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North Carolina Libraries is the official publication of the North Carolina Library Association.

Library Broadband: Are you getting what you pay for?

Libraries provide an essential public service through their broadband connections. These free connections provide citizens access to e-government resources, job, education and health resources, and the entire range of internet enabled library materials (databases, WorldCat, etc.). Libraries in theory offer patrons computers and internet services at speeds that often exceed those available at home or work. In addition to the basic internet, most libraries (some estimate up to 90%) today have some sort of wireless connectivity for their patrons. Many libraries offer formal classes in computer and internet use. However even in these fast times, In order to provide these services libraries will require increased capacity and higher Internet speeds. A recent survey by the North Carolina State Library found that a number of public libraries in North Carolina were not getting the Internet bandwidth that they were paying for. The problem appears to be that with so many patrons online at once, all the traffic is funneled into the one data line, reducing the speed to that of a dial up line. The solution of course is to provide more lines into the library to handle the increased library user traffic. Often Internet Service Providers (ISP) are reluctant to do this because of the increased cost to them. Library users replied in a 2013 Pew Interest Poll that 77% considered Internet access "very important." (Women 81%, Men 73%) The FCC has proposed that by 2020 all libraries have a bandwidth of at least 1Gbps. The current target level for 2014-15 school libraries is 500Mbps or half of the proposed 2020 standard. Other groups have proposed target speeds of 500 Mbps for 2014, 1Gbps for 2017 and 2Gbps for 2020. Regardless of what the target rates are you will want to make sure you are getting the speed you are paying for. There are several free tools to check your upload and download speed with. A good one can be found at www.speedtest.org. Speedtest has several servers at various locations in the United States (Virginia, Texas, Washington, California, Florida, Missouri and New Jersey). Another service that checks your broadband speed is AppNeta's SpeedCheckr (http://www.appneta.com/resources/free-tools/speedcheckr); however to use the AppNeta's service you have to register and receive a link via e-mail. Probably the best thing you can to do protect your library user's broadband capability is to frequently check upload and download Internet speed. If you are not getting the speed you as promised, then you need to notify your ISP. Hopefully the ISP can fix the situation and your patrons will be happier Internet users.

Letters to the editor should be addressed to the editor and sent to Joyner Library, East Fifth Street, Greenville, NC 27858, or by electronic mail (scottr@ecu.edu). We reserve the right to edit all submissions. If you are interested in writing for North Carolina Libraries or would like consideration for news and product information, please send brief information to the editor at the above address.

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Patrick M. Valentine

Seedbed of Professionalism in Southeastern College Libraries, 1890-1920

The seedbed of college libraries in the Southeast, as in much of the rest of the United States, lies in the Gilded and Progressive Ages of the 1890s to 1920. A great expansion of book production, literacy, and educational opportunities during the nineteenth century set the stage for this increase in libraries and professionalism. The template of library growth and transformation into information and research centers with trained librarians was established during these years, not earlier.[1]

The Southeast as a region provides a wide but coherent geographic area to investigate themes such as the growth of libraries and the introduction of library services. This was not a simple time of pastoral ease but an era of commercialization and even industrialization, a deepening and institutionalization of the Jim Crow racial code, of disfranchisement, of rigid sexism, and a heritage of violence in the Southeast.[2] Yet it was also a time of ambiguity about the future allied with a quickening hope in education and library philanthropy. Some consider the centennial year 1876 as the Miracle Year of American libraries, yet it only marked a starting line for college libraries throughout much of the United States.[3] The South itself scarcely participated in the first national conference that year while official founding dates for colleges rarely represent the establishment of vigorous library institutions.[4] Even leading Ivy League institutions only began deliberately developing larger collections in the 1870s.[5]

It was during the two or three decades after 1890 that college libraries in the South began to build and catalog their collections, institute regular reference and research services, employ full-time librarians, insist on some formal library training, and start meeting together in professional associations. Daniel Coit Gilman, the first president of John Hopkins in Baltimore and himself for many years the librarian at Yale, had opened the 1890s by speaking of the need for reference services within the quiet majesty of the library, a message that soon echoed throughout the South.[6] Collection size, subject specialization, bibliographic expertise and circulation were also all becoming increasingly important to southern librarians.

The slow growth of library services during this period is representative of what was going on in American colleges, not unusual and not unique to the South, and so a study of the Southeast is pertinent to wider library history. College libraries only began to develop from insignificant academic institutions to hubs of the campus, from dated collections to engagement, within the context of a growing national print culture and an expanding college and university scene during the Progressive Era. Only by 1900 or so was there a regular, if still low, funding set aside for the library even at the larger state universities in the South.[7]

> *"There was much left to do, but the seeds of southern libraries were beginning to sprout during the early years of the twentieth century."*

College libraries were shaped not only by their parent institutions and the communities they were part of, but by what was happening at other libraries. Librarians read about new developments in the emerging professional literature and discussed them with colleagues at meetings. The contemporary founding of state and regional library associations was especially important in the South because of distances involved and the general poverty that marked the area. Georgia formed the first southern state library association in 1897. By 1920 all the southern states had library associations, at which time an informal regional conference was held and then in 1922 the Southeastern Library Association formally began.[8]

Library associations were signs of an increasingly self-conscious interaction and professionalism. Verbal and social interchange complemented local insights and information gained from print sources. National travel took time and money, while most libraries had a very limited number of staff members to substitute, all of which lends greater weight to the librarians' professional determination to be more than part-time casual help.[9]

Much of the South was shifting from an agricultural to a commercial and even, in some areas, industrial society. Printed knowledge was increasingly important in the dissemination of practical knowledge. The South had hardly attempted to catch up culturally with the rest of the country until the 1890s, but then it became increasingly a priority among the new generation of leadership. There were no ground rules for what constituted a real university at the time, but everyone agreed that a substantial and energetic library was a basic necessity.[10]

Typical of the situation throughout the South is what happened in North Carolina, which before the late 1890s had only four or five college libraries of anything more than a few bookcases. None had a full-time librarian, only at best a faculty supervisor or "curator." All had extremely limited operating hours. None were adequately cataloged and most did not even have an adequate list of titles. There were no card catalogs to encourage access, or little need for them as few new books were ever added. College libraries might have been "founded" in the eighteenth and nineteenth centuries but hardly became energetic and compelling institutions until the dawn of the twentieth, at which time a number of libraries moved into their own buildings and thereby justified an increase in their stock of books and magazines.[11] Keeping up with rival colleges was always a prime motive in library expansion.

Prior to this period, not librarians but faculty chose most of the new books. The librarian was often a student under the supervision of a faculty member. At the University of South Carolina the situation became so dire that the president of the University himself officially assumed the librarian's duties around the turn of the century, with untrained female clerks doing most of the actual work. Even in a border state like Kentucky, as its president admitted in 1917, the University was still "lacking financial stability, clear academic organization, an adequate physical plant … and sufficient faculty resources."[12] Before 1900 only about one-third of major colleges nationwide had a full-time librarian but this percentage soon rapidly increased – another sign of the historical importance of this period in library history.

During the 1890s and 1900s many universities and colleges began acquiring more books and therefore gave serious attention towards providing a card catalog. Cataloging was first undertaken by off-duty professors or students, but by the turn of the century it was not unusual for trained women catalogers to go from college to college cataloging and classifying collections.[13] Librarianship was promising to become a career path for young college graduates.

At about the same time, reference services were initiated. For instance, Benjamin Wyche, who himself had taken only a little professional preparation at Amherst early in the 1890s, started offering reference services as first the librarian at the University of North Carolina and then at Texas. Speaking of library education, even Louis Round Wilson who followed Wyche at North Carolina and later became dean of the nation's premier library school at the University of Chicago, only had two summer classes at Columbia University. The paucity of trained staff is indicated by Wilson only having one assistant until 1915, Jennie E. Lauderdale facing a similar situation at the University of Nashville in Tennessee.[14]

Many of the colleges in the South were private and Christian in orientation but poor in resources and funds. Not until 1908, for example, did Wake Forest hire a "regular" librarian instead of using a faculty member as curator. Southern public and private education was weak in bringing high schools and colleges and their libraries up to academic respectability.[15]

Money as well as space was a constant problem for college libraries once book collections and the number of students began to increase after the turn of the century. News of Carnegie philanthropy spread with the new century, however, and spurred colleges into applying for grants. New library buildings in turn often enticed increased donations of books although the Carnegie Corporation soon ceased making such grants in 1917.[16]

How much influence college librarians had over these grants is not clear as their presidents rarely brooked much input or interference from librarians during this period. A northern president once said his librarian's initials P. L. W. stood for "Placating Library Women."[17] Leaving aside the head librarian, at this time perhaps no one was more important in the life of a college library than its president who considered libraries the hubs of their schools. On the other hand, as yearbooks and

memoirs show, women librarians were often remembered by their colleagues and students with fondness, their eccentricities no doubt growing with each telling at reunions.[18]

The librarians themselves were hardly members of the upper classes albeit as college graduates they were far better educated than the average person. Most were southerners although cataloging specialists might be from elsewhere. Almost all traveled north to gain their credentials. Their marital status varied. Male and female college librarians alike were expected to be reasonably diligent and accomplished at their tasks without being given much opportunity for career advancement outside of librarianship. Many were devoted to their jobs. Given the harsh segregation of the times, they also had to be observant of regional social rules.

Salaries were never substantial, although men might be paid twice as much as women. Low salaries were a major reason women were employed as librarians, even in otherwise all-male schools. Vanderbilt, for example, only became coed in 1896. Women were not generally admitted to the state universities or to the many male colleges but had separate female colleges, only a few of which were rigorous and ambitious enough to have substantial libraries. Of 142 southern female colleges that reported to one survey in 1912, only four were considered nationally accredited (Goucher, Agnes Scott, Randolph-Macon, and Newcomb).[19] Meanwhile, money to improve libraries and librarians remained sparse. The woman librarians themselves seem to have had more training than their male counterparts, often going north to places like Drexel for education beyond college itself. Many apparently never married but few of them wrote much and certainly not about their personal lives. Much of the library school curriculum was more suited to public librarians than academic.

While women were largely excluded from the major colleges, they probably could use the libraries informally. Not so Black Americans. Higher education for African Americans hardly existed despite a number of small colleges scattered across the South and the nation.[20] Racial tensions were high at the turn of the century. Segregation became increasingly codified in law and practiced in education and everyday life. The South, nonetheless, had African American higher educational institutions, many of them church supported. Most Black colleges mixed manual training and general education, but they hardly had the resources for extensive library collections. Some amounted to little more than a room at the turn of the century, while library education for Blacks did not begin until the 1920s and was devoted more to school librarianship. Many stalwarts, as in the white colleges too, were largely self-taught in librarianship.[21]

By and large, northern philanthropists deferred to southern segregationist opinion and options at this time.[22] Black academic libraries in the South had little opportunity to grow and develop in this atmosphere. Any increase in collection size, for instance, might be viewed with suspicion and even open hostility by the majority of whites as a turn towards unnecessary and harmful classical education. Raising matching funds for grants was therefore difficult. Fisk University however was successful and opened a new and stately library in 1909 – although a librarian later admitted that "You will find roomers in the library building. I have insisted upon, and have gotten in the main, silence during the library hours. They will [sic] cook however and toast and bacon aromas will waft down and permeate the whole building at all the hours of the morning."[23] Fire was indeed a prevalent danger in buildings used for administration, classes and dorms as illustrated by what happened at such institutions as Edward Waters College and Florida Baptist Academy.[24]

One national inspector, coming near the end of our period in 1917, although perhaps biased, reported that Black college "libraries were usually a collection of old uninteresting books … just a collection sent down by some one [sic] wishing to get rid of them, but thinking them too good to burn up."[25] Unfortunately, there is little reason to doubt his report, and indeed little has been written about African American academic libraries.

To sum up, the period from 1890 to 1920 saw the true birth of college and university libraries in the South and reflected a growing national concern for library service. Professionalism, improved catalogs, larger and better-selected collections, increased attention to the needs of faculty and students were all becoming major issues. Libraries were moving from being mere rooms to separate buildings with dedicated staff. Regular full-time employment of a limited number of trained librarians was beginning to be the norm by 1910, at least in white colleges. While racism and sexism would hamper libraries in the South for many decades, librarians were striving to meet contemporary professional library obligations. Not just their collections but their personalities were having an impact on campus.

There was much left to do, but the seeds of southern libraries were beginning to sprout during the early years of the twentieth century.

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Susan Charboneau Holland | East Carolina University

The *North Carolina Periodicals Index:* History,Changes, and Challenges

The *North Carolina Periodicals Index* (*NCPI*) was developed in 1992 as an online resource to assist undergraduate students in term paper research on North Carolina related topics. State-oriented publications lacked efficient indexing, and the North Carolina Collection (NCC) at J.Y. Joyner Library found a way to fix this by creating an online subject index. In the years since its implementation, the *NCPI* has proved to be a useful tool for undergraduate research; since most academic print journals offer free online access to articles, an enhancement in the database now links print titles with online publications.

Readily available information that can be found outside a library's walls is a great resource for students writing research papers. To assist in finding information, the *NCPI* has evolved from an online database providing only subject-bibliography information for print journals to an index that also provides URL links to the online edition. This valuable addition gives students a broader resource to access North Carolina information; quicker and easier access to information helps make research and writing less daunting.

The History of the NCPI

The *NCPI* began as a free online journal abstract resource developed by the NCC–with the help of other library staff. It is maintained by NCC staff. Many titles included in the *NCPI* were not covered by online indexes. Some of the journals had subject indexes that were published annually, or even less frequently. Because most of these titles were not included in an online index, it was necessary to use print indexes. This somewhat limited the journals' use since students preferred online indexes to print indexes. These highly specialized indexes used in undergraduate research became even more useful when they were included in the *NCPI* as an online resource, serving undergraduates more effectively.

The Process – Then

Article abstracts were taken from sixty-eight North Carolina related titles not covered by major indexes. All of the titles were available for use in the NCC; articles could be photocopied or requested through interlibrary loan. Topics included politics, social and environmental issues, history, literature, and others. Selection guidelines were that the article had to be about North Carolina and at least one page in length. Book, performance, and film reviews were generally not indexed, unless the review was considered important to student research. The North Carolina Librarian selected articles for abstracting, and initially graduate assistants indexed and entered data; later, a half-time support staff member began doing the work.

Data was added every two months to the library's Web server. A systems department staff member converted the data to a text file using a word processing mail merge feature. It was formatted as it would display for the public and returned to the NCC staff member for editing. The systems staff then deleted any empty fields and appended the file to the existing database. The extensive process took a long–time and-entailed file processing in several departments, which increased chances of error.

The Process – Now

Today, the same NCC staff member who began the indexing–selects the articles for abstracting and enters data. A NCC librarian edits and approves entries.

The free software tool php/MyAdmin, written in PHP and intended to handle the administration of MySQL over the Web, is used for *NCPI*'s database maintenance. Frequently used operations such as managing databases, tables, columns, relations, indexes, users, permissions, etc., can be performed via the user interface (see fig. 1). Daily inputting eliminates file exchanges between departments and reduces the time required for data entry and chances for error. Direct entry makes it easier to correct information on the input page. Abstract edits can be made on the database's programming side by the NCC librarian. Previously, corrections or changes could be made only from the *NCPI*'s user interface webpage or the input page. Access to the programming side of the index has allowed for extensive database cleanup, resulting in more accurate information.

In 2011, a URL field was added to the entry page and a "Find It!" tag was displayed on the Search Results page if an abstract contained a link to an online article (see fig. 2-5). Clicking

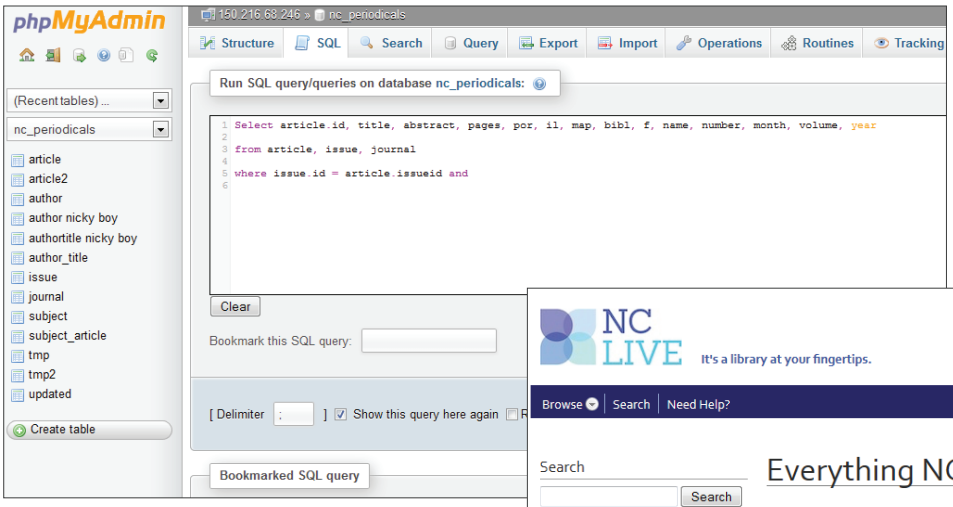

Figure 1. php/MyAdmin query page

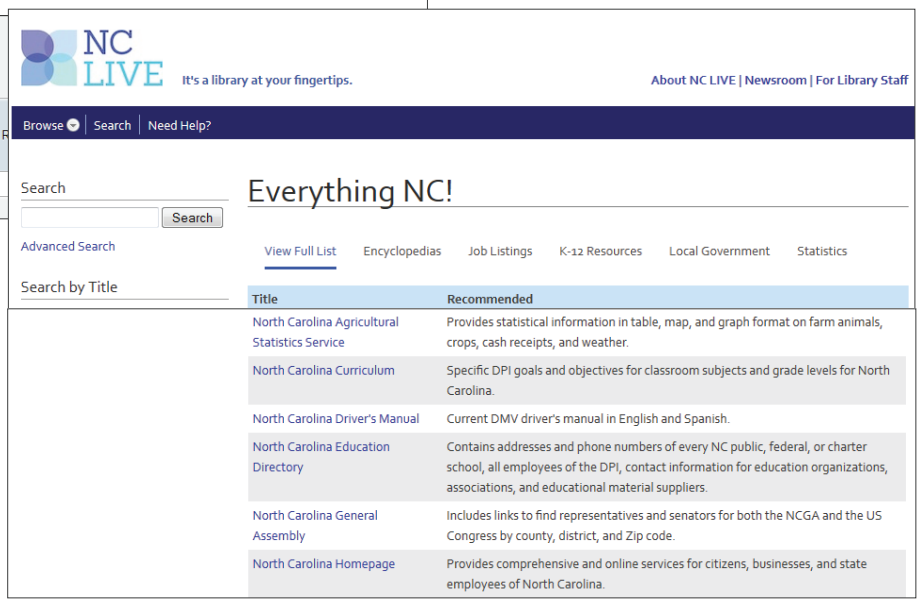

Figure 2. NC LIVE Everything NC! link to the North Carolina Periodical Index

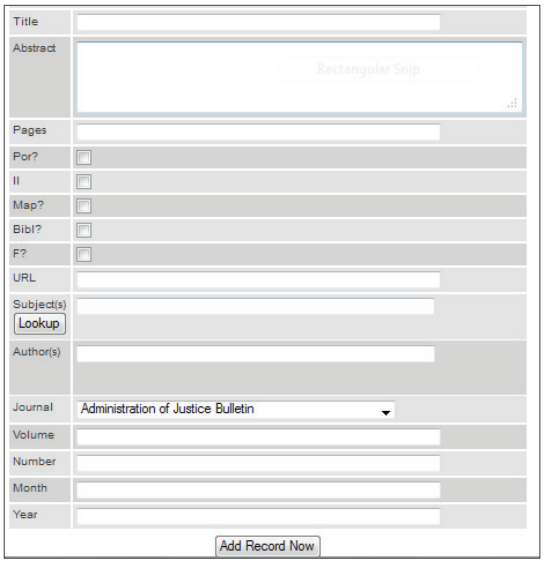

Figure 3. Blank NCPI input page with the URL field

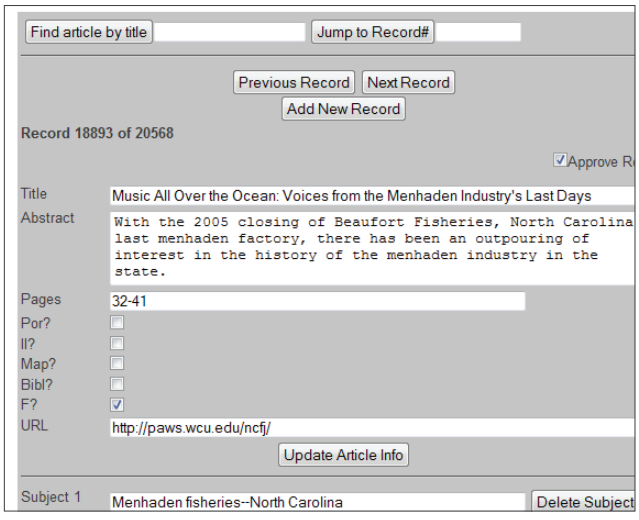

Figure 4. Partial view of completed input page with URL added

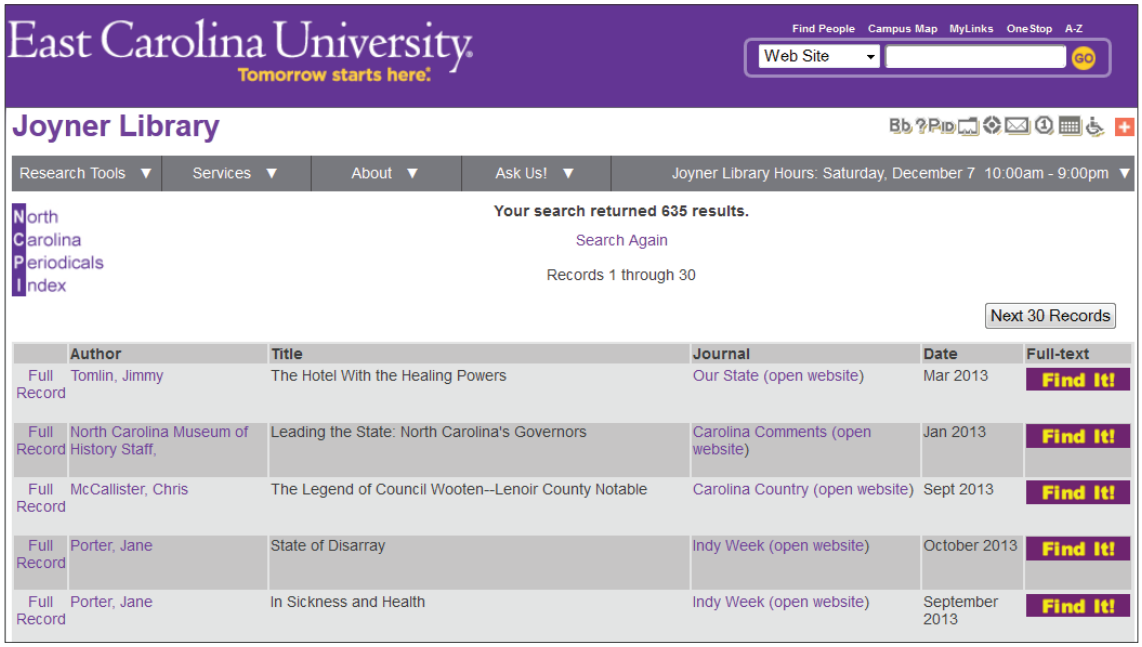

Figure 5. Search Results with "Find It!" tag linking to article online

on the tag brings up the article in a new webpage (see fig. 6). Currently, the *NCPI* includes 130 titles; coverage extends back to 1901 for historically significant publications. Some historical publications, including the *North Carolina Historical Review* and the *North Carolina Booklet*, have been digitized, and links to articles in these publications are in the *NCPI*. URLs for articles abstracted prior to 2011 were entered in the database in a retrospective project. Students have reacted positively to the additional features that provide easier and quicker access to information.

Google Analytics is used to collect statistics on data usage for the *NCPI*. Collected data include pages browsed or viewed and number of searches performed; data is combined to give a total number of hits. To date, usage data doesn't report the number of users or demographics. The technical support analyst in the library's systems departmentis exploring a statistical analytic tool to report the number of users or demographics.

NCPI Changes and Challenges

Most of the periodicals included in the *NCPI* are print publications held in Joyner Library's NCC. Some titles are now only available electronically. In 2011, North Carolina's Office of Archives and History began publishing its newsletter, *Carolina Comments*, only online because of state budget cuts. The University of North Carolina's School of Government publishes twenty-one bulletins online for the same reason. Online publications are available for viewing, downloading, or printing. To keep up with new issues published, the NCC staff routinely browses journal webpages.

Almost 50 of the periodicals indexed in the *NCPI* are published online. Some publications, such as *Our State: Down Home in North Carolina,* publish all or most of the articles in the current issues on the Web; some titles, including *Wildlife in North Carolina* and *Coastwatch,* display a sampling of articles from current and archived issues. All of the online titles provide at least some articles from past issues in their archives. Linked articles in the *NCPI* can be accessed without a subscription to the magazine or using a library database.

Database users expect accurate, complete, and current information. Library information managers realize databases have limitations and require periodic database maintenance to uphold integrity and usefulness. In order to keep *the NCPI*'s URL information accurate, current, and complete, the library staff periodically runs a URL check software program to find broken or redirected links. Most URL check software can be downloaded for free, though some developers may request a nominal fee. Currently, NCC staff use a free URL check program from Firefox with good results. The program is run in the *NCPI's* search results page and working URLs are highlighted in green; broken or re-directed URLs are highlighted in pink (see fig. 7). Links are then corrected in the input page.

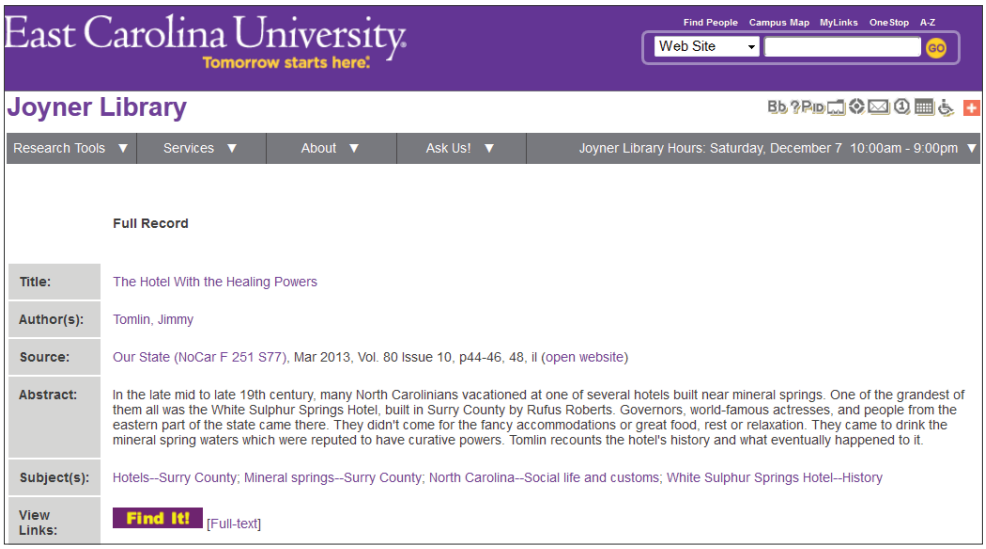

Figure 6. Full Record of Abstract

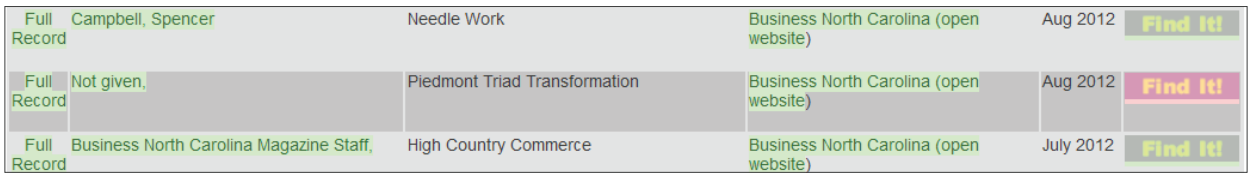

Figure 7. A broken link is highlighted in pink from the NCPI search results page

Some of the reported broken URLs actually worked, but the links took too long to load and so were reported as non-working.

In 2011-12, Joyner Library successfully partnered with NC LIVE to add the *NCPI* to its list of electronic resources. Founded in 1997, NC LIVE is a consortium of North Carolina libraries that provides digital content and services to public and academic libraries statewide. Users can access online resources through library websites and through www.nclive.org. Resources include complete articles from over 16,000 newspapers, journals, magazines, and online print books. Including the *NCPI* in NC Live provides more extensive access for users.

Conclusion

Ensuring student success drives the *NCPI's* continued growth. Making sure that resources are accurate, available, and accessible is important to the staff in the NCC. Broken or redirected links and deleted articles should not occur during research paper crunch time. In order to encourage use of the *NCPI*, regular database maintenance must be provided. This quality control measure ensures the value-added content remains value-added and not an exercise in frustration.

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Edward G. Holley | Dean, University of North Carolina School of Library Science

Who Runs the Library?

From the pages of
North Carolina Libraries
by Edward G. Holley
Spring 1973, pp. 7-14

Last year in my presidential address to the Texas Library Association,[1] I took as my text two suggestions from John Hersey's Letter to the Alumni. Some of you may recall that Hersey advised the Yale alumni that society needed two things in its search for a viable future: (1) a restoration of a sense of trust, and (2) decentralization of power. In my introductory remarks, before we get to the real discussion section of our program, I want to go back to that text to provide a backdrop for our subsequent conversations on "Who Really Runs Libraries?"

Few would doubt that there has been a steady erosion of trust in all areas of life during the sixties: in government, in the courts, in the schools, in higher education, and in librarianship. This rising distrust applies especially to those who exercise leadership roles in libraries, whether they are trustees, or mayors, or college presidents, or head librarians, or library department heads. Suspicion, discord, and distrust have been an increasingly difficult element with which anyone has to deal if he assumes responsibility for a supervisory role, whatever his position may be, and this applies to supervisory clerical personnel as well as professionals. The supervisor had better be prepared to deal with it in terms of whatever options are available to him, even though those options may sometimes appear somewhat limited and may seem to offer little in the way of long-term solutions.

One of the most serious criticisms of libraries is that most employees, whether professional or clerical, are not involved in or do not participate directly in decisions that affect their life styles, their day-to-day performance, and their "life, liberty, and pursuit of happiness," to use Mr. Jefferson's famous phrase. On the other side the citizen finds government and libraries unresponsive, public service virtually nonexistent, and to quote one of my interviewees of last spring, that "nobody really gives a damn."

Under these circumstances it is not surprising that many a supervisor who may have occupied a position of power and influence over a long period of time, e.g. a director of libraries, who may have held a leadership role for fifteen to twenty years, finds it increasingly difficult to continue to fulfill such roles. Many are retiring early, some with bitterness, but most with relief, others are actually being moved aside, some are moving up into library school teaching (with what may turn out to be surprising results if they haven't been in the class room for a while), and I know of at least one public library director who chucked it all for the presumed less demanding task of running a branch library.

What I'm saying is that any individual who has been in a given position for a fairly long period of time is likely to be in trouble. This applies no less to other supervisory positions in libraries than it does to directors. Directors are merely the most visible and most convenient symbol on which to focus one's unhappiness. Boards of trustees, whether of public libraries, or schools, or colleges, have often been astounded at the open contempt in which they are held, not just by the general public but by the people who must ultimately implement the policy decisions they have decided upon for the operation of libraries, even though many of those same critics may have had substantial input to the working papers which provided the framework for those decisions. Down the pyramidal ladder, meanwhile, department heads frequently have trouble integrating new staff into their departments, especially if there is a significant age differential, or if the department is understaffed, or if the physical space is cramped and unsatisfactory.

Indicative of the depth of feeling about personnel problems in libraries was the comment of one elderly reference librarian I met on my CLR Fellowship trip last spring. Reference Librarian X was head of a large departmental library in a new separate library building at a major Midwestern university. I'm afraid my first impression was that he was the typical fuddy duddy librarian, so I expected to spend little time with him and certainly didn't expect to learn much. Morever, it was five o'clock at the end of a long, tiring day of interviewing. "What," he asked, "are you really looking for?" In my most urbane and professionally polished manner I suggested to him that I was trying to find out how urban university libraries were organized,

whether or not they were developing different patterns of management, and whether or not I could apply any emerging patterns to the University of Houston. In unexpectedly harsh tones that really made me sit up and take notice Mr. X replied, "Nothing is going to change the way libraries are managed until head librarians cease having contempt for their staffs. You can have any kind of organization you want, you can draw nice charts, but until head librarians respect their staffs, it won't make any difference." As he proceeded to warm up to his subject, I learned that faculty disrespect merely reflected disrespect from the director, that there was no staff participation in the management of that library, that the director never listened to the staff, that departmental meetings were a farce, and that the director always controlled staff meetings by presiding, preparing the agenda, and writing the minutes. This was pretty heady stuff for five o'clock in the afternoon. Mr. X did grudgingly admit there were occasionally some reference librarians who were incompetent, but he thought they paled into insignificance when one compared them with directors of libraries. As far as he was concerned, "lines on paper don't mean a thing."

Although I tried to argue with Mr. X and suggested that he was much too harsh on directors (after all, I was one), I remembered that there were a number of my director-colleagues who fit his description fairly well. Some of them had suggested to me that they thought none of the staff, except them, of course, deserved faculty status, and they rarely encouraged professional staff development in any real sense. Certainly one thing that my trip brought forcefully to my attention was that interpersonal relations between chief librarians and staff have suffered much in this past decade of tremendous expansion. As my friend Ann Hall of the Carnegie Library of Pittsburgh remarked, "One of our biggest hurdles is the remoteness and depersonalization of administration from other staff. These are some of the attendant disadvantages of growth." Certainly contempt from the director has been repaid in kind by the staff and whatever may be the reasons for "the summer of our discontent" there is little doubt that this resentment for directors has affected seriously and will continue to affect seriously the operations of all libraries, big and little, school, public, college and university. Usually the cry goes up "Lack of communication," and while that is a serious problem, it by no means is the only problem nor does it get to the root of the problem.

In this particular midwestern university it seemed to me that the library staff was longing for some really dynamic leadership with strong staff participation in the academic enterprise. At the same time, hard core dissidents on the staff are also realists; most of them don't expect a charismatic leader to arise and save them. Rather, they are looking quite hard at unionization to save them. However, in this situation, I wonder if unionization will not further polarize the staff with consequences which may last a long, long time? While unionization may be good for the staff in terms of salaries and fringe benefits, the effects of the battle on service to the public may well be disastrous. That would, I suggest, lead to further disenchantment with the library on the part of the students and faculty and mean even less sympathy for the library's rapidly mounting financial problems. Can one really say, under the circumstances, that unionization would ultimately benefit that particular library?

Later, at another distinguished university, the director confessed to me that in the pressures of raising money for a new building, planning its construction, working on its equipment, and finally moving into the building, the top library administrators had lost contact with the rest of the staff with more serious consequences than they had ever envisioned. In this particular library situation the library administration had taken a calculated risk. They realized that staff morale would likely deteriorate in the two or three year period when their energies of necessity had to be directed into other channels. What they had underestimated, and underestimated very seriously, was the extent of the strain this would place upon the rest of the staff. As a result there had been staff caucuses, an attempt at unionization, and a scurrilous newsletter with language that made future communication difficult if not impossible. Somehow it is not easy to sit down across the table from colleagues and discuss controversial personnel matters in amicable fashion with people who have just called your veracity in question, and have further undermined your leadership by broadcasting this to the total campus community. Perhaps this is like the old joke about hitting the mule in the head with a two by four to get his attention, but rather than moving the mule sometimes it may only make him more stubborn.

I cite these two large universities as indicative of the breakdown in trust that is occurring in many libraries, with its concomitant effect on total staff performance. In both cases there are, or soon will be, new directors, so no one can predict how either situation will ultimately be resolved,

or if it will be resolved. I would merely venture the opinion that new directors in such situations had either better be prepared to spend enormous quantities of time listening to and working with the staff (with probably serious consequences for their relationship with faculty and administration) or they had better set up machinery for good arbitration and bargaining procedures.

This leads me to my second point: decentralization of power. I suspect as librarians we have pushed too hard on the virtues of centralization for economy and efficiency these past two decades. If we had worked harder on decentralized service, we might well have more public support in this time of financial crisis for libraries. But libraries have long been organized along hierarchical lines and that pattern served fairly well when staffs were smaller and most of them saw each other, including the director, every day. It has served less well in recent years as staffs have grown larger and in some libraries has been the cause of endless friction. Part of the difficulty has been the lack of perception on the part of the chief administrators that their leadership role was changing. If one were to write a job description of the director of the Houston Public Library, the Houston Independent School District Library Supervisor, or the Librarian of Rice University today, and then compare it with an equivalent description which might have been written ten years ago, you would be greatly surprised at the differences. For one thing, directors used to stay home more. Travel funds were smaller, there were fewer professional associations, librarians were less involved in the political process, massive grants from the federal government, at least for libraries, were non-existent, and librarians were not expected to be money raisers. If the mayor, or the superintendent, or the president said "no" to a library request that ended the matter. He controlled all of the money likely to be available for any of his units and determined, with advice of his lieutenants to be sure, how much of the total pie went to library purposes. That simple and uncomplicated relationship now appears quaint to most library directors. A really aggressive director will have been consorting (I use the word advisedly) with federal, state, or foundation officials to see if he can work up additional support for one of his projects, often before he even sees the president. Thus his role as an external agent for the library has changed drastically. If it hasn't, then you probably ought to be worried about how well your director perceives his task.

Let me cite a concrete example of administrative behavior that affects all staff members from the janitor to the director: the matter of salaries. All of us recognize that librarians' salaries are less than we would like. The second Cameron study from the Council on Library Resources just hit my desk last Wednesday.[2] Its conclusions demonstrate that some academic librarians continue to be greatly disturbed (as well they might) by the dispartity between their salaries and those of professors. On the other hand most of us recognize that our salaries have increased substantially during the past decade. That, dear friends, did not happen accidentally. Even in an affluent society somebody has to convince the powers that be, whether school officials, state officials, donors, or presidents that money spent for excellent staff may well be the best money they ever spend. To secure money for increased salaries, or books, or buildings, or whatever, legislatures have to appropriate enough dollars or foundations and private donors have to give enough dollars so that all of this becomes possible. Chief administrators, for the most part, are well aware of this. That's why they spend so much time in Austin and Washington. What they have failed to do, and often failed miserably at doing, is to explain to the staff, most of whom are woefully ignorant of the budgeting process, how library objectives and purposes are ultimately funded. Unfortunately, in most cases the only time many staff members learn about the budgeting process, even at the departmental level, is when they sit down with the chief administrators once a year to decide whether or not Suzie Jones gets a $200 or $300 raise this year.

Some people believe that the new process of program/performance budgeting or other new management techniques will change all of this. The summary of the Booz, Allen & Hamilton case study of the Columbia University Libraries,[3] which has just been released, makes much of the restructuring of the Columbia library system and management-by-objectives technique. Whether this approach will actually result in a greatly changed structure is not yet clear. Permit a skeptic to opine that a good deal of it sounds all too familiar but the language seems a little different.

Another case in point is the UCLA Library Administrative Network, which also involves the application of the newer behavorial science methods to library management. Both UCLA and Columbia make much ado about use of staff committees, Columbia having some 80 professional staff members out of 150 currently serving on committees and UCLA having an involved

committee structure of advisory committee, random groups, and staff resource committees[4] the like of which you wouldn't believe. Sometimes it sounds like the Biblical story of Ezekiel's wheels within wheels, or in other words, bizarre. Both systems, however, do come down strongly on the source of ultimate authority: the chief librarian, who continues to make the final decisions. I suspect that element is much in line with the traditional American approach of strong managers and may make more sense than another development, library governance, to which I shall shortly return.

Incidentally, if you want to pursue either of these matters in more detail, I refer you to my lecture, "American University Libraries: Organization and Management," which Texas A&M University Library published recently as its Miscellaneous Publication No. 3 and will sell you for $1.00, and my expanded version of this "Organization and Administration of Urban University Libraries," which will appear in the May, 1972, issue of *COLLEGE AND RESEARCH LIBRARIES*. If this tutorial and those two publications don't frighten you off altogether, there will be a panel on trends in university library management at ALA this summer in Chicago.

Whether management-oriented or faculty-oriented, university libraries are groping toward a method of decentralizing the power structure. It may very well be true, as one of my correspondents wrote, that participatory democracy in management, or "off with the heads of heads," is one of the shortest lived phenomena we are likely to encounter. Though I suspect he's wrong, one thing librarians should clearly keep in mind: most librarians, like most citizens generally, like strong leadership. For instance, see E. J. Josey's study of academic status in the March 15 issue of *LIBRARY JOURNAL*[5] where two-thirds of the reference librarians in New York academic libraries took a dim view of rotating chief librarians, though they had, by a little more than fifty per cent, supported the concept of library governance. As my correspondent noted concerning presidents, in three campuses where the faculties were marching against authorization leadership a few years ago, those same faculties can now be heard muttering that the new president isn't leading them.

My gratuitous remarks aside, let me proceed to a further example of decentralization of power by discussing briefly the movement for faculty status, particularly as it applies to library governance. Faculty status for academic librarians is largely a Post War II development. The first major university to have equivalent salaries and ranks for librarians was the University of Illinois, and all of us who ever served in that great library system are dedicated to its faculty rank concept for librarians. Under the leadership of Robert B. Downs,[6] for whom faculty rank for librarians was an article of faith, many other institutions in the intervening twenty-five years have followed the Illinois lead. Some institutions didn't go all the way with this, and stopped short of faculty titles and salaries, with a sort of halfway house called "academic status." On the other hand, even where librarians became assistant professors, associate professors, and full professors, they did not proceed to organize themselves as a faculty body with committees on promotion, tenure, grievances, etc., and certainly not with the election of chairmen, as often happens in other academic departments. Professional staffs even played relatively minor roles in selecting new directors, that function being considered too important to be left to mere librarians, however faculty oriented they might be.

By the sixties, however, a few libraries began moving in the direction of library governance. Two of the most notable are the libraries of the City University of New York, whose faculty status is clearly spelled out in their forty-page union contract, and the University of Miami at Coral Gables- The latter, to my way of thinking, has one of the most outstanding examples of library governance I have encountered. Within the faculty government charter librarians are given responsibility for their own organization and for participation in the appointment, and retention of professional staff members and administrative officers. Certainly libraries planning to organize as a faculty should have a close look at the relevant portions of the Miami Faculty Manual.[7]

As a result of the ACRL Membership Meeting in Dallas last year, any academic library which takes seriously the new ACRL Standards will have to come to terms with library governance, since paragraph two reads:

> *College and university libraries should adopt an academic form of governance. The librarians should form as a library faculty whose role and authority is similar to that of the faculties of a college, or the faculty of a school or department.*[8]

Perhaps it is unnecessary to remark that the role of the chief librarian will undoubtedly undergo a decided change if the faculty governance model is followed. The chief librarian may become a dean, and thus primarily an administrative official, or he may become a department head, possibly elected by or at least

confirmed by the staff. The normal academic procedures would then come into play: regular meetings of the total faculty, selection of faculty committees, more formal standards for professional development, as well as the endless arguing, professional jealousies, and cumbersome decision-making that follow in its train. The California State College system wants to move into a situation where at least the library department heads are elected by the library staff, while some City University of New York librarians want to go further and elect the chief librarian.

If one believes that faculty governance, under serious attack in some quarters, is the adequate model for libraries, that still leaves the clerical staff. What do you do about them? If one assumes as a general principle that individuals in a democracy have a right to participate in decisions that directly affect them, can he ignore the clerical staff who constitute anywhere from fifty to seventy per cent of most library staffs? "They have their union to protect them," intoned one library director, but that position assumes that clerical personnel in libraries are interested only in benefits and working conditions while professional librarians are the only ones interested in policy matters. Are librarians really interested in policy matters or are they chiefly interested in their own benefits and working conditions? I strongly suspect the latter, but I do so with disappointment, for I think the truly dedicated professional ought to be interested in policies of the library in which he serves. Moreover, one has to ask himself seriously if the advent of library governance really does improve the problem of communications. The evidence on this point is by no means clear, but there is fairly good reason for skepticism. Despite its enormous and time-consuming effort the Library Administrative Network at UCLA, which did indeed improve communications, is still regarded by many of the staff as being peripheral to their major concerns.

Meanwhile, back at the ranch, what does the client think of all this? Is he really likely to be better served if we provide a different system of library governance and better status for librarians? To that question I would like to venture a tentative "yes," for I cannot conceive that a good librarian is either undeserving of faculty perquisites or unable to measure up fully to their standards. Yet I must admit that the evidence is not all that clear. In some cases service has definitely not benefitted from new forms of organization and governance. Indeed, it has deteriorated. In other cases it has not necessarily improved but at the very least it has resulted in improved morale for a dedicated group of professionals who have served their universities well over a long period of time.

The question to which we really need to address ourselves, and which I hope these tutorials of mine will open up, is how do we want to participate in library management? Do we want to have participatory democracy or representative democracy? Do we want strong or weak leaders? Do we want unions, faculty organization, or some as yet undetermined organization? If we restructure, how shall we see that the normal work load is distributed evenly? Can all this be done with benefit to ourselves and without harm to our patrons? And, finally, what influences, both internal and external, keep us from personal development and professional service at a high degree of excellence? These are all questions that I hope we'll think about and discuss together, for they will assume increasing importance in the next few years.

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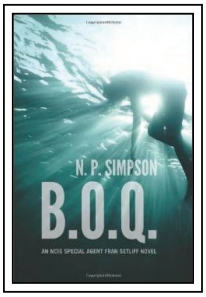
North Carolina Books

Al Jones, compiler



B.O.Q.: An NCIS Special Agent Fran Setliff Novel

By N. P. Simpson.
Winston-Salem: John F. Blair Publisher, 2014.
323 pp. $26.95. ISBN 978-0-8958-7616-4.

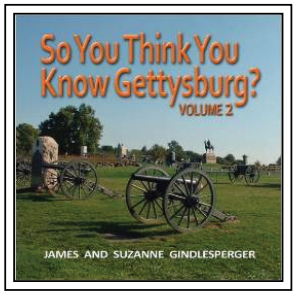
In Simpson's first novel, Ann Buckhalter, a freelance journalist for the local civilian newspaper and wife of a retired Marine Lieutenant Colonel, is found dead in the New River after spending the night at B.O.Q., or Bachelor Officers' Quarters, at the Camp Lejeune Marine Base. Special Agent Fran Setliff (our main character and narrator) is part of the Naval Criminal Investigative Services team called in to investigate. Fresh from her sixteen-week federal law enforcement training, Fran has been assigned to the white-collar crimes division, where she has been dealing with shoplifting, bad checks, and computer crimes. However, whenever there is a high profile crime such as this one, it is all hands on deck, and Fran is in way over her head. Her two years as a member of the Sylacauga (AL) Police Department and growing up as a daughter of a marine have not prepared her for the politics and lies she is about to come up against. Almost everyone in this case–a wronged husband, a possible rapist, a general with a discrimination case pending, a therapist with a scientific trial to keep secret, a sleazy newspaper reporter, and others–have something to hide and motive to want Ann dead.

This is a quick glimpse into military life with lots of hostility and suspicion between Navy, Marine and civilian characters. The dialogue and characterization are believable. Fran's thoughts help bring her to life; and she is blunt, suspicious of people, naïve about personal danger, and extremely likeable. By turns suspenseful, funny, romantic, and engaging, this is a good book with lots of North Carolina atmosphere.

N.P. Simpson began her professional writing career by submitting freelance articles to the *Globe*, the base newspaper at Camp Lejeune, during her former husband's first tour. She was then hired to be a writer for the Jacksonville (NC) *Daily News,* where she eventually became editor. Her first book, *Tunnel Vision: A True Story of Multiple Murders and Justice in Chaos at America's Biggest Marine Base*, a case study of a murder investigation at Camp Lejeune, was published in December 1993, by Down Home Press. Simpson makes her home in Raleigh.

Recommended for public and academic library popular fiction collections, this is a must-have for libraries with military communities.

Laurie Baumgardner
Gardner-Webb University.



So You Think You Know Gettysburg? Volume 2

By James Grindlesperger, and Suzanne Grindlesperger.
Winston-Salem, NC: John F. Blair Publisher, 2014.
270 pp. $19.95. ISBN: 978-0-89587-374-3.

Interest in the American Civil War is flourishing amid the current sesquicentennial of the conflict. Of all the battles of that great struggle, perhaps none has captured the popular interest quite like Gettysburg. Fought over three days in July 1863, the battle was a pivotal point in American history. Hundreds of books have been published on the subject and new titles appear regularly. This book, and its earlier companion volume, focus on some of the 1300 monuments dotting the battlefield by telling the stories behind each marker. The authors, long-time Gettysburg visitors and historians, want visitors to understand that there are unique, important and very human accounts behind the silent stone memorials.

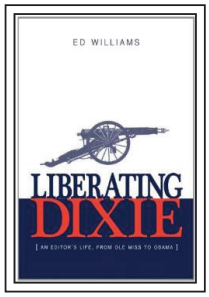
Volume 1 covered many of the most prominent monuments. The current volume adds additional markers, some requested by readers of the earlier work. Like the first volume, the book is arranged according to section of the battlefield. Each section surrounds key locations such as Culps Hill, the Peach Orchard, Seminary Ridge, and the Round Tops. A map

at the beginning of each chapter identifies the location of each monument and places it in context with its surroundings. Individual entries describe each monument along with other selected locations, such as the cupola of the seminary building that was used as an observation post by both sides during the battle. Most of the entries are between a half and a full page in length and include an accompanying color photograph. Information includes the dates of the monument's creation and dedication ceremony along with information about the sculptor, if known.

There are many stories of heroism and tragedy associated with the monuments. The authors bring these events to life. For example, the First Minnesota Infantry Monument commemorates a Northern unit that lost two successive commanders in two days of fierce fighting, while taking heavy losses. The Colonel Charles Frederick Taylor Monument honors an officer who singlehandedly formed a Pennsylvania regiment at the war's outbreak and led it until he was killed at Gettysburg while leading a charge across the infamous Valley of Death. A more recent monument honors the remains of Confederate soldiers recovered from an eroded railroad embankment as recently as 1998. The stories are woven together by themes of linked sacrifice and courage. The book also includes a listing of all Union Medal of Honor and Confederate Medal of Honor recipients at Gettysburg. The index is comprehensive and makes it easy to locate individual entries of interest.

This is not a book for one unacquainted with the details of Battle of Gettysburg, as it is not an introductory overview or guidebook to the battlefield. Persons without a general understanding of the battle will not find it here. The book is intended for visitors who are already familiar with the battle and who want to know more about the monuments covering the area. It will be of relevance mostly to Civil War and Gettysburg enthusiasts. Together with Volume 1, it is a recommended addition for libraries holding extensive collections on the Battle of Gettysburg.

Mark A. Stoffan
Western Carolina University



Liberating Dixie: An Editor's Life, From Ole Miss to Obama

By Ed Williams.
Davidson, NC: Lorimer Press, 2013.
288 pp. $27.95. ISBN 978-0-9897885-1-9.

Ed Williams was an editorial writer for the *Charlotte Observer* for 35 years, and was editor of the *Observer*'s editorial pages for 25 of them. His worked contributed to the *Observer* being awarded a Pulitzer Prize for Public Service in 1981 and 1988. He retired in 2008. *Liberating Dixie* collects selected editorials written for the *Observer* and other newspapers and newspaper organizations.

I think it's safe to put Williams squarely in the Southern Progressive camp. He honors commercial giants as Charlotteans of the 20th Century, but also warns of the limits and risks of capitalism. He supported the U.S.'s excursions in Iraq and Pakistan. He's a member of a church that welcomes gay members into its community. But, regardless of what his voting card says, Williams is impatient with the way the citizens and governments in the South (and elsewhere) have treated racial minorities, women, and gay and working class people. Williams addresses the opinions and actions of his fellow Southerners, writing in hopes of liberating the region from these behaviors. His writings are presented in several thematic sections, like "Mississippi" (his home state), "Mecklenburg History," "Presidential Matters," "Rights" ("Race," "Gays," etc.), "Business and Labor," and many others.

The book is illustrated with several editorial cartoons by Doug Marlette, author of the *Kudzu* comic strip, and Kevin Siers, as well as a number of photographs. Williams, as passionate about newspapers as social justice, includes several engaging editorials where he explains the journalistic value of cartoons.

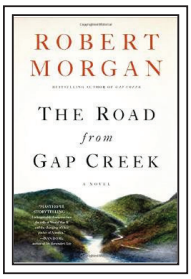
Liberating Dixie has only a few small weaknesses. In several of the sections, the writings are not organized chronologically. This, in most instances, is not significant. However, in sections where chronology matters, like those dealing with politics, it does confuse the reader. And, while Williams is clearly supportive of members of the GLBT community and their struggle for equal rights, he can sound a little tinny when writing about homosexuals. I'd also like to read Williams's take on Reagan, but his presidency is not covered in the book. Why? It's a curious omission.

In 1988, Williams published in the *Observer* an editorial titled "A Cranky Man's Credo," which is included here. The collection also includes a caption to a portrait of Williams where he's quoted as saying he's "always been cranky." There's no reason to doubt Williams's word, but that crankiness is not apparent in his writing. The emotion more likely to be seen in Williams's work is compassion. He is a man--a journalist, church member,

husband, and father--who cares about his community and its members.

Liberating Dixie should appeal to North Carolina readers interested in journalism and politics. It is thoughtful, entertaining, and very well written. It would be an appropriate addition to collections of public libraries, colleges and universities (especially those with journalism programs), and high schools.

Brian Dietz
NCSU Libraries



The Road from Gap Creek: A Novel

By Robert Morgan.
1st paperback ed. Chapel Hill: Algonquin Books of Chapel Hill, 2014. 331 pp. $14.95. ISBN 978-1-61620-378-8.

Robert Morgan's novel *The Road from Gap Creek*, newly available in paperback, continues the story he began fifteen years ago in *Gap Creek*. The new novel opens well into the next generation and is told through the voice of Annie Richards Powell, the younger daughter and one of four children of Hank and Julie Richards, whose story in *Gap Creek* ended with their having survived many trials but still essentially newlyweds.

The Road from Gap Creek is set in the early twentieth century, in the Blue Ridge Mountains of western North Carolina and upper South Carolina. The region is remote, without the amenities of indoor plumbing and electricity that present-day readers take for granted. Life centers on family, school, and church, but external events shape the family's life, including a typhoid epidemic, the economic crash and Great Depression, and the steady approach of World War II. Though fiction, the novel feels like a true rendering of life in the southern mountains less than a century ago. The Richards family survives the depression primarily by growing its own food, and the men of the family find construction work, including building barracks for Fort Bragg's rapid expansion, and also work with the Civilian Conservation Corps.

Morgan creates a compelling and believable world. Though Annie and her brother Troy, their mother Julie, Annie's suitor and eventual husband Muir, and even Troy's German shepherd Old Pat are principal characters, the real story is the interplay of family—its endurance through good times and bad. Repeatedly, Annie observes and finds comfort in the continuity of life: "But things was just what they was. And people was just what they was. Everything just went on as always. And I guessed that far away the war went on as usual too."

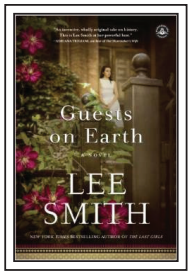
The novel opens with news of a family tragedy, then moves to an earlier point to begin the family's story, progressing largely in chronological fashion. Although the story is told in Annie's mountain dialect, it is never cloying. Morgan's writing is pitch-perfect and spare, and the narrator's cadence is perfectly suited to the story being told.

Born in Hendersonville, Robert Morgan grew up on his family's farm in the Green River Valley of the Blue Ridge Mountains. His highly-acclaimed work includes many volumes of poetry, as well as novels, short stories, essays, and non-fiction. Since 1971 he has taught at Cornell, where he is Kappa Alpha professor of English. He has been a visiting writer at many colleges and universities in North Carolina and beyond.

Much more than a sequel, *The Road from Gap Creek* easily stands on its own. Readers familiar with the earlier novel will appreciate the added dimensions; others will enjoy it for the eloquent story it tells and Morgan's elegant, lyrical writing.

The Road from Gap Creek will appeal to adults and older young adult readers. It is suitable for public and academic libraries and for general fiction collections as well as collections of southern or Appalachian literature.

Margaretta Yarborough
University of North Carolina at Chapel Hill



Guest on Earth: A Novel

By Lee Smith.
Chapel Hill: Algonquin Books, 2013.
348 pp. $14.95. ISBN 978-1-61620-380-1.

"For years I have intended to write my own impressions of Mrs. Zelda Fitzgerald, from the time first I encountered her when I was but a child myself at Highland Hospital in Asheville, North Carolina, in 1937, and then a decade later during the several months leading up to the mysterious tragedy of 1948."

Thus begins this historical novel set at Highland Mental Hospital in Asheville, during the years 1936 to 1948, as told by Evaline Toussaint, the narrator. In 1948, a horrible fire occurs and takes the lives of Zelda Fitzgerald and eight other women patients. They were locked in a ward

on the top floor for their own safety as they were undergoing a series of insulin shock treatments. Sadly, Zelda was identified only by her charred ballet slipper.

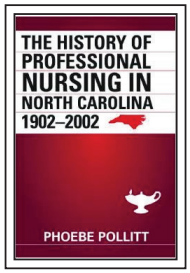
Evaline, the daughter of an exotic dancer and courtesan, was orphaned at the age of 13 after the suicide of her mother. While living with her mother's lover and family, she suffers a mental breakdown. She is sent to Asheville's prestigious mental institution, Highland Hospital, where she spends time as a patient and, eventually, a part-time staff member. Evaline recounts her 12 years with the hospital and tells stories of a variety of characters at the hospital that include not only the doctors and staff, but also other patients who have had an effect on her life. There's Dixie, "a damaged belle from the deep South whose husband has sent her to Highland in hopes she can be turned into a more 'suitable wife'"; Charles Gray Winston II, the shell-shocked veteran and tobacco heir; Pan, the feral boy, who is the hospital groundskeeper; Robert, the first boy to kiss her, who, eventually, commits suicide; and Dr. and Mrs. Carroll, who have a profound effect on her life, helping her to find her love of music and become a piano accompanist, although she never becomes a soloist in her own right, despite her abundant talent.

The most famous of the patients that Evaline meets is Zelda Fitzgerald, a talented dancer, writer, and visual artist and the wife of novelist F. Scott Fitzgerald.

Lee Smith, in telling this story of the hospital and its patients, creates a plausible cause of the famous fire that affected so many lives. By telling the story of Zelda Fitzgerald through the character of Evaline, Smith has been able not only to give the reader a little of history of Asheville and events at the hospital, but also to expose the lives of southern women during that time.

The title of the book is based on a letter F. Scott Fitzgerald wrote in 1940 to his daughter, Scottie, *"The insane are always mere* guests on earth, *eternal strangers carrying around broken decalogues that they cannot read."* This carefully researched novel reveals that Smith had personal knowledge about the hospital and its history because both her father in the 1950s and her son in the 1980s suffered mental illness and were hospitalized at this hospital.

Lua Saunders Sua
East Carolina University



The History of Professional Nursing in North Carolina, 1902-2002

By Phoebe Pollitt.
Durham: Carolina Academic Press, 2014.
256 pp. $32. ISBN 9781611631630.

Stepping back in time is often eye opening. An experienced historian and nurse educator, Dr. Phoebe Pollitt skillfully intertwines information from a variety of sources, including letters, diaries, and personal interviews, as she walks readers through the development of professional nursing in North Carolina. Broadly addressing the development of our modern-day healthcare system from a nursing perspective, *The History of Professional Nursing in North Carolina 1902-2002* brings this tumultuous century to life using a combination of historical facts, figures, and personal accounts, often including details history generally fails to recount. North Carolinians who lived through these years, especially those involved in nursing, will find this work particularly engaging.

The years between 1902 and 2002 were times of great change in the United States, and North Carolina was not immune to the nation's pain. While physicians are often given the credit for advances in healthcare, nurses also, often quietly and with little glory, fought tirelessly to improve sanitation, provide quality patient care, and assure adequate training of nursing professionals. North Carolina was the first state in the country to require registration for nurses (1903), offer publicly funded family planning services (1937), offer a clinical master's program in nursing (1957), and to have a State Board of Nursing with members elected by nurses (1981).

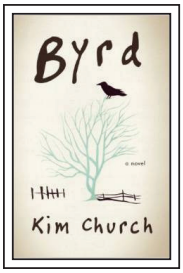
Over the 100 years addressed in this work, nurses from North Carolina served on multiple battlefields, provided care through the Great Depression, and dealt with racial and gender integration of society and healthcare. They fought to improve treatment for the mentally ill, advanced nursing education, expanded nursing roles, and supported patients diagnosed with AIDS, a terrifying new disease promising almost certain death and viewed by many as a punishment from God.

Descriptive chapter and section titles, as well as extensive indexing and referencing, make this book a useful tool for researchers, while the gentle tone and flow of the writing keep it accessible to lay readers. As with any reference work, a few sections of *The History of Professional Nursing in North Carolina, 1902-2002* are not light reading and may be best skimmed by the pleasure reader. Researchers, however, will find the

quantity of information astounding. Dr. Pollitt did her homework.

This book is suitable for advanced readers interested in nursing or healthcare in North Carolina. It is recommended for both public and academic libraries. High school libraries supporting health sciences or North Carolina history programs may also wish to acquire this work.

Gina Cahoon Firnhaber
East Carolina University



Byrd: A Novel

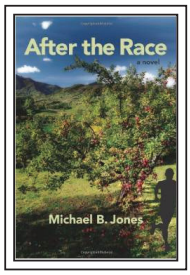
By Kim Church.
Ann Arbor, MI: Dzanc Books, 2014.
239 pp. $14.95. ISBN 978-1-938604-52-2.

Addie Lockwood first encounters Roland Rhodes in 1965 when they are in the same fourth grade class in a small town near Greensboro. A quiet, introspective child, Addie watches Roland from afar for years before they become friends in high school and have a brief romantic relationship that leaves Addie wanting more. After high school, they go their separate ways, with Addie going to college in Greensboro and working in a used bookstore, and Roland going on the road with his band and ending up in Los Angeles. Years later, Addie calls Roland on a whim and goes out to visit him in California, where she accidentally becomes pregnant. After a botched abortion, she gives birth to a child she calls Byrd, who she gives up for adoption without telling Roland or her family about her pregnancy. The chapters of the book are interspersed with letters that Addie writes to this lost child.

In the years after Byrd's birth, Addie goes on with her life, moving to Raleigh and opening her own bookstore and eventually getting married, while Roland marries and has a son. The novel is told mostly from Addie's perspective, with occasional chapters from the point of view of Roland or other characters. Perhaps most remarkable about this short novel is how emotionally invested the reader can become in the characters after getting to know them only briefly. Characters whom we know primarily from someone else's point of view, such as Addie's alcoholic father and Roland's troubled wife, come to life in the brief chapters told from their perspectives. Nothing especially dramatic or out of the ordinary happens in the novel, just people going about their everyday lives, but the characters' struggles ring true to life. Though the novel covers a period of over 40 years in a short span of pages, the characters feel fully realized at each point in their lives.

Kim Church has published short stories and poems in various periodicals, but *Byrd* is her first novel. However, she has the self-assured style of a more seasoned writer. This novel would be a good choice for book club discussions because it does not provide easy answers for the characters' choices. It is not obvious why Addie is so drawn to Roland, or why she chooses to give her baby up for adoption, only to spend decades longing to communicate with him. *Byrd* is recommended for public and academic libraries that collect literary fiction.

Michelle Cronquist
University of North Carolina at Chapel Hill



After the Race: A Novel

By Michael B. Jones.
Chapel Hill: Lystra Books, 2014.
432 pp. $15.99. ISBN 978-0-9888864-0-7.

After the Race, the first novel by Chapel Hill author Michael B. Jones, is a dark exploration of the events that lead a Virginia family--already broken--to go further to pieces.

The story meanders and rambles around various tangents and diversions while centering on the contentious relationship between Wayne Reed and his son, Charles. Emily Reed--Wayne's wife and Charles' mother--plays a smaller role. The story's third person perspective shifts among these three characters.

Wayne is an abuser of substances and people; and when Emily leaves him, she abandons Charles in a powerless position, at the mercy of his mentally ill and narcissistic father. Wayne struggles with his addictions, his relationships, his search for happiness, and the world at large. Charles fights to find himself while stuck in the confines of a deteriorating family situation that he is unable to change. He has a neglectful and violent father, an absent mother, and he faces injury and illness that impact his running career and his life. Emily figures heavily in the first third of the story, but fades away as the novel progresses. Many of the story's events hinge on Emily's absence, but she reappears when it is convenient for the plot--such as to tend to Charles when he is ill--before disappearing again. Emily suffers mental and physical abuse at

the hands of her husband, but somehow reasons that it is more important for her son to have a father than it is for him to have any stability or safety in his life. Readers may question the believability of her character arc and actions, especially when it comes to the choices she makes for her son.

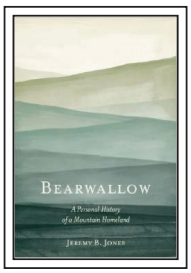
The story is set in and around Woodbridge and Winchester, Virginia. Descriptive passages allow readers to easily envision the settings of the book--the orchard in Winchester, the bars where Wayne drinks away his days and nights, the river where Wayne goes fishing. Jones is skillful at drawing these pictures with words, though at times these sections slow the pace of the story. But readers who are looking to settle in may enjoy the opportunity to linger.

While descriptive scenes flow, conversations between characters sometimes feel like they are being used as soapboxes from which to spout off personal opinions on topics that include academic life, public education, sororities, and parenting. These conversational opinion sections--even if held by the characters and not the author--feel forced and do not help move the story along. Additionally, Jones' writing relies heavily on sentences with comma splices, and readers may find this stylistic choice to be distracting.

The pace starts to pick up in the second half of the book, after Wayne and Charles move to live on an orchard in Winchester. The events that take place there drive the conflict to a head and force the story to its resolution. Wayne's alcoholism worsens, and he does not see the dominoes start to fall around him as he grasps at things, people, and substances that he thinks will bring him contentment. Charles narrowly escapes death from appendicitis, which leaves him unable to do the one thing he loves--run. The men reach a point where they can no longer run--neither literally nor figuratively--from their problems.

Libraries that collect fiction from North Carolina authors will likely want to add *After the Race* to their collections. For general fiction collections, collection managers may prefer to wait and see what the author produces next. Jones is a writer with many ideas, and with the benefit of more experience and stronger editing, he will be one to watch in the future.

Anna Craft
University of North Carolina at Greensboro



Bearwallow: A Personal History of a Mountain Homeland

By Jeremy B. Jones.
Winston-Salem, NC: John F. Blair, 2014.
263 pp. $24.95. ISBN 978-0-89587-624-9.

Jones's narrative is a personal one and begins with his return to Bearwallow from a teaching position in Honduras. He is back in his hometown elementary school teaching alongside teachers he used to call ma'am and sir. Supported by his international experience in teaching, his memories from his days as a student, and now as a teacher in this school give him an interesting perspective. He, like so many others before him, has returned drawn by "the Pull," the pull being a term coined by one of his childhood friends who noted that everyone always comes back to the mountain. "Mountain-folk" can't seem to move away and actually stay away. He paints a picture of life for Bearwallow "mountain-folk," from the perspective of his international experiences and as an educator and former student. He evokes images from school that almost anyone could identify with and think about with a mix of nostalgia and angst. Because of the descriptive and personal approach Jones takes in telling his tale, readers may well remember and reflect upon thoughts and images from their own past. Geography and dialect, with the timeless Bearwallow Mountain in northeastern Henderson County always in the background, are the essence through which Jones examines the history and culture of mountain folk using his own "bird's eye view."

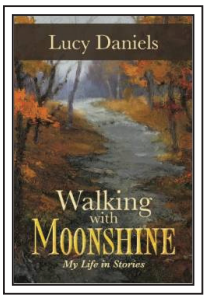
Reflecting over time and knowing how things were, he recognizes continuing evidence of change. Developers have discovered the beauty of Bearwallow, with an eye for profit and fortune. Small town politics reflect the greed and turmoil found in larger places. The students he teaches are not all from the old mountain families but include migrant children, new arrivals, creating a different mountain community with new and different art, music, and language. These changes have impacted, and will continue to impact, the culture of the mountain-folk. It is inevitable, and much of it is good. Bearwallow may not have sought the world, but the world sought and found Bearwallow.

Bearwallow is not a book to be rushed through, but one to be read at leisure with time for contemplation and thought. Jones shares historical fact, folklore, family drama, and unsolved mystery. There is also allusion to social class and family status that readers may find interesting to

consider from an historical viewpoint. This book is recommended for anyone interested in autobiographies or biographies colored by historical fact from the southern Appalachian region. Public and academic libraries that collect North Carolina or Appalachian history and folklore should definitely have *Bearwallow: A Personal History of a Mountain Homeland* in their collections. High school libraries may wish to acquire this book as well.

Jeremy Jones is a clear example to support the old adage, "you can take the boy out of the country (in this case, mountain), but you can't take the mountain out of the boy." After his return to Bearwallow, and a subsequent move to Charleston, South Carolina, Jeremy Jones is now teaching in the English Department at Western Carolina University. Jeremy Jones has tried and proven the phenomenon of "the Pull" in this well-written, historically accurate narrative.

Kaye Dotson
East Carolina University



Walking with Moonshine: My Life in Stories

by Lucy Daniels.
Bloomington, IN: IUniverse, 2013.
175 pp. $16.95. ISBN 978-1-4917-0148-5.

Growing up in a prominent newspaper dynasty in Raleigh, Lucy Daniels became aware at an early age of "the prestige and exclusivity of being a writer." Her family, headed by political figure Josephus Daniels, owned and edited the *News and Observer* from 1894 to 1995. As one of four daughters in a family "where children, especially female, were not valued," Daniels sought in her writing the personal success and approval she longed for. By the age of twenty-two, Lippincott had published her best-selling novel, *Caleb, My Son*, the story of a father-son conflict associated with the Brown decision to end segregation, for which she received a Guggenheim fellowship. Despite this achievement, Daniels struggled for decades with feelings of worthlessness. *Walking with Moonshine*: *My Life in Stories* traces Daniels's journey from troubled child and anorexic teen to accomplished writer and clinical psychologist.

The sixteen stories in this fiction/nonfiction volume include autobiographical sketches, early articles and stories, and pieces inspired by the experiences of Daniels's patients. Many of these were previously published. The thread that connects the writings is Daniels's personal journey as a writer and her lifelong struggle to attain emotional well-being.

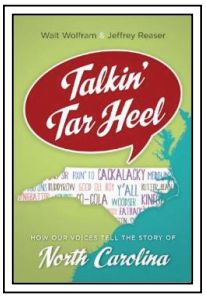
Stories such as "Golden Wedding" focus on Daniels's memories of her childhood in a privileged but dysfunctional family. Key members of the Daniels family are introduced, including her parents, siblings, extended family members, and the children's African American nurse, Bea. In "Legacy," Daniels references the anorexia that further distanced her from her father, Jonathan. "Crazy" briefly recounts her treatment for that disorder in a mental hospital, a regimen that included electric shock treatment but no psychological counseling. "On the Way to Salvation" features Daniels in 1997, a divorced grandmother, attempting to negotiate relationships with offspring with different outlooks from her own. By this time Daniels had gone through years of psychoanalysis, and had herself become a clinical psychologist.

Daniels includes some of her early short publications as part of this collection. Her first, "Good-bye Bobbie," published in *Seventeen* magazine at age fifteen, was inspired by her sense of loss at the marriage of Bibba, the headstrong half-sister she worshipped as a child. Daniels's longtime interest in the plight of African Americans in the South is reflected in "Half a Lavender Ribbon," a moving story about a disabled boy. Also included is the article Daniels wrote that same year for *Coronet Magazine,* "Blackout in Prince Edward County," about that Virginia county's refusal to integrate schools.

Many of the stories in this collection are absorbing and leave the reader wanting more. Characters are fully developed. It is interesting to note that most of the sympathetic characters in this volume are children, which fits in with Daniels's interest in their mental health, and her founding in 1989 of the nonprofit Lucy Daniels Center.

Some of the stories in *Walking with Moonshine* contain adult situations and profanity, and may not be suitable for children under sixteen. This book will be of interest to writers; those struggling with creative block or depression; and people interested in psychology, women's studies, or social history in the mid-twentieth-century South. Readers looking for a traditional biography, or more information about Daniels's struggle with anorexia or depression, may prefer to read her memoir, *With a Woman's Voice* (Madison Books, c2001).

Linda Jacobson
University of North Carolina at Chapel Hill



Talkin' Tar Heel: How Our Voices Tell the Story of North Carolina

by Walt Wolfram and Jeffrey Reaser.
Chapel Hill: University of North Carolina Press, 2014.
xv, 331 pp. $30.00. ISBN 979-1-4696-1436-6.

Manifestations of language diversity are everywhere in North Carolina. We all know it when we hear it but, perhaps, until now have lacked the knowledge to describe it and talk about it knowledgeably. There's g-dropping, as per the title of the book under review. There's r-loss, as in "well, I decla-uh." There's the gliding i, as in "whaht rahs" instead of white rice. That last is typical of natives of western North Carolina or the Coastal Plain, but not of those in the Piedmont.

Regional variations are many in a state that stretches from Manteo to Murphy. Wisely, the authors dedicate half the book to chapters about the Outer Banks "brogue," "mountain talk," African American speech, the Cherokee language, and Lumbee English. The book is the summation of over two decades of work by the North Carolina Language and Life Project, a program based in the English Department at North Carolina State University. The senior of the two authors is Walt Wolfram, the distinguished linguist and author of *Hoi Toide on the Outer Banks*. His co-author is Jeffrey Reaser, long his partner in linguistic investigation.

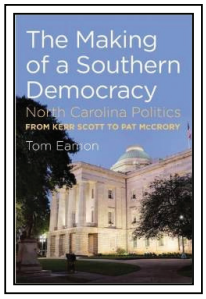
Fieldwork is at the core of their work. In addition to racking up thousands of miles crisscrossing the state, they annually have kept a booth at the North Carolina State Fair. They have carried their tape recorders into homes, diners, and hotel lobbies across North Carolina. Neither is a native of North Carolina but they generally have been welcomed and have repaid their debt to those they met with this scholarly, but very accessible, study.

It's not all about dialect or accents. Capturing their interest as well has been unusual words and their derivations. They begin with the best discussion I have seen of the obscure origins of "cackalacky." From there they move to a wide range of expressions not found in Webster's but perhaps in other works such as the multivolume authoritative *Dictionary of American Regional English*. These include "buddyrow" for pal or friend, "dingbatter" for nonnative, and a personal favorite, "gaum" for sticky mess.

The book features, in addition to illustrations, charts, and maps, QR codes that lead those so inclined to scan the symbol with their smartphone and be guided to a website to hear audiofiles making clear their points. It is difficult to imagine a more useful adaption of this digital innovation.

Anyone travelling outside the South, or encountering newcomers, has heard it said: "I just love to hear you talk." Now, rather than socking them in the face or turning red-faced and walking away, the informed reader can stiffen his or her resolve and enlighten the insulting speaker with an explication of why it is so. This book will be an essential addition to all public, college, and high school libraries.

Michael Hill
North Carolina Office of Archives and History



The Making of a Southern Democracy: North Carolina Politics from Kerr Scott to Pat McCrory

by Tom Eamon.
Chapel Hill: University of North Carolina Press, 2014.
402 pp. $39.95. ISBN 978-1-4696-0697-2.

The Making of a Southern Democracy: North Carolina Politics from Kerr Scott to Pat McCrory is a tour de force, an engagingly written, masterful analysis of the political history of the Tar Heel state since World War II. Drawing on forty-plus years teaching, researching, and writing about North Carolina and Southern U.S. politics as professor of political science at East Carolina University, Tom Eamon guides his reader through a stunning evolution of a state governed in the late-1940s by one-party rule and white supremacy laws and customs to one of vigorous two-party competition in which African Americans at times vote in higher percentages than whites.

Four principal themes dominate Eamon's narrative—(1) the difficult, conflict-ridden transition from a society of racial segregation and white supremacy to one in which citizens of all races and ethnic groups have equal voting rights and eligibility for public office; (2) the emergence of a two-party system during the last decades of the twentieth century; (3) the importance of elections, with mildly liberal to mildly conservative candidates winning most gubernatorial races and generally leading the state in moderate directions and center-right

to right-wing candidates prevailing in most U.S. Senate races and supporting more conservative policies and philosophy on behalf of the state's citizens at the national level; and (4) the importance of the individual in politics—"that individuals influence the course of history as much as do the underlying social and economic forces." Eamon is often at his best when pursuing this fourth theme, sharing humorous stories and inside-the-campaign anecdotes that provide special insights into the personalities—the ambitions, the passions, the fears and insecurities, the personal strengths and failings—of various players in North Carolina politics during the past six decades.

Post-World War II Tar Heelia has often been described as a place of confused and confusing politics, with simultaneous service in the U.S. Senate by conservative Republican Jesse Helms and moderate/liberal Democrat John Edwards being cited as a particularly perplexing example. Several decades earlier, Democrat Governor Jim Hunt and his Republican successor Jim Holshouser supported the proposed Equal Rights Amendment to the U.S. Constitution while Senator Helms and his pre-Edwards colleague, Democrat Sam Ervin, strongly opposed it. Through careful examinations of key elections and often colorful descriptions of specific candidates and their leadership styles, Eamon explains how state and national issues and the unique personalities of individual candidates resulted in what at first glance seem like inexplicable ideological inconsistencies in Tar Heel voters' preferences. He concludes with a thoughtful, if disturbing, discussion of how North Carolina has become the scene of some of the nation's most bitterly contested, divisive, and increasingly expensive campaigns, with ideological lines hardening and partisanship increasing.

The Making of a Southern Democracy belongs in all academic and public libraries in North Carolina. Written by a senior scholar and containing lots of electoral facts and statistics and extensive footnotes (but, alas, no bibliography), the book will serve well the serious student of North Carolina politics. But Eamon's writing style is entertaining and lively, and the reader with a more general interest in Tar Heel politics will learn much from this book and enjoy doing so.

Robert G. Anthony, Jr.
University of North Carolina at Chapel Hill

Looking for help with collection development?

If you want to expand your library's collection of novels set in North Carolina, you should visit the Read North Carolina Novels blog hosted by the North Carolina Collection at the University of North Carolina at Chapel Hill (http://blogs.lib.unc.edu/ncnovels/).

If your interest in North Caroliniana is more general, the North Carolina Collection at UNC-Chapel Hill regularly posts lists of new additions to their collection at this address: http://blogs.lib.unc.edu/ncm/index.php/whats-new-in-the-north-carolina-collection/.

Ralph Scott

Libraries and MOOCs

MOOC - A massive open online course (MOOC; /mu:k/)

Traditional universities face a new competition in the form of MOOCs (Massive Open Online Courses) that threatens to change the landscape of Higher Education. Traditional private and public non-profit universities have been passing on their rising costs to students in the form of ever higher fees. Small universities are having trouble balancing their books and many seem caught in a "death-spiral" of rising costs and declining enrollments. At the same time demand for higher education continues to grow with increasing percentages of the population obtaining undergraduate and graduate degrees. Who is going to serve all these new students? While traditional brick and mortar universities are investing in shiny student centers, beaches, graduate centers, libraries, and residential suites to attract new students, MOOCs have gained a toehold in the higher education pie with their low startup costs and economies of scale. Libraries are a particular case in point.

Very few if any MOOCs have extensive brick and mortar libraries. They rely instead on the remote student using a local university library or copyrighted materials embedded in the course. This presents traditional university libraries with a number of user dilemmas. For example often database licenses require that either the user be a member of the local university community or be physically present in the brick and mortar building for access. This means that your local Starbuck's barista taking courses at Arizona State University will probably not be able to receive networked databases from home. If this person wants to borrow a book from a local brick and mortar university they are presented with yet another problem. What is the library going to do when presented with a large number of community borrowers enrolled in these MOOCs? Hopefully in the long run the MOOCs will be required to obtain a licensing model that gives access to databases for a national and international student body. Currently traditional universities can give access to their students regardless of where they live, but with MOOC students this is not an option. One model that has been suggested is one whereby MOOC students pay an additional access fee to the traditional brick and mortar university, for which the local university would provide access and track database usage. This model however would create a sub-class of users who pay for access, something tradition universities have not done before. The ever present danger here is from individuals who would like to download entire databases to re-market to others. Academic libraries who traditionally have offered their services free to walk-in customers, may have to re-evaluate this concept if large numbers of MOOC students begin to demand services.

What are we going to do? Are we going to just toss these students out on the street and say that we will not help them? I don't think so, as libraries have always been in the business of helping patrons locate materials, not denying access to materials. One of the most endangered group of libraries under this system would be those "middle-tier institutions, which produce America's teachers, middle managers and administrators." These institutions could be replaced easily by online courses offered at a lower cost by MOOCs located

anywhere in the world or Arizona for that matter. Weaker community colleges without local employer tie-ins would be subject to the same fate.

The opportunities for education on the internet are limitless. Libraries used to be the place people came to read and learn. Now the information formerly held by libraries is available not in a building but on your cell phone. Universities were founded to provide a place for discussion, education, learning, and thought to occur in a group setting. Can this be accomplished using Skype, GoToMeeting, or MeetingBurner software? One of the most frequent comments I get from my online students is that they miss the personal interaction with the other students that you get with a face to face class. MOOCs are good at content delivery; if you want to learn something, take a test, and go away. Will future students want to pay a premium for face-to-face group learning? Will they want to pay a premium to use library resources at a local university library? In the past students have given high marks to personal learning interaction in a classroom setting. Will they be able to afford to in the future, or will most be priced out of that market by MOOCs? In any case local brick and mortar university libraries will need to come up with solutions to the problems posed by MOOC students.

http://www.nclaonline.org/

William Joseph Thomas

The Art Reference Library of the North Carolina Museum of Art

—Thanks to Museum Librarian Natalia Lonchyna

View from the entrance into the library.

Many people have visited the North Carolina Museum of Art in Raleigh. Perhaps fewer have visited the Art Reference Library of the North Carolina Museum of Art—but more should! The Museum Library provides a non-circulating collection of more than 40,000 volumes and selected electronic resources to serve the research needs related to the Museum. Museum Librarian Natalia Lonchyna described the Library, its resources and services recently.

The Art Reference Library had its beginnings at the same time as the Museum itself, housed initially in a secretary's office when the Museum opened in downtown Raleigh in 1956. The library's collection core was originally the personal collection of the Museum's first director, Dr. William Valentiner.[1] Dr. Valentiner passed away a couple of years into his directorship, but he had bequeathed his personal library to the Museum. His interests, and consequently the backbone of the initial collection, were in German Expressionism and the Dutch and Flemish Masters.[2] Another factor influencing the early collection was a gift, in 1960, of 75 works from the Samuel H. Kress Foundation.[3] These works were largely Italian Renaissance and baroque paintings, so the library added appropriate reference books. In addition to providing materials on art history, the collection's holdings reflect the Museum's permanent collection and its exhibitions. Additional print materials held by the Art Reference Library include artists' files, auction catalogs, and a selective list of art history journals.[4]

Access to the collection is provided through the State Library's Government and Heritage Library Catalogue, available online at http://catalog.ncdcr.gov/. Use the Advanced Search to limit location to the Museum of Art Library. Materials are available in English and other languages, including Italian, German, French, Spanish, Russian, Japanese, and Hebrew.

A particular strength of the library's holdings is exhibition catalogues, many of which the library received on exchange. The Art Reference Library's participation in exchanges has dwindled in recent years, but the collection continues to grow also through firm orders. Museum Librarian Lonchyna uses not only large vendors like Amazon, but also specialists such as Worldwide Books or Michael Shamansky.[5] Sometimes she also purchases materials from the art museums or publishers directly.

Ms. Lonchyna delights in finding those titles that are hard to track down—specific books that can sometimes take years to find and acquire. Of course, the Museum Library

collection growth follows the direction of the art collection, so much of her collection development activity is retrospective. Many of the most-used items in the collection, she says, are those reflecting current exhibitions. For instance, a recent still life exhibition induced use of books on still life and the featured artists.[6]

The Art Reference Library is designed to support research on the art collections, so its primary users are curators, conservators, educators, and members of the public who visit the Museum. Curators who are working on the collection will often research artists or look for information on the provenance of the art piece they are researching. Members of the public most often are either interested in learning more about the art on exhibit or in learning more about a piece of art they own. The Museum Librarian can provide assistance in locating resources on art history, particular artists and works, but the Museum Library policy is not to "authenticate or give valuations of art or out-of-print books."[7] Instead, the librarian helps patrons learn about the artist, if known, or can direct patrons to auction prices on similar works or works by the same artist. Patrons needing a valuation should contact an appraiser.

Within the Art Reference Library, patrons may use several electronic resources, including JSTOR, Oxford Art Online, HW Wilson's Art Index, and those resources provided by NCLIVE. In addition to these subscription databases, the Art Reference Library provides links to several beneficial free resources, including the Bibliography of the History of Art, various sites on the history of art, and several art auction websites.

Museum Librarian Natalia Lonchyna holds a BFA in Print Making and an MSLS from Wayne State University. Her first professional position was at the downtown branch of the Detroit Public Library, beginning in 1985. In 1987, she began work at the University of Illinois, first in its Slavic Library and later in the University's Ricker Library of Architecture and Art. Ms. Lonchyna next worked in the Ryerson & Burnham Libraries of the Art Institute of Chicago before moving to North Carolina to accept a position as Museum Librarian. With 16 years of experience at the North Carolina Museum of Art, her motto remains "Look and Learn!"[8]

The best way to look and learn about the Art Reference Library is to visit it the next time you can. The Library is on Level O of East Building, the same level as the administrative offices, and is open to the public from Tuesday to Friday between 10 am and 4 pm. Visit soon!

Ex Libris of the first Director of the North Carolina Museum of Art, Wilhelm Valentiner. The phrase "Onde dall'arte e vinta natura," is from a poem that Michelangelo wrote to Vittoria Colonna, an Italian noblewoman who also wrote poetry and corresponded with Michelangelo. One translation from p. 96 of Michelangelo's Poetry: Fury of form (1986)—"and art overcomes nature in the end." The building featured in the bookplate is the Detroit Institute of Arts where Valentiner was a Director (1924-45) earlier in his career.

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