125 attended each.

New programming will include training to help patrons use the Internet. A program chair is still needed.

Round Table for Ethnic Minority Concerns

There was no report.

Round Table on Special Collections

Last year a successful series of five regional workshops was held on the development of local history collections. RTSC is planning a series of three workshops this spring on how to administer oral history projects and programs. Workshops will be held in April, May, and June in Williamston, Pinehurst, and hopefully, Lenoir.

Round Table on the Status of Women

Marilyn Miller reported that their program at the conference featuring Margaret Marin was very well attended. This program was presented in collaboration with the Public Library Section.

The second executive board meeting of this biennium will be held in February at which a discussion of the mission and objectives, and an evaluation of the activities and projects needed to ensure carrying out of the mission and objectives, will take place.

A workshop in the area of motivation is being discussed for late spring.

The first newsletter of the biennium is in the mail.

Technology and Trends Round Table

Eleanor Cook reported that a membership luncheon and Table Talk featured Richard Dougherty of the University of Michigan

and a panel of experts discussing the North Carolina Information Highway.

New board members' names are posted on the Web site.

No meetings have been scheduled as yet. Meetings will be planned after the Executive Board retreat which will determine the demands for the biennium. Technology and Trends sees its round table as a collaborative group, working with other sections, round tables, and committees in a service capacity. They have had a history of successful workshops in training to use the Internet. Incoming chairs have already been contacted and a wide range of collaborative possibilities for this biennium exist.

Committee Reports

Archives

Carrie Nichols of Meredith College will be serving as chairman of this committee.

President Gass explained that it is the practice for each outgoing committee chair to pass to the current committee chair the files for the biennium just ending. Then, in two years the records being received now by committee chairs from predecessors will be sent to the Archives. Archival records are kept at the State Library.

Conference

Al Jones reported that the 1999 NCLA Biennial Conference will be held September 21-24, 1999, at the Benton Convention Center in Winston-Salem. The 2001 Conference will be held there also. Convention sites for 2003 and 2005 will be contacted within the next quarter. Sites to be sent proposals are Raleigh, Charlotte, Winston-Salem, and High Point.

The following Subcommittee chairs for the 1999 Conference Planning Committee have been appointed and have accepted:

- Phil Barton (Rowan Public Library), Program
- Rodney Lippard (Catawba College Library), Exhibits
- Gayle Fishel (Davidson College Public Relations), Publicity
- Gerald Holmes (UNC-Charlotte), Recruitment
- Ednita Bullock (NC A&T University), Conference Store
- Richard Wells (Randolph Public Library), Fundraising
- Leland Park (Davidson College Library), Conference Advisor

Decisions are pending on chairs for Local Arrangements and Registration.

The full committee will meet at Catawba College in the spring to decide on the theme for the conference. Subcommittee chairs will appoint members. The full conference committee will begin monthly meetings in September 1998.

A request was made of the Executive Board that Al Jones be e-mailed or called with the names of those responsible for program planning from each section and round table.

Constitution, Codes and Handbook

There was no report.

Finance

There was no report.

Governmental Issues

There was no report.

Intellectual Freedom

Gene Lanier reported that since the conference, the IF Committee has received three to four challenge calls per month.

IF is helping libraries update selection policies and formulating Internet Use Policies. The term "Acceptable" is being dropped from this terminology. To follow up on changes, members can connect to ALA.ORG, then click on Offices, then click on OIF to view documents, the Library Bill of Rights, and interpretations.

New committee members will be posted on the NCLA-L listserv and can be contacted for challenges. The IF Committee can send documentation to support libraries as needed during challenges.

Leadership Institute

The LI Committee is still in the development stages.

The two leaders who conducted the 1996 Institute will be returning to lead this year's Institute, tentatively scheduled for Thursday, November 5, through Sunday, November 8, 1998.

Marketing and Publications

Carol Freeman reported that committee members have been contacted.

The committee is looking for volunteers with expertise in Web pages or electronic newsletters.

Membership

Peggy Quinn, Membership Chair, reported that this committee is still forming. A firm date has not been set for the first meeting.

Nominating

There was no report.

Scholarships

There was no report.

Special Projects

There was no report.

NCLA Development Committee

Ross Holt explained the purposes of the NCLA Development Committee:

1. To serve as a source of expertise and advice on fundraising for NCLA, its sections, round tables and committees;
2. To build relationships with potential donors including corporations, individuals, philanthropic organizations and other groups;
3. To educate sections, round tables, committees and members of NCLA about the practices associated with development;
4. To serve as a vehicle for liaison among various NCLA groups raising funds for special projects;
5. To develop an endowment for *North Carolina Libraries*.

In addition to committee members drawn from the general membership, the committee will include a member of the

Finance Committee, a member of the Conference Fundraising Committee and members of any other NCLA group raising funds for special projects, such as the Leadership Institute. Peter Keber has also agreed to serve.

North Carolina Libraries

The *North Carolina Libraries* editorial board held its annual retreat in November. During the retreat, new issues of the journal were planned. After several rather major problems, the conference issue will be out in a couple of weeks.

Many NCLA Sections and Round Tables may be contemplating a change in their editorial board representation. Before doing so, please contact Frances Bradburn, editor.

New Business

President Gass reviewed the goals, objectives, and action plans brainstormed at the retreat. Goals and objectives are as follows:

Goal 1: Increase membership.

Objective: Create a perception of worth
Objective: Actively recruit library school students

Goal 2: Intellectual Freedom

Objective: Continue advocacy for Intellectual Freedom

Objective: To educate the public about freedom of information

Objective: Form coalitions with other local, regional, state, national organizations to promote intellectual freedom issues

Goal 3: Continuing Education

Objective: Increase accessibility of continuing education to all members

Objective: Learn how to market and promote continuing education opportunities

Objective: Identify and maximize continuing education resources

Objective: Encourage administrators to promote Continuing Education

Goal 4: Communication with Membership

Objective: Electronic access

Objective: Develop an electronic newsletter to include continuing education, advocacy, legislation, committee/round table/section minutes and announcements, news releases and jobs.

With respect to the Goal 4 Objective to Communicate with the membership to "Develop an electronic newsletter to include continuing education, advocacy, legislation, committee/round table/section minutes and announcements, news releases and jobs," Ross Holt moved to ask the Marketing and Publication Committee to examine the possibility of a monthly or bimonthly newsletter or report. They further were asked to determine the best format for delivery (electronic or print), and return with a recommendation to the Executive Board. The Marketing and Publication Committee was authorized to take a survey of the membership if necessary. Special funding for such a survey can be requested.

The motion was seconded and carried.

Discussion clarified that the NCLA Web page is an ad-hoc subcommittee of the Marketing and Publication Commit-

tee. President Gass was questioned if section, round table, and committee chairs turned in a list of meeting dates to Maureen. If schedules were channeled to her, and Maureen worked with the Webmaster to have those dates posted, some of the immediacy discussed for newsletter items could be addressed. Maureen noted that an NCLA calendar was set up through the year 2002. President Gass reminded all members of the importance of checking the master calendar for conflicts before scheduling meetings and activities.

Dave Fergusson suggested that the Marketing and Publication Committee is one that has two completely separate functions, and that perhaps it should be split into two committees - the Marketing Committee and the Communications Committee, which would include all forms of communication. He also expressed concern that the committee's responsibilities were too large. Another comment was made that marketing perhaps should belong with the Development Committee. The point was made

that the Marketing and Publications Committees had been joined after some effort. President Gass announced that a decision to split the committee could not be quickly made, but acknowledged that the marketing element and communication element and their relationships to Development were items to be addressed.

Discussion was held about the need for a Continuing Education committee to serve all sections and round tables, concluding that members just need access to a general NCLA calendar of events.

A Continuing Education "event" held on the off-year from the conference was proposed. This event would be as low-cost as possible, held at a community college instead of a conference center, and draw on the expertise of NCLA members. Discussion will continue.

The meeting was adjourned at 12:00.

— Respectfully submitted
Liz Jackson

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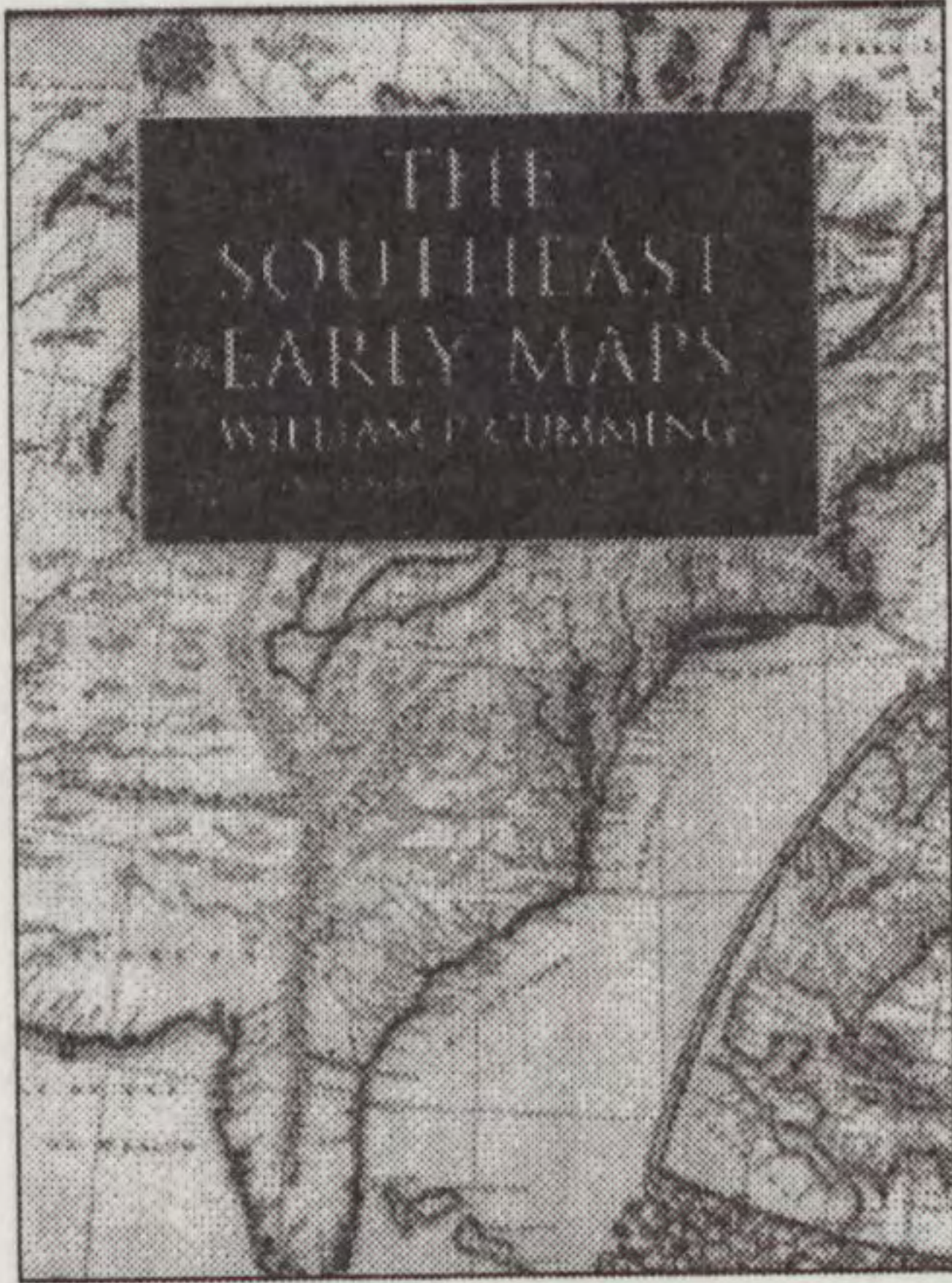
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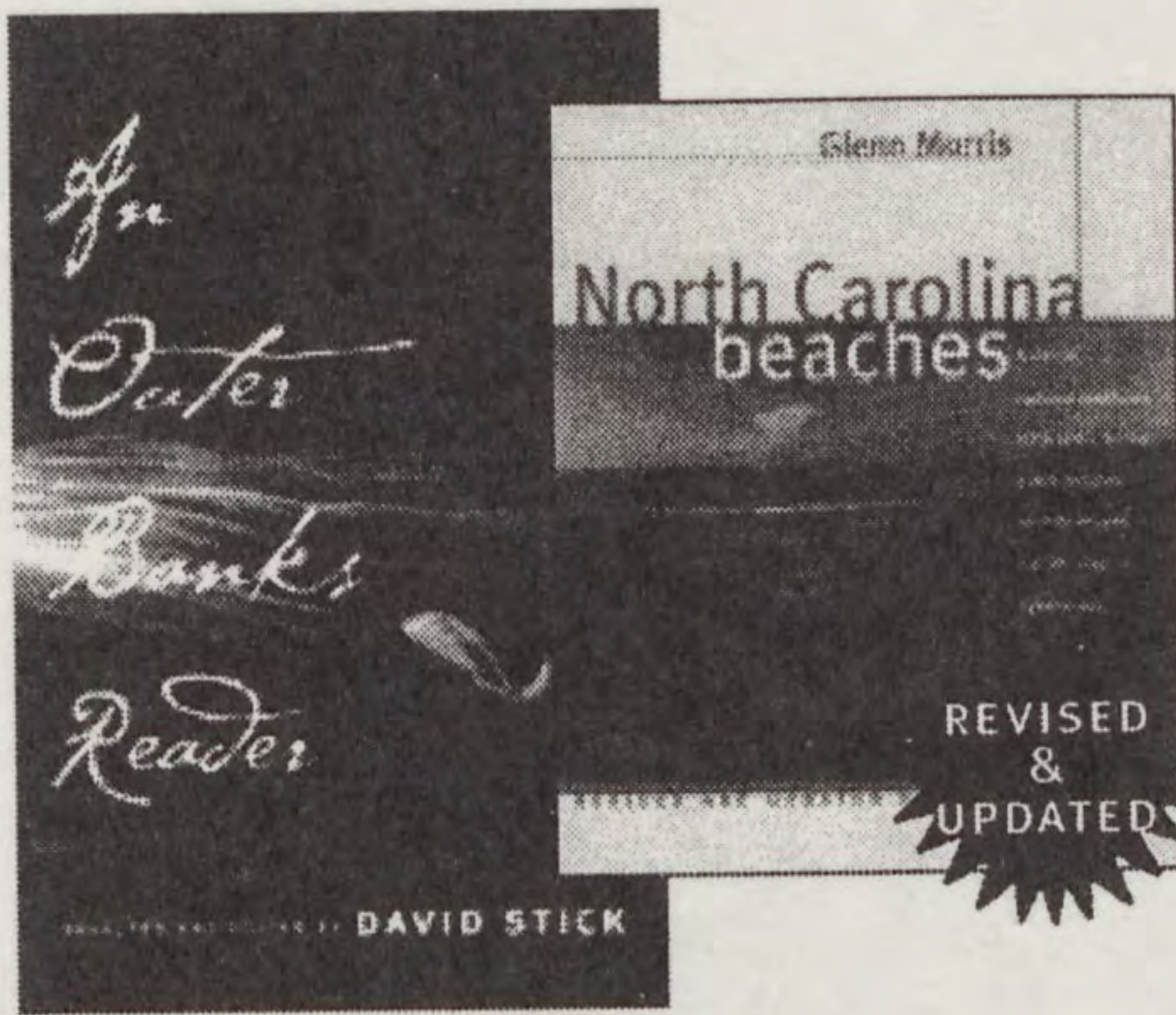
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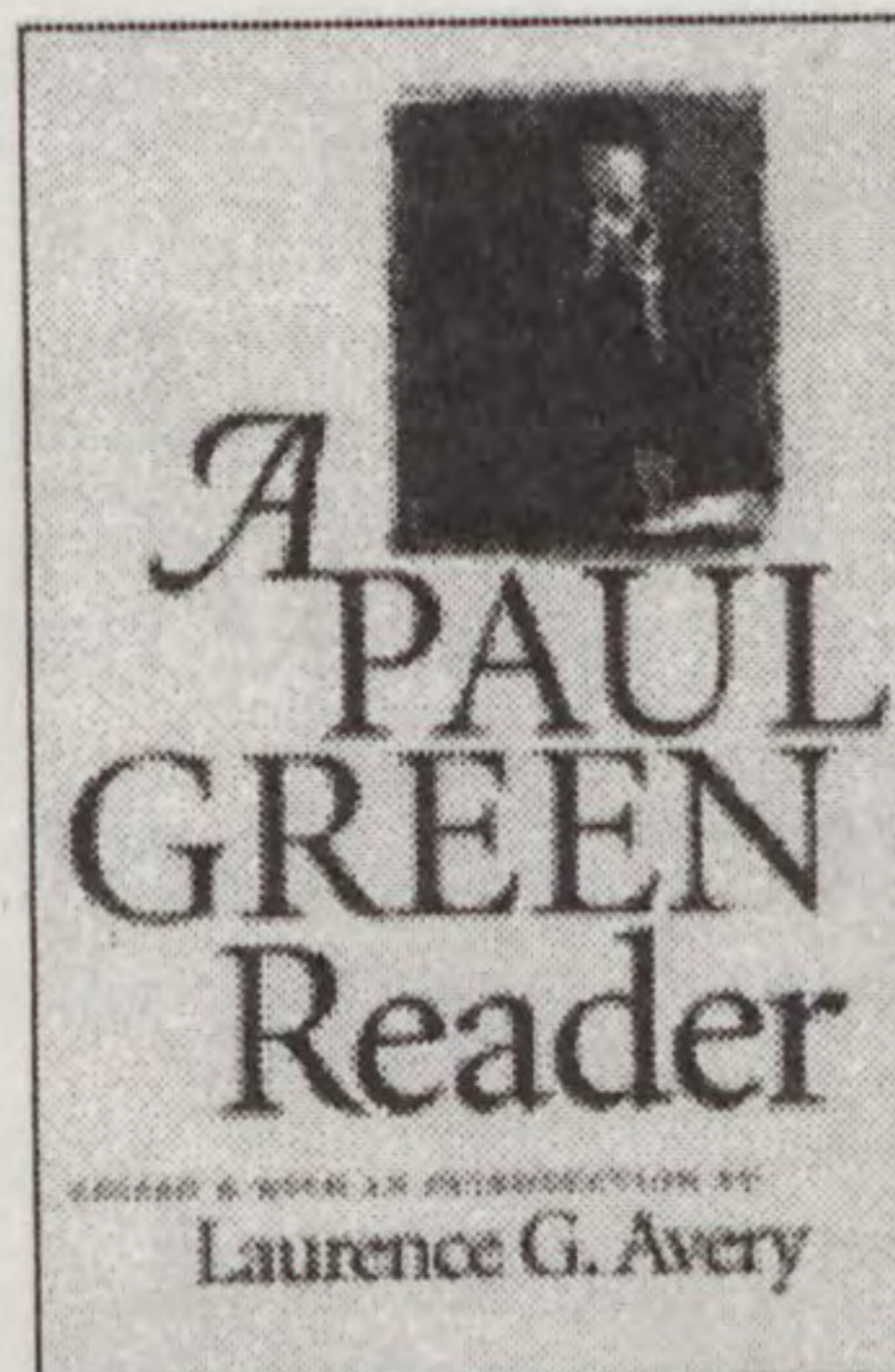
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