

North Carolina Libraries

Volume 68, Number 1 | Spring/Summer 2010 | ISSN 0029-2540

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To Kindle or Not to Kindle, That is the Question!

I recently asked a library director if he was planning to purchase any e-book readers for patron check-outs in his library system. The response I got was basically “Not on my watch!” It’s interesting to me that librarians who are often quick to espouse all sorts of radical opinions revolving around the general concept of “freedom to read,” suddenly get cold feet when confronted with new technologies. I can remember director resistance to: microfilm, maps, Cliff Notes, what was then called “audio-visuals,” talking books, NetLibrary, computers, laptops, netbooks, cell phones, internet access, art in libraries, plants in libraries, food in libraries, cats in libraries - the list goes on. You get it idea. Today the favorite new tool to boot out the library is the e-book reader.

This is sad, because like it or not, e-book readers in some form are here to stay. For my review of some current e-book devices, see the Wired to the World column in this issue entitled “A Pad, a Nook and a Kindle.” It seems sad that given the current economy that libraries would not at least make some attempt at providing free e-book readers on loan to patrons. Yes, I know there are issues regarding downloading the books on these readers, but I believe we can work out these issues so that our patrons can use these handy portable devices. Not everyone will be happy with these readers, just like some are not happy with microfilm, but increasingly I believe e-book readers will become widespread in our society. Recently the Department of Education has issued a reminder to all educational systems that accessibility is mandated for all required classroom devices [<http://campustechnology.com/articles/2010/06/29/department-of-ed-lays-down-law-on-kindle-e-reader-usage.aspx>]. In its re-affirmation of the requirements of the Americans with Disabilities Act of 1990 the Department of Education “ask[s] that you take steps to ensure that your college or university refrains from requiring the use of the any electronic book reader, or other similar technology, in a teaching or classroom environment as long as the device remains inaccessible to individuals who are blind or have low vision.” The key here is that the request pertains to “teaching or classroom environment” which would not necessarily include voluntary use in a library. Many libraries also have other reading devices for blind and low vision readers and the State Library has a division that supports the blind and visually handicapped. Why not give e-book readers a try in your library? I think you will find that some patrons will like using them.

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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The State of North Carolina's Libraries

Mary Boone at the Ogilvie Lecture, October 8, 2009, Greenville

Introduction

It is a great honor for me to be here today, addressing issues of librarianship in honor of Philip S. Ogilvie. Phil Ogilvie was the State Librarian of North Carolina from December 1, 1965 to January 24, 1976. Although I did not know him myself, those who spoke about him following his untimely death while still in office described him as a national leader and a man of great learning, high standards and great compassion.¹ His legacy is one that all of us who follow in his footsteps must aspire to achieve.

In these, some of the most difficult days that many of us have experienced in our careers in libraries, it can be hard to think about great aspirations when we are cutting our staffs, our hours, our services, and most significantly our collections. What I would like to offer to you today is a glimmer of hope, or at least a point of view, that I hope you will find encouraging.

Compensation

In his famous essay on *Compensation*, Ralph Waldo Emerson describes balance, or polarity, as an essential law that is met "in every part of nature; in darkness and light; in heat and cold; in the ebb and flow of waters; in male and female...."² and so on.

He goes on to say, "The same dualism underlies the nature and condition of man.... Every sweet hath its sour; every evil its good.... For everything you have missed, you have gained something else; for everything you gain, you lose something."³

I would like to talk a little bit today about this gain and loss.

The State of North Carolina

I would like to start by talking about the environment in which we are working – our state of North Carolina. One of the joys for me in becoming State Librarian was the opportunity I had to come back to North Carolina and to get to know my home state again after an absence of twenty years. What I have learned about North Carolina in recent years has fascinated me.

North Carolina's demographics are stunning. "Between 1970 and 2005, North Carolina's population increased 70 percent, 60 percent faster than the national population grew over the same period."⁴ We are now the 10th most populous state in the nation, having surpassed New Jersey in 2006, according to the U.S. Census Bureau.⁵ North Carolina experienced the 3rd highest population gain in the country between 2007-2008, after Texas and California, and is now the 4th fastest growing state in the nation.⁶ And let's not forget our numerous retirees: North Carolina is the 3rd state in the nation, after Arizona and Florida, for attracting people over the age of 60 who move from one state to another. Atlas Van Lines does an annual report, based on their own company's moves, on migration patterns of inbound and outbound movement across the U.S. and Canada. North Carolina is the only state in the nation that has had more people moving in than moving out *every year* for the past ten years. You won't be surprised, then, to learn that North Carolina is projected by the Census Bureau to be the 7th most populous state in the nation by the year 2030, with a population of 12.2 million. That's 3 million more than the 9.2 million who live in North Carolina today.

The Knowledge Economy

In addition to this inexorable growth, our state is also undergoing a redefining economic transformation. I like the way Jonathan Cox, a business writer for Raleigh's *News & Observer*, expresses it:

North Carolina is not what it used to be. You can see it in Durham, where technology workers pace the floors of an old tobacco warehouse. You can feel it in Kannapolis, where optimism fights gloom as laboratories replace factories. You can hear it in Wilmington, where engineers discuss the future of nuclear power. The state is evolving from a furniture workshop to a scientific workbench, from a land of farmers to a land of bankers.⁷

Peter Drucker first defined the knowledge economy as far back as 1993 in his book *Post-Capitalist Society*, noting that the basic economic resources, that is the means of production, are no longer capital, natural resources, nor labor. The basic economic resource is and will be knowledge.⁸

“North Carolina is the only state in the nation that has had more people moving in than moving out every year for the past ten years.”

Rather than a knowledge economy, Richard Florida called it "a Creative Economy" in his bestseller *The Rise of the Creative Class*. He sees "creativity – the creation of useful new forms out of ...knowledge – as the key driver. In [his] formulation, 'knowledge' and 'information' are the tools and materials of creativity. 'Innovation' [in whatever form it takes] is the product."⁹

In his book *North Carolina in the Connected Age*, N.C. State University economist Michael Walden describes the evolution of our state's economy from the 20th century's Big Three of furniture, textiles and tobacco to the 21st century's Big Five of technology, pharmaceuticals, banking, food processing, and vehicle parts.¹⁰ "A generation ago, we were a state dependent on low-wage manufacturing. Over 500,000 jobs were in textiles, furniture and tobacco...but the salaries weren't high, and our state's per capita income was only 80 percent of the national average."¹¹ Today the Big Three account for only one-tenth of our economic output. The relatively new Big Five are over twice that share of state output, creating a new North Carolina in the 21st century.

These changes are reflected almost daily in the business pages of North Carolina's newspapers:

- The North Carolina Research Campus has been established on the former site of the Cannon Mills manufacturing plant in Kannapolis, a public-private partnership

with our state's universities, whose vision is to advance biotechnology and to become the world's epicenter of nutrition and disease research.

- Quintiles Transnational, a drug research organization which helps the world's largest pharmaceutical companies by managing clinical trials, recently opened their new 10-story building in the Research Triangle Park and added 3,000 jobs last year.
- Bayer CropScience announced that it will open a new research and development center in Morrisville, creating 128 new jobs.
- DRS Technical Services, an aviation company, said that it will expand in Elizabeth City, creating 100 new jobs in the next five years.
- German auto parts supplier Continental will expand a plant in Henderson County and plans to add 338 new jobs in the next five years.
- Google has established a \$600 million data center in a former furniture manufacturing plant in Caldwell County and will create 210 jobs over several years.
- Apple will build a new data center in one of North Carolina's economically distressed western counties and will create at least 50 new full-time jobs.

Professor Walden says that "North Carolina is now part of the international economy, where money, ideas, products, and even labor – through immigration and offshoring – move more easily across geographic and political boundaries. Economic opportunities have multiplied, the potential gains from success have never been higher, but those who are not prepared or who have been unlucky have quickly fallen behind."¹²

So, having discussed the gains, we must turn our attention to the losses. North Carolina has lost hundreds of thousands of jobs in the Big Three of furniture, textiles and tobacco in the past 20 years. This has been exacerbated by the worst economic downturn since the Depression, taking North Carolina's unemployment rate over the summer as high as 11.1 percent, and at one point earlier in the year, as the fourth highest in the country. While these numbers are gradually decreasing, not everyone is benefiting equally. Caldwell County, for example, in spite of the new

arrival of Google, has an unemployment rate of 15.4 percent, and the AP Economic Stress Index, which looks at a combination of unemployment, bankruptcy and foreclosure, has ranked Rutherford County as the 13th most economically stressed county in the United States amongst counties with more than 25,000 residents.

The reality, according to the Institute for Southern Studies, is that "while North Carolina has gained jobs elsewhere...the relentless assault on the state's manufacturing base points to a deepening divide between 'the two North Carolinas' – the parts of the state that are moving economically forward, and those that are falling desperately behind."¹³

How do we overcome this dichotomy, this reality of "two North Carolinas"? Michael Walden states that there is a clear connection between economic growth and education that "is likely to continue and perhaps even strengthen. The spread of technology in the workplace will require workers not only to use those tools but also to analyze and interpret the results."¹⁴



In their book *The Race between Education and Technology*, Harvard professors Claudia Goldin and Lawrence Katz concur. They emphasize an ongoing and relentless race between technology and education in which, as technology changes, demands for skills change. "Those who can make the adjustments as well as those who gain the new skills are rewarded. Others are left behind."¹⁵

North Carolina's Libraries

In this environment, I believe that the value of North Carolina's libraries and the services we provide have never been more important to the people and the communities we serve. Whether we are serving those who are moving forward in the new knowledge economy with electronic information services or those who

are falling behind with basic computer classes and the acquisition of new skills, we have a serious role to play. But how do we do this, when we ourselves are experiencing some of the most drastic cuts to our resources in decades? Let's look around at the libraries in our state for a moment. You will see a fascinating array of gains and losses.

The UNC system libraries across our state have, like all of us, suffered cuts in staffing and collections. Here in Greenville at East Carolina University, cuts had been projected as high as 17.9%, which would greatly affect the operating budget, acquisitions, student employment, and permanent staffing. Fortunately, some of these funds have been restored, but the cuts are still severe, restorations notwithstanding. But at the same time that all of this is happening, the Joyner Library here at ECU has initiated a new LSTA-funded project called "Ensuring Democracy Through Digital Access," in conjunction with UNC-Chapel Hill and the State Library, to digitize and provide online access to approximately 2,300 volumes of historic state publications providing a historical view of the

development of our state in the 19th and early 20th centuries. This is a monumental undertaking, and we at the State Library are very proud to be a partner.

I also want to mention that, in spite of the terrible cuts elsewhere in the state budget this

year, capital funding was awarded to move ahead with N.C. State University's James B. Hunt Library. This library is described as "the intellectual and social heart of the rapidly growing population of N.C. State's Centennial Campus, embodying the essence of the campus as a community built around knowledge...N.C. State seeks nothing less than to create the best learning and collaborative space in the country."¹⁶

Meanwhile, our community colleges are developing new curricula to support 21st century industries like aviation, biotechnology, and computer science. Last year, Google sent representatives from the Caldwell Community College and Technical Institute to their headquarters in Mountain View,

California, to learn not only the skill sets that will be required at their new high tech server farm in Lenoir, but also the workplace skills needed to work in the technology industry's team-based environment.

In May, the Research Campus in Kannapolis announced the groundbreaking for a Rowan-Cabarrus Community College building on their campus to create the Associate in Applied Science degree for jobs in biotechnology research and development.

But now, just when it is needed the most to train and retrain workers for our new economy, the community college system has suffered dramatic cuts, and their learning resource centers are struggling to acquire the materials needed to support these new curricula. The average cut in "instructional resources allotments" for the 58 community college learning resource centers across the state is 25%, but one is as high as 41% and others are 37%, 35%, 33%. This is devastating to library collections. And, while public libraries across North Carolina are struggling with cuts in their budgets and reductions in staff and hours, the American Library Association reports that nationally, public library use is at an all time high.¹⁷

In North Carolina we have 77 public library systems, of which 53 are single-county systems. The other 47 counties are members of 14 multi-county regional libraries. We also have 10 municipal libraries. These are the libraries that meet the eligibility requirement for state aid to libraries, the funding for which I am happy to report our state legislature held steady this year, which seems like a gain because of the great losses our libraries are suffering at the local level.

During periods of economic downturn, public library use always increases – the local public library becomes a free source of reading and entertainment for the family; in this crisis, I've heard stories of some public libraries having to take reservations for story hour!

But now even more importantly public libraries have become job search and business development centers as never before. In today's marketplace, the majority of employers now require that applications be submitted online, with an email address for correspondence. That seems natural to those of us in this room – we work on computers all day every day:

that's our bread and butter. But imagine what it would be like for a person like sixty-year-old Annie, who walked into the Rowan County Public Library one day, with some hesitation, after having lost her job at Hanes Mills after 33 years. Annie had never touched a computer in her life; she didn't know how to use the mouse much less how to find employment online. But with the help of well-trained library staff and with the computer training programs that go on in public libraries all across our state, Annie and those like her are finding the assistance they need to get a new job. Book budgets, library staff, and library hours are being cut, but peoples' lives, and livelihoods, are being saved at our public libraries every day.

“...you can, sometimes, even do better with less...”

State Library of North Carolina

Winston Churchill said that “a pessimist sees the difficulty in every opportunity, [while] an optimist sees the opportunity in every difficulty.”

At the State Library of North Carolina, we are optimists. We believe that in times of economic crisis you cannot in truth do *more* with less, but

- you can do *less* with less, and do it very well, if you clearly define your core mission and focus on providing those essential programs and services effectively;
- you can do *different* with less, using this economic crisis as an opportunity to retool, repurpose, and re-imagine the way you do business; and
- you can, sometimes, even do *better* with less, by using a crisis as an opportunity to redefine and update your mission, to create innovative programs using new technologies, and to enhance your customer service and outreach to new audiences.

We at the State Library are also looking for new ways to carry out programs in these trying times. In the current budget year, we lost seven

state-funded positions, and we have suffered a 30% reduction in our program budget. Nonetheless, following our philosophy of “less, different and better,” we are working on a variety of new and innovative programs.

- Our Government & Heritage Library is transforming the *North Carolina Encyclopedia*, the most often viewed page on the Department of Cultural Resources website, and is creating really interesting monthly pages of topical interest. This is Family History Month, a specialty of ours, and the web page is fabulous.
- Our Digital Information Management Program (DIMP) staff have created NC MOSAIC, an extremely important digital repository of government-related information held by local, county and state agencies, and public and private universities throughout North Carolina.
- Our *Accessing State Government Information Initiative* (ASGII), has recently completed a project to digitize hundreds of census profiles compiled by the State Data Center in the 1960s, 1970s, and 1980s. Because pre-1980 censuses exist only on paper, the U.S. Census Bureau was very excited to hear about the groundbreaking project.
- Our Library for the Blind and Physically Handicapped (LBPH), working in conjunction with the National Library Service, has initiated a major transition from analog to digital formats for the Talking Books program, with new equipment and digitally recorded books being disbursed to their 12,000 clients across North Carolina over the next two years.
- LBPH has greatly reduced our in-house Braille holdings, and the cost of housing them, but they have arranged with the Perkins Library for the Blind in Massachusetts to borrow any books our Braille readers need that we may no longer own. Same service, less cost. This is a good example of “different.”

Through our federal LSTA program, our Library Development Section is initiating major new projects like:

- a project to create a statewide shared public library catalog for North Carolina. Just in the beginning stages, we recently held the first Shared Catalog Working Group meeting in Raleigh, and we are very

pleased at the level of interest that this project has generated across the state.

- a needs assessment for public libraries in North Carolina that we hope will form a foundation for documenting unmet needs that we can take to the legislature as a compelling case for additional state funding to libraries.
- a North Carolina WebJunction site that will bring an enhanced web presence for the State Library and all our programs, but in particular will provide expanded training opportunities to library staff across North Carolina.

Through a special grant from the Institute of Museum and Library Services (IMLS), WebJunction is partnering with our State Library of North Carolina to launch a new initiative to gather and share best practices for providing library-based employment services to the unemployed, taking the Job Search Program we initiated last March to the national level. We have become well known across the country for our efforts in supporting libraries as they serve job seekers. Our Secretary of Cultural Resources, Linda Carlisle, whom some of you heard speak here yesterday, was in Washington earlier this week attending a national meeting on this subject at IMLS headquarters.

We have initiated a joint project with the library at UNC-Chapel Hill called the North Carolina Digital Heritage Center, which

takes the NC ECHO concept to a new level by providing digitization and hosting services for cultural heritage materials held by North Carolina's libraries, archives, historical societies and other institutions.

And, finally, we have submitted a Letter of Interest to the Bill & Melinda Gates Foundation in hopes of partnering with them to apply for federal stimulus funds that may benefit some of our North Carolina libraries. While the Broadband Technology Opportunity Program (BTOP) has proved to be a disappointment to libraries, with its rules not supporting the kinds of broadband projects we would like to apply for, we are hopeful that our libraries can, in some way, take advantage of this unique opportunity for funding.

In our strategic plan we define our mission as being the *catalyst* for exceptional library services in North Carolina.¹⁸ Because of this, we do not spend all of our federal dollars centrally, for statewide projects. We are one of only a few states that disseminate the majority of the state's federal LSTA funds to libraries. We focus on projects that enhance technology, expand access to North Carolina's unique resources, and that reach out to underserved audiences across our state. Sixty percent of our state's LSTA funding goes directly to libraries in North Carolina.

In June of this year, we awarded 179 grants valued at almost \$3.3 million to public libraries, UNC system libraries, independent college and university libraries, community college learning resource centers, and school media centers all across North Carolina. In visiting libraries that have been awarded grants, I see the difference that these funds can make: expanding technology, developing collections, and digitizing North Carolina's most precious resources – making things possible that would not otherwise be possible; making what are already good libraries into great libraries.

By exploring our LSTA website¹⁹ you can easily learn about the possibilities of federally funded grants from the State Library for the coming year. For those project grants that require a Letter of Intent, the deadline is November 17, 2009. All grant proposals are due February 18, 2010. We will disburse millions of dollars to North Carolina libraries next July. If Winston Churchill is right and there is an opportunity in every difficulty, I challenge you to find that opportunity for your library in these difficult times.

As Phil Ogilvie would undoubtedly have told you, we at the State Library are here to help you to find those opportunities, in any way that we can.

Thank you.

Mary Boone, State Librarian

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School Libraries in 19th Century North Carolina, 1800-1876: “The Want of Books is Now an Immediate, Practical and Pressing One.”

Patrick M. Valentine

Abstract

School libraries are ubiquitous in American education today yet historians have rarely studied their early development. Their roots lie in the nineteenth-century local and state history. This article uses a variety of archival and secondary sources to explore the history of school libraries in North Carolina during this formative period of the state's past. It also situates this history in terms of national library and school development and forms a model for the study of school libraries. The events and developments in North Carolina are illustrative but not identical with those in other states.

Historians have written little about school libraries. The first attested school library was in ancient Sumer where it functioned much as today, in support of the curriculum. In America the story of school libraries is intimately tied to education in general but has been largely ignored. Therefore an examination of school libraries in nineteenth-century North Carolina can help explain the past of libraries while also contributing to the story of the growth of literacy and education in the United States. Such a study need not be a static recitation of facts but should consider the school library in the context of American history. As the editors of a massive library report of 1876 said, each state or school district “will be found to contain one or more of the evils” of the then current school system.¹

The purpose of this paper is to examine the development of school libraries in North Carolina from 1800 to 1876. There were few libraries of any type in North Carolina after the American Revolution, so 1800 serves as a convenient beginning point while the emergence of the national library movement by 1876 gives sufficient reason to consider this period a proper one for study. The importance of school libraries was certainly recognized. It was in this interlude, says Tom Cole, that “the school library came to be looked upon as an aid in classroom instruction as well as a source for leisure-time reading.”² However, while illustrative of national and regional norms, the situation in North Carolina did not exactly mirror that of the rest of the nation and deserves separate examination.

The development of school libraries remains murky and largely ignored by historians and

librarians, not just for North Carolina but the United States in general. It was a time of great formal development of American education and the emergence of a truly literate society.³ Advances in technology and paper production, allied with a transportation revolution, lowered print costs and facilitated the spread of print culture throughout America.⁴ School libraries in North Carolina are representative of a broad middle tier of states not at the forefront of education but not unduly laggard either. Their development displays both continuities and discontinuities in the establishment of American libraries. Public and college libraries nationally became relatively widespread by 1900 but not in North Carolina.

North Carolina chartered over 170 private academies by 1835, so we know there were a number of schools and probably many collections of books in these schools.⁵ We do not, however, know much about them. Schools faded away leaving few records. The existence and scale of their libraries, if any, varied greatly but this lack of consistency and quality was common throughout most of the young Republic.

Almost all formal and informal education was limited to whites. John Chavis, a freeman of color who “had a small but select library of theological works,” ran an integrated school for blacks in Raleigh until forced to close by the increasing siege mentality of southern whites in the 1830s.⁶ While there are examples of literate blacks and even a sought-after poet in Moses Horton, there appears to have been no open public or private library access in the ante-bellum period for African Americans.

Much of the early teaching effort in and outside the home went towards white male education although there was some formal female education. Most education for girls was in the home or in small neighborhood schools. By 1860 there were thirteen known independent schools for girls, but a number of other schools probably admitted them on a limited basis. While most southern female institutions, other than Salem Academy and perhaps Warrenton Female Academy, were generally considered finishing schools rather than places of higher education, one contemporary asserted in 1821 that North Carolina female academies were “particularly celebrated, and are much resorted to from Georgia, South Carolina, and Virginia.” Course work was often taken seriously. Thomas Ruffin in 1826 wrote to his daughter Catherine, “Reading furnishes food for reflection; and the habit is a valuable one and ought to be early formed of thinking and again going over in the mind the passages perused in the day.”⁷

Raleigh Academy, one of the larger private schools, can serve as an unusually well-documented example of the early academies. Raleigh, the state capital, was the third largest city in the state with 669 inhabitants in 1800, behind New Bern with 2,467 and Wilmington at 1,689 – population figures which themselves indicate the rural nature of most of North Carolina at the time. Opened in 1801, the Academy set ambitious courses for boys in Latin (thirteen authors), Greek (five titles), French (five titles), science (about nine titles plus “use of the Globes”), literature (four titles), and metaphysics (six titles plus the American and North Carolina constitutions), with a somewhat less ambitious curriculum for girls. The latter

were normally taught only in English – “The Latin and French Languages will be taught when required” – with pianoforte, painting, drawing, tambouring, embroidery and other needlework. The 1809 catalog of the Academy’s library, counting the textbooks, listed over 200 book titles plus a surprising number of novels. Local citizens could use the library although after 1815 the initiation fee was \$10 with yearly fees thereafter of \$5. No one was allowed to keep a book longer than two weeks on penalty of a fine of fifty cents or to take out more than one book on the same day. The Academy’s brochure declared that the library was “annually increasing.”⁸

Most school libraries were less endowed than Raleigh’s but Louisburg Academy, chartered in 1787, reported a slow but real growth in its collection over the next half century. Only half of the academies and schools, according to one observer, had libraries in 1839. The quality of books is suggested by the situation at the Quakers’ New Garden Boarding School near Greensboro, which would become Guilford College. Most of its “great collection of books, maps, and globes” had been donated. Rather than wade through such pious benefactions, students would go to their lodgings and kneel “before opened trunks and read the old newspapers used to line them.”⁹ This behavior certainly indicated a great desire to read as well as a real paucity of suitable library materials.

The 1840 Census soon revealed what many had suspected, that with twenty-eight percent of its adult white males unable to read, North Carolina had the highest illiteracy rate in the nation. The state legislature had allowed counties to establish common or public schools only the year before. Although, as Lawrence Cremin points out, “significant numbers of Americans during the nineteenth century continued to pursue their education entirely within families and churches or through more informal means,” the rise of formal institutions like common schools marks an important stage in American education. In addition, small subscription schools – with probably even smaller libraries – had long catered to a few better-off families but have left few records. Such schools made “no pretense” of teaching more than “the rudiments” of education: reading, writing, spelling, and arithmetic.¹⁰ Nonetheless, a great number and variety of common and subscription schools gradually spread throughout the state during the 1840s and 1850s.

There was a somewhat curious attempt to place a public set of pedagogical and curriculum materials in each county in the early 1850s. The idea of school-district libraries, understood in North Carolina as central libraries for teachers, managed by a local committee under the county school superintendent and funded by the common school district, had originated in the North and spread with education reforms sweeping from New England. Horace Mann and others had meant these collections to be useful community libraries with a teacher’s library of educational texts attached. Some northern booksellers tried to market a standardized set of 100 suitable volumes for these libraries. Calvin H. Wiley, the state school superintendent who worked so hard and long to establish “common” – i.e., tax-supported public – schools, perhaps misunderstood Mann’s original intention and focused only on the pedagogical needs of teachers. In any case, Wiley thought a revolution in education would occur if one scattered “judiciously over the State good copies of any good work on education.” Little, however, came of Wiley’s version of teacher-libraries. In the North, some of these school-district libraries evolved into town libraries but that development did not occur in North Carolina.¹¹ North Carolina, like most rural states, was not sufficiently endowed to have serious and regularly-funded school libraries.

Evaluations of southern schools during this period varied greatly. Edenton Academy, a major school on the coast, claimed in 1841 that its graduates “will be prepared to enter the Junior Class of any college in the United States” although a teacher in Asheville on the other end of the state complained at about the same time that an aspirant he knew for West Point “reads as a good many of the young men grown in the South do – that is guesses *one* half & murders the rest.” A northern educator resident in Wilson, however, claimed the local schools were far better than in his native Vermont.¹²

On the eve of the Civil War the former university tutor-librarian William Hayes Owen pessimistically claimed that North Carolinians built better barns than they did schools.¹³ Nonetheless, the state’s educational efforts were beginning to come into focus by mid-century; common schools were being established across the state; and women were increasingly becoming teachers of older students beyond just neighborhood schools.

Susan Webb, for example, considered it “the hand of Providence” that guided her to becoming an educator. Common schools, indeed, spread widely throughout North Carolina in the 1850s. The state’s economy was thriving along with cotton.¹⁴

The 1850 census counted only one school library with 1,500 books in North Carolina. Charles C. Jewett’s survey that same year for the Smithsonian cites a Fayette Academy in Salem with 1,500 books (Jewett meant the Salem Female Academy) and the (Episcopal) Mission School Library at Valle Crucis in mountainous Watauga County also with 1,500. A national survey published in 1859 lists a few institutions not cited elsewhere (e.g., “Reed’s Cross-Roads High School”) but gives almost no statistics, while that same year the state Superintendent of Common Schools reported 3,190 school districts with about sixty students each but gave no particulars about libraries. By 1860 the Census found five school libraries with a total of 9,600 books.¹⁵ None of these surveys appear to be credible for North Carolina as in most schools each headmaster or principal probably supplied his own unofficial library. The adequacy of such libraries, however, cannot be ascertained because of the lack of further information about them.¹⁶

Archibald Murphey, the state’s leading educational reformer of the 1820s, in a moment of rhetorical hyperbole and sarcasm had declared that most students despaired of reading books because there were so many of them, but John Menan Patrick, a student at Raleigh Academy, writing in his diary in 1816, had asserted the need for a large library. “Of what advantage ... is it to have so many more books than you can read. I answer that if you cannot read them all they will always be ready for reference whenever information may be wanted.... Among the many things which would contribute to the refinement of man, perhaps there is none which would do so in a greater degree than the establishment of numerous & several libraries.”¹⁷

Despite Murphey’s mischievous and widely quoted words, contemporaries understood the potential importance an abundance of reading materials had for the education of the mind. The establishment of school libraries, however, would require thought and money at a time when even colleges did little to provide sustained libraries.¹⁸ The lack of information

about antebellum libraries is itself negative evidence of either a lack of concern with organized libraries or a lack of resources to build and maintain such libraries, or both. Yet we know North Carolinians like other Americans were concerned with education, at least education for the white middle and upper classes. Therefore the lack of resources would seem to be the major culprit in the slow growth of libraries.

When war erupted between North and South, the state had few substantial libraries of any type and had made little attempt to keep those few current and vigorous. The Civil War itself took a terrible toll on students, teachers and education, although the possibility for education was not entirely lost. Anna Pritchard of Warren County, for instance, earned ninety-four acres of land for teaching school for Colonel Wharton G. Green “in time of war.”¹⁹ Many schools and colleges remained open during the war and some southern publishers briefly did well in the textbook market. Nonetheless, a generation lost much of its chance for education. Soldiers worried more about their lives and limbs than reading.

Confederate textbooks for little children were illustrated with guns and claimed that “the Yankees thought to starve us out when they sent their ships to guard our seaport towns.”²⁰ Even members of the educated, professional classes such as doctors and teachers were mobilized. If some merchants and plantation owners initially did well, all fared poorly by the end of the war. Slaves and free blacks, whether literate or not, suffered immense privations even as flames of hope burst into fires of liberty. While black Southerners became free, almost everyone lost immeasurably in friends, relatives and wealth. And libraries sank from public view.

It has been postulated that three factors largely govern reading, the degree of literacy among a group, the amount of reading material available, and the time available for reading, to which a fourth factor should be added, an interest in reading. North Carolinians had certainly enjoyed books and reading before the war. Delha Mabrey, for one, had confided in her diary her pleasure in books, with the Bible being her favorite but not her only book. “Spent a delightful morning, read several pleasant little stories for her Cherry and Kate.” A soldier could repine for his copy

of Shakespeare but few schools were opened during the war and many closed down or consolidated. The founding of private schools, as recorded in legislative documents, did not pick up again until 1869-1870.²¹

Soldiers, deserters and others scavenged the land and damaged, destroyed or carted off many book collections. The governor had to authorize the removal of the state archives and records, “By reason of the frequent incursions of the enemy from his garrisons in the eastern part of the State.” Already, in 1861, as Calvin Wiley explained to a group of teachers, “The want of books is now an immediate, practical and pressing one.” Yet the situation in terms of library materials soon worsened.²²



M. B. Moore, *The Dixie Primer*, for the Little Folks. Raleigh, N.C.: Branson & Farrar, 1863. Documenting the American South. University Library, University of North Carolina at Chapel Hill, 2004.

The end of the war brought additional confusion to education and everyday life. Typical of the situation, Davenport College, a female school founded by Methodists in Caldwell County, was disbanded “at the approach of the Federal Army ... not knowing what license might be allowed a reckless soldiery.” One contemporary expressed the common view that “the yoke of the conquerer [sic] was placed on the neck of a brave people. Desolation, political, commercial, financial, overwhelming ruin fell upon the subjected land.”²³ The contrast with the North which had borne little of the fighting on its soil was great.

As might be expected, considering not just the devastation of war and the loss of a generation of men – North Carolina proportionally lost more men than any other state – but also the great change in social relations and economic conditions attendant upon total war and emancipation, the state was slow to recover. Blacks were liberated but not given any material assistance – forty acres and a mule being a very short federal program never extended to North Carolina. Most were interested in building new lives and growing produce for their own families, not working commercial agriculture. Plantation owners, on the other hand, had land, but few workers. Small white farmers could contribute little more than their own labor and that of their families as they too had lost grain, livestock and tools. Merchants faced northern men hastening south with their own commercial goods and a new threat of competition from national markets. Transportation, especially railroads destroyed during the war, was soon, surprisingly, rebuilt but there were few crops or goods to exchange.²⁴

Cultural institutions such as the press and education withered for years before rebounding and slowly rebuilding. Local book publishing had been attempted in the early years of the nineteenth century and renewed during the Civil War but afterwards produced little in North Carolina. Few people had the resources to send children to colleges. The public school system had taken a severe hit and, outside the Freedman schools which lasted only a short time, showed little initiative until the 1880s. Some of the pre-War free colored had learned to read but only a few slaves were literate. Typical of the situation were the two African-American church-run colleges started in Raleigh shortly after the War, Shaw and St. Augustine. Neither was little more than a technical school but both did provide elements of advanced education even as they struggled through “long years of opposition.”²⁵

The desire for education was universal and very practical as everyone needed the ability to read contracts and vouchers, and to count and record money. At first, black southerners started poorly-documented schools which probably had few books. The Freedmen’s Bureau, an agency of the Army engaged in nation building, soon handled the bulk of the job with thirty-eight schools in North Carolina by the summer of 1865 and 114 by

the following summer. After the Freedmen's Bureau closed in 1868, black education was mainly handled by the American Missionary Association, as in Tarboro, or by Quakers, as in Goldsboro.²⁶ Little or no record is left of libraries in these schools which most likely indicates that they held very few books.

Census of North Carolina School Libraries ²⁷					
1850		1860		1870	
# of Libraries	# of Volumes	# of Libraries	# of Volumes	# of Libraries	# of Volumes
1	1,500	5	9,600	14	77,050

Even white academies struggled to reopen after the War. Among the most noted were Alexander Wilson's in Melville, near Burlington, and the Bingham School near Chapel Hill. North Carolina and the South had limited interest in and few resources for education and less for the development of libraries. Nevertheless, townships did begin providing public education on a limited basis. Educational institutions spread during the 1870s, but the provision of school libraries is not well documented. One private educator exclaimed, "I have expended nearly everything that I have made in improving the school, making additions to my library and apparatus and paying good salaries in order to secure good teachers."²⁸ The 1870 Census found fourteen school libraries with 77,050 books, double the number of libraries in 1860 and an eight-fold increase in volume count, but still very meager in overall terms. Moreover, there was little mention of school libraries in the press. The lack of evidence during this period is again itself evidence of a lack of substantial school libraries or interest in them although close inspection of local records might reveal more information, as of the New Garden Boarding School which had some 2000 books when it became Guilford College in 1887.²⁹ The centennial year 1876 marks a "critical junction" for American libraries – the organization of the world's first library association, the establishment of the first library journal, the first promulgation of Dewey's classification system; the publication of the first great study of American libraries – but represents only a resting point for North Carolina. No local librarian went to the historic library conference in Philadelphia that year, and there were few if any immediate North Carolina repercussions or reflections of the conference. The Civil War and

Reconstruction mark a drastic discontinuity in the growth and development of school libraries and did immense long-term damage to the South's fledgling public school system. The South, already behind the North in education and the provision of library services, fell farther behind during the immediate post-War years and, partly as a result, would remain behind in the twentieth century.

The years from 1800 to 1876 did represent a stage in the development

of North Carolina school libraries in that some citizens and educators recognized the need for greater efforts. Yet "after 1877," says a perspicuous Reconstruction historian, "Southerners had no choice but to create a new society, one without precedent or blueprint."³⁰ Much the same is true for libraries. Although seeds had been sown before 1860, real growth in the development of school libraries would wait for the following century.

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Discovering the Contributions of Women Veterans: The Betty H. Carter Women Veterans Historical Project at the University of North Carolina at Greensboro

Beth Ann Koelsch

The Betty H. Carter Women Veterans Historical Project (WVHP) was established in 1998 as both a research collection and a project that honors the contributions women have made to U.S. military service. Housed at the University of North Carolina at Greensboro (UNCG), the overall collection grows each year with new oral histories, and the addition of letters and scrapbooks, recruiting posters and brochures, uniforms and artifacts. The Project locates women veterans to interview from news stories, veterans and their families who stumble upon the Project's Web site, and by word of mouth. The Project acquires materials as gifts from veterans or their survivors and by purchases of collections from vendors such as those found on eBay.

A major focus of the Project is to maintain a strong Web presence to promote and provide access to the collections. The Web site (<http://library.uncg.edu/dp/wv/>) contains more than 250 oral history transcripts; more than 1000 photographs; and more than 2,000 pages of scanned letters, recruiting brochures, and military documents. Additionally, the project is promoted through undergraduate class presentations, an annual luncheon, and



Inez Stroud, a member of the WAC ASF Band, poses with her saxophone at Ft. Des Moines, Iowa in 1943.

public exhibits. A central goal of the Project is to preserve this aspect of history and make it available for all types of research.

The archival research collections of the WVHP are used by a diverse group of patrons, including academic researchers, genealogists, and authors seeking illustrations for publications. The collections are used for "typical" academic historical research, as well as many other purposes. As curator of these collections, I respond to the research requests and I am constantly surprised at the variety of ways in which people use the collections.

Academic and Non-Academic Research

Academic researchers, especially historians, are the customary users of archives. At the WVHP, these researchers examine primary source materials such as correspondence, diaries, and oral history transcripts for their articles and books. For example, one doctoral researcher was searching for information concerning Korean War veterans' adjustment after their return to the home front and was having trouble finding information about women who had served during that period. Since relevant transcripts are available on the WVHP Web site, she was able to use these oral histories to gain the insight she needed for her research.

Some academicians have learned about the WVHP collections through collaboration with other academic departments. In May 2009, UNCG hosted the Feminist Theory and Music Symposium. Dr. Jill Sullivan, one of the presenters at the conference, visited the archives and was thrilled to find materials that supported her research on women's military bands. She reviewed the collection of Inez Stroud, a WWII Women's Army Corps (WAC) saxophonist, and requested copies of the manuscript materials and her oral history transcript.¹

The WVHP collections also serve research for non-academic writing. Emily Yellin researched our oral history transcripts and incorporated many of the women's stories into her 2004 book, *Our Mother's War: American Women at Home and at the Front during World War II*.²

The WVHP oral histories were also the basis of the play, *Star Spangled Girls*. In 2005, the WVHP commissioned Brenda Schleuners of the Touring Theater of North Carolina to create a theater piece in which five women veterans of WWII gather to share memories of their military experiences. The script is an amalgamation of the stories in thirty-one of the oral history interviews. The company still tours with the production around the Southeastern United States.

The Project receives questions from researchers around the world who discover the collections via the Internet. For example, the English National Trust was writing a book about the 74th General Hospital that had been based on the Tyntesfield estate near Bristol, England, during WWII. One of the veterans archived in the collection, U.S. Army nurse Alice Boehret, had been stationed there. The researchers asked for permission to quote from Boehret's oral history transcript and requested copies of her memoir and military materials.³

Undergraduate Instruction

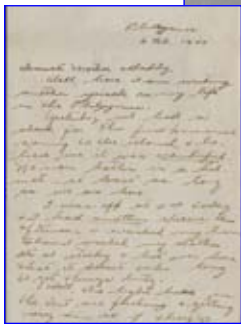
The WVHP is based at a university and consequently it is within the charge of the Project to integrate its collections into the curriculum. As curator, I find it very rewarding to educate students about this aspect of U.S. history and I love to watch their excitement at working with the materials. We conduct class sessions in conjunction with the University's Women and Gender Studies program, but because the collections contain such a variety of materials, they are also relevant to other academic curricula. For example, since there are over three hundred military uniform pieces in the collections, I also teach a session for an

undergraduate “History of Costume” class during which I set out uniforms for students to examine. Dr. Anna Gove’s WWI-era cape, which was custom-made by Abercrombie and Fitch, is always very popular with the students.

Genealogy & Family Research

It is not unusual for people who are trying to find information about the military experiences of their relatives to seek their answers in the WVHP collection. If they can no longer ask their mothers and grandmothers for their stories, they try to piece the stories together by interpreting their relative’s mementos. I have worked with these family members to decipher acronyms in official military documents, identify uniform patches and insignia, and decode signage visible in the background of photographs. Researchers have also been able to glean insights about their relatives’ military experiences from collections of veterans who had served in similar situations. One man wrote that reading the digitized letters of Annie Pozycyk⁴, an army nurse stationed at the same Philippines hospital as his father, gave him a better understanding of his father’s WWII experiences.

Portrait of Army Nurse Annie Sherrill Pozycyk, ca. 1943.



Letter from Annie Pozycyk from the Philippines to her parents, 6 February 1945.

Another patron spotted her aunt in a digitized photograph of a WAC Officer’s Candidate School Company group from the collection of Ethel Palma.⁵ She had been conducting research on her aunt but had been not been able to find out anything about her time in the military. I contacted Ms. Palma and put her in direct contact with the researcher.

In one particularly poignant interaction, a woman whose mother was on her deathbed contacted me. The dying woman had served in

the Navy Nurse Corps in WWII and had been the model for a recruiting poster illustrated by John Whitcomb. The daughter had found the image of the poster on the Project’s Web site.⁶ I immediately had a copy of the poster printed from our high-resolution scan of the original and sent it to the family so that the veteran could see it again before she passed away. In addition to images of posters and photographs, families are also interested in obtaining copies of the recordings of oral histories so that they can hear the voice of a relative. Often these are the only recordings of these women’s voices that exist.



Recruiting poster for the Navy Nurse Corps, 1940s-1950s. Illustration by Jon Whitcomb.

Commemorative Events

Materials are also used for recognition and commemoration purposes. Recently, for example, the University of Minnesota requested usage of an image of General Clara Adams-Ender standing with Desmond Tutu⁷ for a feature article.

General Adams-Ender was scheduled to be their School of Nursing commencement speaker and to be awarded an honorary degree. The Project has also helped to honor women in granite form. An image of army nurses in a jeep from the Dorothy Baker collection⁸ was chosen by the Cold Spring Granite Company of Dubuque, Iowa, as part of a collage engraved on a pedestal for the Dubuque Veterans Memorial.

Non-traditional Usages

Patrons are also interested in the WVHP collections as an aid for creative pursuits. For example, a woman writing a screenplay about women in WWII purchased copies

of recruiting posters from the collections to hang in her office for creative inspiration. The Project has received inquiries from WWII re-enactors about women’s period uniforms and hairstyles as well as from people trying to identify patches on uniforms they own. There were even queries from a costume designer at the San Francisco Opera about WAC pants enclosures and from a Canadian museum curator who needed information about WAC uniforms to dress a 20-inch doll the museum planned to use in a display.

Institutional Collaborations

Another way the WVHP promotes its collections is through collaboration with other cultural and academic institutions. For example, it provided two images for the North Carolina State University Libraries “The GI Bill Experience at N.C. State” digital exhibit.⁹ Additionally, The Greensboro Historical Museum is incorporating information from the collection about local women veterans for an exhibit gallery entitled “Service and Sacrifice.”

Internet archival repositories can link to the Web sites of other archives so that information efforts are not duplicated. For example, the library of The Citadel in Charleston, South Carolina, highlights the WVHP Web site as an academic resource for their library’s users.

Outreach & Publicity

The WVHP is continually working to find creative ways to publicize itself. Because the posters, uniforms, and other artifacts in the collections are so visually striking, they have become excellent outreach tools. When local television stations plan a piece on Veterans Day or about the roles of women nurses for a D-Day anniversary piece, the Project staff will set up a display of materials for them to film. The WVHP is always ready to be interviewed by the media to promote its collections to the general public.

The WVHP has been invited to participate in public events throughout the state. Every year I design a small exhibit of artifacts, uniforms, publications and poster reproductions and travel to local events such as Fort Bragg’s Women’s History Month Celebrations in Fayetteville and the Chapel Hill VFW Memorial Day Event. The veterans and active duty soldiers at such events are very appreciative that the Project is preserving their history.

The WVHP Web site is our best outreach tool. The high quality image files on the site generate a great deal of interest, which translates into many usage requests, especially for the U.S. recruiting posters. Even though these posters and other recruiting materials are U.S. government documents, and as such are in the public domain, they are not easily available elsewhere, even to government and military agencies! For example, the U.S. Department of Veterans Affairs used the Project's scans of recruiting posters to make reproductions for VA hospitals around the country to commemorate Women's History Month.¹⁰

The WVHP has received requests for copies of images for a wide variety of purposes. For example, the Project has granted permission to use scans of a WAC recruiting poster for an Inter-press Service article on Sexual Harassment in the Military,¹¹ a Marine recruiting poster for an A&E Network tribute to the late actress and Marines veteran Bea Arthur,¹² a WWII WAC application to an author writing a children's book about the war,¹³ and a photograph to add to a display on WWII WAC parachute riggers at the Airborne and Special Operations museum in Fayetteville for their "Airborne Day" celebration.¹⁴

The WVHP has even become a part of popular culture. An image from the WAVES Frances Barringer Bailey Collection was used in the second season DVD collection of the television show, *Mad Men*, for the "John Glenn Time Capsule" special feature. The photograph is an aerial shot of a review parade at U.S. Naval Air Station, Corpus Christi, Texas, on April 13, 1946.¹⁵

The WVHP is dedicated to spreading the word about its collections, especially for educational purposes, and for that reason will generally grant permission for use of its collection with the understanding that the WVHP will be properly cited.

Conclusion

While the contributions of women have generally been overlooked in histories of the military, The Betty H. Carter Women Veterans Historical Project is making significant strides toward ensuring that the brave and dedicated women of the Armed Forces are included. Moreover, the Project's collections offer new insights into the evolution of views

on the roles of women in American society. As the custodian of the evidence of women veterans' lives and contributions, I am keenly aware of the importance of the materials with which I am entrusted, so I take seriously the responsibility to preserve, as well as to make these materials as accessible as possible. The WVHP will continue its dedicated work in finding ways to ensure that the lives and contributions of women veterans will not be forgotten.

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Minerva's First Born: My Experiences as UNCG's First Diversity Resident Librarian

Jason Kelly Alston

Abstract

The author documents experiences as the first Post-MLS Diversity Resident Librarian at the University of North Carolina at Greensboro. Opinions are shared on UNCG's implementation of its new program and reflections are made on this kind of opportunity for new librarians to gain some much-needed practical experience. The author offers this information for the benefit of potential residents who want to know what to look for in a residency experience, and library faculty looking to establish or improve residency programs at their own institutions.

In the spring of 2006, I applied to the School of Library and Information Studies at North Carolina Central University (NCCU) based in large part on a leap of faith. That decision worked out unbelievably well; I was quickly accepted, then awarded a full scholarship through the school's Institute of Museum and Library Services-funded Diversity Scholars program.

Nearly two years later, I found myself in need of another blessing as I sought to put my degree to work. Having previously worked as a newspaper reporter, I had no actual experience in libraries aside from a three-month internship I completed at H. Leslie Perry Memorial Library in Henderson, North Carolina. Meanwhile, job ad after job ad for librarians requested two years of practical library experience, and most of my student peers at NCCU and other institutions (aka my competition) appeared to already have years of practical library experience. For many other students, getting a library degree meant advancing their already-established library careers, not entering the library field. This led me to question the effectiveness of scholarships such as mine, which in theory are supposed to help recruit students into library schools who otherwise might not consider librarianship as a career choice. After all, if such people enroll in library schools and earn degrees without gaining experience, how can they then be expected to compete with degree-earning paraprofessionals for professional jobs requiring experience?

Fortunately, I found a truly "entry-level" position: the Post-MLS Diversity Resident Librarian position at the University of North Carolina at Greensboro (UNCG). I began serving as UNCG's first diversity resident on July 15, 2008. Now that my appointment with UNCG has drawn to a close, I felt

it appropriate to document some of my experiences, share some opinions on UNCG's implementation of its new program, and thank UNCG for giving me the opportunity to gain some much-needed practical experience. I offer this information for the benefit of potential residents who want to know what to look for in a residency experience, and library faculty looking to establish or improve residency programs at their own institutions.

Background

The faculty and staff at UNCG's Jackson Library began pursuing the establishment of a diversity residency position shortly after the Joint Librarians of Color Conference of 2006. The position was created in 2007, and advertisement of and recruitment for UNCG's first diversity resident librarian began in the late fall of 2007. Review of applications and interviewing occurred throughout the spring of 2008, and I was chosen for the position in May 2008.

UNCG's residency program was modeled after similar programs at other universities. An ad hoc planning committee – chaired by library diversity coordinator, Gerald Holmes – solicited feedback from former residents and residency coordinators at other academic libraries and reviewed web pages of other residency programs when modeling the UNCG program. Several members of the ad hoc committee had worked at institutions with residency programs before coming to UNCG and brought their previous experiences to the planning process as well.

Ultimately, the committee decided to create a two-year residency program in which the resident would rotate throughout three departments of the library in the first year, spending four months in each department.

The departments chosen would be based on the resident's interests and the library's needs; in my case, the three departments originally chosen were Reference & Instruction, Technical Services, and Special Collections & University Archives. For the second year, the resident would be able to choose a department in which to gain a specialized skill set; I chose cataloging, and decided I wanted to specialize in special collections cataloging.

Furthermore, the ad hoc committee determined that the resident's role within Jackson Library would include a variety of special diversity-related functions in addition to departmental work. The resident would act as a liaison to UNCG's Multicultural Resources Center (MRC), an on-campus resource center with a small collection of circulating materials. The resident would share dialog with and make recommendations for UNCG's Library and Information Studies Department, particularly on diversity issues. The resident would also serve on the library's diversity committee, assist with maintenance of the library's diversity website, represent the library at conferences and other outreach opportunities, and continually evaluate and assess the residency program.¹

Thoughts on the first year rotations

As UNCG's first diversity resident librarian, I expected that there would be modifications made to the original plans for the residency as we all tried to learn which aspects of the program did and did not work. The first change to the initial game plan actually took place a few days before the residency started. During my interview, I was asked which departments I would like to work in during my rotations. Reference & Instruction was an expected part of residency service, and

I additionally chose Special Collections & University Archives and Access Services as my other rotations. However, Holmes called me a few days before the residency began to suggest that I include a Technical Services rotation in order to be exposed to cataloging and acquisitions. As an entry level librarian with no perspective of what experience would be most useful to me in academic libraries, I heeded Holmes' advice.

This proved to be a good advice. I previously struggled with cataloging class in library school, which left me with no interest in practicing cataloging afterward. But once I was forced to try my hand at cataloging, I discovered to my surprise that it differed sharply from the often confusing classroom exercises I endured in school. Herein lies a potential problem in having the resident pick two of their first three rotations: those new librarians with limited library backgrounds may lack perspective on the range of experience offered by various library departments. So instead of just leaving two rotations up to the blind choice of an entry level candidate, it may be better for a library with a residency program to recommend three departments for the resident's first year rotations. Residents with paraprofessional or other experience who knew for sure what type of librarianship they wished to specialize in could still be given flexibility to choose their final two rotations. Furthermore, in today's library world, there are certain core skills that certain departments can teach that are beneficial in a wide range of library work. For example, even if I do not choose to ultimately specialize in cataloging, becoming familiar with MARC records through a residency rotation in cataloging will be beneficial no matter what type of librarianship I eventually practice. I believe the three recommended first year rotations should be in the departments that teach these core skills: Reference & Instruction, Technical Services, and Electronic Research & Information Technologies (ERIT).

I began my residency with a rotation in the Reference & Instruction department. In this rotation, I provided service at the reference desk, led library tours for first-year students, and served as a liaison to a small academic department. After completing this rotation, I determined that reference and instruction departments working with resident librarians should devise guides, checklists, or other aids to ensure that work time spent away from the

reference desk and the classroom is being used to obtain the knowledge and skills that are the most useful in providing reference service at that particular institution. The resident will likely not know what inquiries are most likely to come up at the reference desk, but veteran reference librarians will know, and should suggest things that the resident should try to master when the time is available. Depending on the institution, this could include suggesting that the resident learn proper citation with the various citation styles used at the institution, university-specific software applications, and searching techniques for the university's most popular databases. Having a resident review what services and programs are offered on campus, and in what buildings such services and programs are housed, may also be helpful. Optimally, this will prevent the resident from spending too much time trying to master things that he or she will not utilize often while on the reference desk.

I also recommend that if a resident is to act as a library liaison to an academic department during the reference rotation, the library should try to assign the resident a department that works frequently with the library. Some residency coordinators may be tempted to assign the resident to a department that traditionally has low interaction with the library in order to keep the resident's workload under control. However, assigning residents to departments with little to no interaction with the library may prevent the resident from getting much practical experience as a department liaison.

If there is a reference internship program for graduate students at the institution, and training sessions are conducted with the interns, allowing the resident to participate may be helpful. However, as I will discuss later, there should be a concerted effort to separate residents who are full-time librarians from interns who are part-time and student-level workers. A resident's job duties should be more complex and varied than those of an intern.

The Technical Services rotation, consisting of acquisitions and cataloging, was well-planned and executed. During this rotation, I met regularly with the head of acquisitions and assisted her with some basic functions. I also met with her staff and observed them perform some of their duties. There were not many opportunities for hands-on work within

acquisitions. Within cataloging, I started out cataloging new books under the direction of a faculty cataloger. Once I got a foundation in new book cataloging, I was allowed to catalog materials for special collections, the Multicultural Resources Center (MRC), and UNCG's Interior Architecture library. After this rotation, I determined that the cataloging approach in particular at UNCG may be appropriate for other programs: start a resident out with basic new book cataloging and gradually assign them more complex cataloging tasks. Additionally, residents should be taught proper usage of available cataloging tools (examples may include Cataloger's Desktop, Classification Web, and printed Library of Congress cataloging schedules).

UNCG's Special Collections & University Archives department was undergoing staffing and other changes during my rotation. Additionally, by this point, I had decided to focus on cataloging for my second year. As such, I spent most of my rotation assisting the manuscripts curator with updating finding aids and converting existing finding aids into Encoded Archival Description (EAD). A cataloging head from another institution stressed to me that many schools now want their catalogers to be proficient with EAD. It would not be appropriate for me to offer suggestions on what a special collections or university archives rotation for a residency program should include. This is due to the transitions UNCG's department was going through during my time there, and the specific niche focus I filled in the department as a result.

In addition to offering recommendations for residency programs based on what I experienced in my three rotations, I would also recommend that coordinators of this and other residencies devise ways to expose residents to functions within library information technology and library administration. The ad hoc planning committee recommended in its planning report that a four-month rotation in library administration eventually be offered. Since many of the current academic library vacancies are administrative or deal with scholarly communication (which is handled in the administrative wing at Jackson Library), I agree that UNCG and other residency-hosting institutions should begin offering an administration rotation.

Residency work outside of departmental rotations

Outside of the three first-year rotations and the second year cataloging stint, I also participated in a variety of other library functions. Surprisingly, the most beneficial task I performed outside of my rotations was my service on the search committee for Jackson Library's new first year instruction coordinator. I gained a lot by reviewing applications and learning from fellow search committee members what was and was not good practice when applying for positions in academic libraries. I strongly recommend that all resident librarians serve on a search committee if possible, as they will soon be looking for permanent jobs.

I also served as a library liaison and collection consultant to the Multicultural Resources Center (MRC). This service was a well-intentioned partnership between Jackson Library and UNCG's Office of Multicultural Affairs (OMA), intended to improve the limited library service offered to the MRC. After completing work related to this partnership, I concluded that while using the residency program to establish partnerships between Jackson Library and other campus entities was a good idea, the library faculty should always have the final say in what duties the resident takes on in such partnerships. Typically, other librarians are most knowledgeable of what skill set a rookie librarian needs to develop to be successful, and librarians assisting with a residency program should ensure that the resident's activities are directed towards continual development of that skill set.

Finally, I was fortunate enough to work with faculty from Jackson Library and UNCG's Department of Library and Information Studies to help implement UNCG's new ACE Scholars grant. The ACE Scholars program is similar to North Carolina Central University's Diversity Scholars program; it is an Institute of Museum and Library Services-funded scholarship initiative intended to increase diversity in American libraries. UNCG was awarded the grant before my residency began, but the faculty working on this grant initiative had not done anything similar before. I was asked to assist with implementation because, as a recent graduate of a similar program, I was able to advise the faculty on what concerns the scholars may have and help them prepare for these concerns. I have also remained in

frequent contact with the scholars since their orientation in the summer of 2009, and advised them on issues and experiences that they may face as ethnic minority library school students and librarians. Contributing to ACE was probably the most rewarding part of my residency.

The "Intern" Factor

The Association for Library and Information Science Education (ALISE) defines a residency as, "The post degree work experience designed as an entry level program for professionals who have recently received the MLS degree from a program accredited by the American Library Association." This means, of course, that those who serve as resident librarians are not actually "interns", at least in the sense of what capacity interns serve in regard to libraries. It is, after all, impossible to be both an "intern" and a "professional" at the same time in this profession.²

Yet, in my residency experience, I was referred to as an "intern" by coworkers on occasion. This was not a phenomenon unique to UNCG by any means. A residency workshop during the 2008 National Diversity in Libraries Conference in Louisville, Kentucky revealed that this misnomer had been applied to resident librarians at many institutions while on the job. Everyone has to start somewhere, and resident librarians need to be recognized as actual librarians, but librarians who are "entry-level" or just starting out. There are entry-level positions in virtually any professional field, and entry-level practitioners elsewhere are not typically regarded as "interns." Other residency programs, such as one at University of Tennessee - Knoxville, have indicated in their literature that their residents are "entry-level librarians" with faculty rank and are provided with, "a thorough grounding in research, project management, and committee service." Such benefits are not typically provided to academic library interns.³

Alas, for the sake of both respecting a resident as a professional and holding a resident accountable as a professional, the individual in the residency program should be referred to as a "resident." But a school should also seek to provide the resident with experiences and knowledge that an intern would not normally receive. UNCG accomplished this by inviting me to serve on some of the library's committees, encouraging me to publish and deliver presentations at conferences,

supporting my work with the Black Caucus of the American Library Association, and allowing me to serve in a pseudo-mentor role for the ACE Scholars, among other things.

Final thoughts and thanks

In closing, I must say that Jackson Library did very well with its first attempt at a residency program. The faculty and staff should be especially commended for creating a very friendly and welcoming environment for me. After speaking with other residents during the National Diversity in Libraries Conference of 2008, I realized my faculty and staff were very progressive and embraced the residency concept particularly well. Minority residency programs were once described in *College and Research Library News* as being, "(S)hort-term and quota-driven to raise affirmative action statistics and are often in response to accreditation threats. They take newly graduated students, insert them into often hostile environments, and expect them to address all the problems of diversity that continue to simmer and stew among faculty." I never felt that was the case at Jackson Library. I have made suggestions for what can be done to improve the residency program in the future, but those suggestions involve changes in practice, not changes in attitude. I believe that as long as Jackson's faculty are overall supportive of the residency program, they will have no problem improving it with each cycle. I was honored to be UNCG's first diversity resident librarian, and I am forever grateful to Jackson Library for providing me with this great opportunity.⁴

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North Carolina Library Association Biennial Reports, 2007-2009

Roundtable for Ethnic Minority Concerns (REMCO)

The following individuals were members of the REMCO Executive Board for the 2007-2009 Biennium:

- Anne Coleman, Chair
- Evelyn Blount, Vice-Chair/Chair Elect
- Jamane Yeager, Immediate Past Chair
- Tamika Barnes McCollough, Secretary/Treasurer
- Brenda Stephens, Co-Director
- Robin Imperial, Co-Director (Partial Term)
- Alan Bailey, Co-Director (Partial Term)

The 2009-2011 Slate of Officers (election held September/October 2009) is below:

- Evelyn Blount, Chair
- Philip Cherry, III, Vice-Chair/Chair Elect
- Anne Coleman, Immediate Past Chair
- Shamella Cromartie, Secretary/Treasurer
- Tamika Barnes, Co-Director
- Alan Bailey, Co-Director

Highlights of the 2007-2009 Biennium

In order to conserve money, the meetings of the round table were held via telephone conferencing, using NCLA's ReadyTalk.

Anne Coleman served on the editorial board of *North Carolina Libraries*, 2007-2009.

Ad-Hoc Committee on Diversity conducted follow-up on the Survey on the Recruiting and Retention of Library Students of Color that was completed in 2006. The survey was sent out to LIS students again in 2009 and the committee plans to compare the 2009 responses to the 2006 responses. The findings will be published in a library journal.

REMCO Newsletter published spring 2008 and mailed to REMCO members. The

summer 2009 newsletter was distributed electronically to current members and former members via the REMCO listserv; it was also distributed to a wider audience via the NCLA listservs and the BCALA listserv.

REMCO Co-Director Robin Imperial resigned, and Alan Bailey was appointed by the NCLA Executive Board to serve as co-director for the balance of her term. This appointment was necessary because REMCO bylaws did not address the replacement of a co-director between bienniums.

REMCO Brochure was updated September 2009.

Several membership/recruitment projects were initiated during the biennium. Mailings were sent to former REMCO members encouraging them to reactivate their memberships. E-mails were sent to the same constituents, as well as to the NCLA listservs.

Jamane Yeager served as REMCO liaison to the Biennial Conference Planning Committee.

Jamane Yeager updated the REMCO web site and served on the NCLA Web Site Review Committee that just created the new NCLA Web site which debuted in October 2009.

Nominations for the Roadbuilders' awards were solicited August 2009 via the summer *REMCO Newsletter*. The winners for 2009 were chosen by the REMCO Executive Board in September.

A change was made to REMCO bylaws via an electronic polling of members in September/October 2009. The change addressed the replacement of all members of the Executive Board if vacancies occur between biennial conferences. The old bylaws only addressed the replacement of the Chair. This member-approved change will be presented to the NCLA Executive Board at the first Board meeting.

At the 2009 NCLA Biennial Conference, Greenville, NC, REMCO sponsored/co-sponsored the following events/activities:

- REMCO Pre-Conference (Black Belt Librarians) – featuring Warren Graham, security expert/author (co-sponsored with the College & University Section). REMCO secured an NCLA Project Grant to subsidize the pre-conference.
- REMCO Author Luncheon – featuring Nathan Ross Freeman, playwright and screenwriter (funded by a grant from the North Carolina Humanities Council)
- Workshop – “Diversity: Being Able to Serve by Knowing How to Serve Differences” – featuring Robert Canida, II, Director of the UNCP Multicultural & Minority Affairs Office, and Vivette Jeffries-Logan, Director, Health Circle; Occaneechi Band of the Saponi Nation
- Workshop – “All About Census 2010” (co-sponsored with the Government Resources Section)
- REMCO Table in Registration Area
- Raffle of Southern Seasons Gift Basket

At the REMCO luncheon, the 2009 Roadbuilders' Awards were awarded to the following:

- **Academic Librarianship**—Jamane Yeager
- **Public Librarianship**—Charles M. Brown
- **Special Librarianship**—Jamal L. Cromity
- **Library Education**—Dr. Claudia J. Gollop

The REMCO Roadbuilders' Award recipients were presented at the Second General Session Ogilvie Lecture at the Biennial Conference.

Respectfully submitted
Anne H. Coleman, Chair

Community and Junior College Libraries (CJCLS)

On October 18, 2007, the Community and Junior College Libraries Section of NCLA met during the 57th Biennial Conference in Hickory, NC.

The following officers were elected to serve on the Executive Committee during the next biennium:

- Chair: Janice Pope, Central Carolina CC
- Vice-Chair/Chair Elect: Jennifer Noga, Guilford Technical CC
- Secretary: Deanna Lewis, Cape Fear CC
- Directors-at-Large: Deana Guido, Edgecombe CC, Allen Mosteller, Cleveland CC

The former chair, Debbie Luck, was also a part of the Executive Committee.

Review of Activities of Executive Committee and Section 2008-2009

Janice Pope, Chair, attended the Executive Board Orientation on January 24, 2008. She also attended Executive Board quarterly meetings in April, July, and October of 2008 and in January, April, and July of 2009. At these meetings she compiled a report and presented to the board the activities of the Executive Committee. These quarterly reports are available on the NCLA/CJCLS Web site.

The Executive Committee established two priorities for the biennium: to offer an educational opportunity for members and others during 2008 and to revise the section bylaws.

At the Executive Board meeting in January 2008, the chair of the College & University Section, Betty Garrison, asked if the CJCLS would be interested in co-sponsoring a library instruction conference in the fall. The Executive Committee discussed this and decided this would be a good way for us to fulfill one of our priorities. Beginning in March and throughout the summer and early fall, meetings in person and other communications occurred between the CUS and CJCLS committee members for the planning of the conference. Several members of the Executive Committee spent many hours helping to organize the conference. The Library Instruction 2.0 Conference took place on November 17-18, 2008, at the Friday Center in Chapel Hill. There were approximately 120 people in attendance and the written and oral evaluations indicated that the conference was

well received. The registration fees covered most of the conference expenses. CUS and CJCLS paid the remaining expenses out of their NCLA Fund Accounts. Because of the differences in members and money in the accounts, CUS paid 2/3 and CJCLS 1/3.

In June of 2008, the Executive Committee voted to provide a \$500 scholarship to a CJCLS member who had been accepted to attend Track One of the Leadership Institute that was to be held in October 2008. After a review of information submitted by the applicants, the scholarship was awarded to Libby Stone of Gaston College.

In July 2008, Deana Guido, Director-at-Large, took a position at a public library. It was determined at that time that the bylaws did not provide for a way to replace anyone during the biennium except the chair. Phil Barton, NCLA President, was able to appoint a replacement for Deana and in January of 2009, Jason Setzer became a part of the CJCLS Executive Committee.

The revision of the bylaws was discussed in e-mails for several months. In April of 2009, the Executive Committee approved a version of the bylaws. This revision was primarily written by Debbie Luck. Several areas of the bylaws needed to be changed. Some of the revisions were made in response to the need to replace one of the committee members during the biennium. Some changes needed to be made to the number of members needed to approve a vote because it was rare that a quorum of members was ever present at any meeting. Any references to voting only by mail were deleted so ballots can be distributed and votes received by e-mail. The bylaws were approved by the CJCLS members through e-mail and by the Executive Board at the meeting in July 2009.

The decision was also made to select a slate of nominees for the CJCLS Executive Committee and have the members vote on this by e-mail before the conference in October 2009. Jennifer Noga, Deanna Lewis, and Jason Setzer agreed to be the nominating committee. In September 2009, nominees were presented to the membership.

The following officers were elected to serve on the Executive Committee for 2010-2011.

- Chair: Jennifer Noga, Guilford Technical CC

- Vice-Chair (Chair-Elect): Penny Sermons, Beaufort County CC
- Secretary-Treasurer: Deanna Lewis, Cape Fear CC
- Directors-at-Large: Allen Mosteller, Cleveland CC; and Jason Setzer, Davidson County CC
- Past Chair: Janice Pope, Central Carolina CC

In April 2009, proposals for programs to be presented at the NCLA Conference in October were solicited from the members. Because of the budget restrictions on community colleges, the presenters were offered \$100 to subsidize travel expenses up to \$300 per presentation. The following were the CJCLS sponsored presentations at the conference:

- The Kaleidoscope of Academic Libraries: Marketing our Services to a Multi-Generational Population—Libby Stone and Jody Mosteller, Gaston College Libraries
- Painting with a Broad Brush: Valuing the Competencies of the Community College Library Staff—Michael Crumpton, University of North Carolina Greensboro; and Ellen E. Dickey, Central Carolina Community College
- Mapping Your Trail- Keeping Up With Web 2.0 Developments—Lynn McCormick, Pitt Community College Library

Allen Mosteller has been the coordinator and program contact for the presenters and the NCLA conference planning committee.

Allen has also taken the role of Web editor for the CJCLS section of the NCLA Web site.

The 2008-2009 CJCLS Executive Committee has worked well together and I would like to express my appreciation for all of their hard work.

Respectfully submitted,
Janice Pope, Chair

Membership Committee

First Quarter October-January 2009

At the start of the biennium the committee reviewed the structure and duties of the Membership Committee as outlined in the NCLA Handbook. The committee decided to maintain the NCLA Membership Yahoo Group. Reminders were given to sections and roundtables to designate at least one member to join the yahoo group and to represent their specific section/round table as directed in the NCLA handbook.

The virtual yahoo group was charged with

- Discussing membership development issues and sharing ideas on increasing membership.
- Maintaining a calendar of conferences, regional meetings, and workshops.
- Managing the use of the NCLA membership display for presentations on NCLA.
- Coordinating section and roundtable membership development with the Membership Committee and NCLA as a whole.
- Act as NCLA Ambassadors for membership development at library related events.

The committee started the biennium by researching and working on

- Creating new portable displays for recruitment purposes.
- The revision of membership renewal notices and membership letters.
- The revision of membership applications and brochures.
- Ordering marketing materials to promote NCLA.
- Exploring online payment methods.

During the first quarter membership was promoted at the following events:

- Wake County Libraries Annual Staff Day, Raleigh.
- LAUNC-CH (The Librarians' Association at UNC-CH) Conference, Chapel Hill.
- UNC Teaching and Learning with Technology Conference, Raleigh.
- North Carolina School Library Media Association, Winston-Salem.

The committee requested approval to

- Continue offering special membership pricing at special events for those who join onsite.
- Use the remaining NCLA Conference Store items for giveaways to new members who join onsite or as drawing prizes for NCLA members at events (paid for by project grant funds).

Second Quarter February-April 2008

The committee worked on the following items:

- Establishing the portable display design/content.
- Redesigning the membership brochure.
- Promotion at the following workshops:
 - Resources and Technical Services Section Spring 2008 Worksho
 - *What's in a Name? From "Serials" to "Continuing Resources"*, April 2008, The William and Ida Friday Center for Continuing Education, Chapel Hill
- Exploring alternative marketing ideas.

Third Quarter May-July 2008

The committee worked on the following:

- Held a contest for members to be featured on our portable display signs. The committee reviewed the contest entries. Winners were notified and sent release forms and free memberships were given.
- Joint Membership Proposal for NCPLA–The committee reviewed the NCPLA joint membership proposal from ALA and a motion was prepared for Board.
- Marketing–the committee proposed there be a section on the Web site where section and roundtable members can download applications, brochures, and flyers.
- The committee collaborated with the New Members Round Table on their networking dinners. Membership Committee provided \$5.00 off applications to anyone who joined at the networking functions. In addition, items were provided for drawings.
- Workshops and conferences:
 - Paraprofessional Conference May 16
 - RTSS-May 22 Wake Technical College
 - Government Resources Section Spring workshop, June 6, 2008

Fourth Quarter August-October 2008

Since it was an off conference year, there were many fall workshops and conferences held in the fall. The Membership committee worked with several sections and roundtables to have registration materials and displays at the following conferences, workshops, and special events.

- TNT High Tech/ Low Cost Solutions for Libraries Workshop August 4, 2008.
- BLINC–all day workshop with SLA-NC Sept 18, 2008 at the NC Biotech Center.
- Academic Business Collections: a discussion about formats, budgets, content, and weeding, Monday, Sept. 22, 10am-3pm, at Jackson Library, UNC Greensboro
- Music in Libraries Workshop at ECU, October 9
- New Members Roundtable Networking Dinners September and October (provided giveaways)
- Youth Services Section Retreat, October 2008 (provided giveaways)
- Reference Services Section, Greensboro Public Library, October 27, 2008.

First Quarter November 2008-January 2009

The committee worked on the following items:

- The paraprofessional joint application was uploaded to the Web site. Joint membership for students and paraprofessionals was promoted in *Tarheel Libraries* and the listserv.
- Brandy Hamilton joined the NCLA Web site Redesign committee to brainstorm and contribute ideas regarding the redesign of the Web site. The main interest of the membership committee was to offer ways to join and pay for membership via the Web site.
- Conferences/workshops:
 - Library Instruction 2.0
- Reviewing the award procedures and advertising nominations for Distinguished Library Service Award, Honorary Membership Award, and the Life Membership Award.
- The budget was submitted to the finance committee for approval.

Second Quarter February-April 2009

The committee worked on the following items:

- Reviewing the award nominations and submitting a motion for Board approval.
- Following feedback from various members, the Membership Committee reviewed the awards nomination process and decided that award submission forms should be created to provide guidelines for nominees. We also discussed having a more distinct section on the Web site for awards.
- Collaborating with NMRT
- Updating the application and brochure on the Web site and working with the website redesign committee. The Membership Committee brainstormed some ideas and shared them with the Redesign Committee. Ideas included job/career info, joining/renewing capability, 2.0 technologies, and a welcome area that includes a video welcome from the current president.
- Workshops/Conferences/Outreach
- Restructuring the committee to function like a roundtable, including focus areas for committee members such as PR, Outreach, Schools visits, etc.

Third Quarter May-July 2009

The membership committee worked on the following items:

- Members visited NCCU for their Library Science student orientation on July 17, 2009. The chair and other members spoke about NCLA programs, initiatives, membership opportunities, and the mentoring program. There were around 100 students attending.
- Finalizing the poster for conference.
- Working on the new Web site.
- Notifying NCLA award winners, sending conference invitation letters to recipients. Finalizing the poster for conference.

Fourth Quarter August-October 2009

The committee worked on the following items:

- Biennial conference—The Membership Committee shared a table with NMRT at the conference. Table volunteers spoke to attendees about the benefits of memberships, including networking opportunities, scholarships, the mentoring program, and much more. In addition, a raffle was held. A new membership display banner was also unveiled. Awards were presented on behalf of the committee.

- School visits – committee member Jennie Meyer visited NCCU for their Library Science student orientation in December. She spoke about NCLA programs, initiatives, membership opportunities, and the mentoring program.
- Website progress—Brandy worked with the website redesign committee on editing pages and helping create guidelines for Web administrators. The new Web site went live in January 2009; the membership page was updated, including the new paraprofessional joint NCLA and ALA application.
- New Chair Brandy nominated Jennifer Hanft as membership chair for the next biennium.
- Membership Committee guidelines—Brandy Hamilton will remain on the committee and will soon begin establishing guidelines for operation of the Membership Committee and chair responsibilities.

Respectfully Submitted, Brandy Hamilton,
Chair, Membership Committee

NC Paraprofessional Association (NCPLA)

Update

- Increased postings on Web site, including updated and revised promotional materials
- Published *Visions*, the NCLPA newsletter, online only.
- Saves money previously spent on postage, paper, and mailing supplies
- Provides wider audience for support staff information
- Continued using Paraprose, NCLPA blog, to supply timely information and announcements of interest to the library community
- Utilized Google Group discussion forum to facilitate timely communication among Executive Board members
- Issued ballot for election of 2009-2011

officers via Survey Monkey, saving NCLA office time and NCLPA money

- Began exploring ways to conduct online special meetings of the NCLPA Executive Board because of current economic downturn and travel restrictions
- Revised duties in “A Manual for Officers and Committees” (NCLPA Handbook) to include mentoring of incoming officers

2009 NCLA Biennial Conference Activities and Programs

- Anna Dulin, Library Specialist III, Access Services Department, Z. Smith Reynolds Library, Wake Forest University, Winston-Salem, was the winner of the 2009 Meralyn G. Meadows North Carolina Library Association Paraprofessional Conference Scholarship.

- “Birthday Bash” was the NCLPA theme at the conference:

- Bookmarks highlighting 20 years of NCLPA accomplishments were included in attendees’ registration packets;
- Free birthday cake squares were served at the NCLPA display table.

Following is the Conference Programming for the 58th Biennial Conference held in Greenville, NC.

“Cataloging: Who Knew It Was Community Service?”

Presented by Erin Stalberg and Laura Abraham, NCSU Libraries. Group of volunteers from the North Carolina State University Libraries went to the Joel Lane House Museum, the

oldest house in Raleigh, to “flash-mob” catalog their collection of books using the Web site LibraryThing.

“Mascots Serving Your Library”

Presented by Angela McCauley, Harnett County Public Library; Melanie Holles, Stanly County Public Library; Gloria F. Sutton, Braswell Memorial Library. Mascot Variety Show demonstrated how mascots can be used to market libraries.

“Support Staff Certification: Is It Right for Me?”

Presented by AnnaMarie Kehnast, LSSIRT, ALA. American Library Association (ALA)

announced approval of the first national, voluntary certification program for library support staff.

“Game Show Mania”

Presented by Bill Grimsley, Magic Productions, Inc. Fun-filled and often frenetic TV-style game show engaged and entertained audience during NCLPA luncheon.

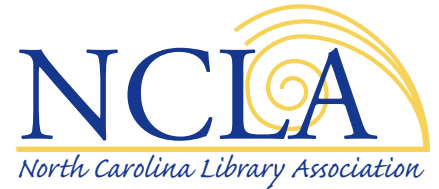
“Secrets of the Trade”

Presented by Bill Grimsley. Magic workshop, a hands-on program to teach the tricks of the trade with a mini-bag of tricks for participants to take home.

“The Sustainable: Lessons from Joyner Library’s Green Task Force”

Presented by Joyner Library Staff, East Carolina University, Greenville, NC. Session focused on organization of the Green Task Force, developing a mission and goals, developing obtainable strategies, green projects, tools for communication, lessons learned, and suggestions for the future.

Submitted by Marcia Johnson, NCLPA Publications Committee Chair

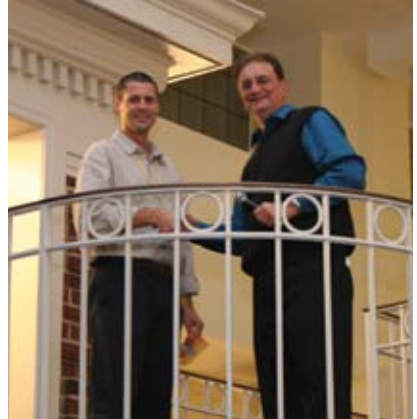


Photos from the 58th Biennial Conference 2009



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1. Meralyn Meadows and Anna Marie Kehnast at the staff certification program
2. Birthday celebration: The conference marked the 20th anniversary/birthday of NCLPA.
3. Presenters for “Mascots Serve” program



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1. Mike "Lightnin" Wells
2. (left to right) Sherwin Rice, Barbara White Armstrong, Pauletta Bracy
3. (left to right) Joseph Thomas and Willie Nelms
4. 2009 Roadbuilders' Award Winners (left to right) Jamane Yeager , Jamal L. Cromity , Dr. Claudia Gollop
5. The Green Grass Cloggers
6. President Rice cuts the opening ribbon with past President Robert Burgin

North Carolina Books

Eileen McGrath, compiler



The North Carolina Gazetteer: A Dictionary of Tar Heel Places and Their History



William S. Powell and Michael Hill, eds. 2nd ed. Chapel Hill: University of North Carolina Press, 2010. 581 pp. \$70.00. ISBN 978-0-8078-3399-5 (trade cloth). \$25.00. ISBN 978-0-8078-7138-6 (trade paper).

Reference librarians, historians, genealogists, writers, and many other users will be delighted by the

publication of the second edition of William S. Powell's classic *North Carolina Gazetteer*. Edited by Michael Hill, the research supervisor for the North Carolina Office of Archives and History, the second edition preserves most of the content of the original publication while correcting errors, judiciously adding new entries, and making minor changes in format.

The passage of more than forty years since the publication of the first edition in 1968 is testimony to the book's enduring value. For many years William S. Powell, curator of the North Carolina Collection at the University of North Carolina at Chapel Hill, gleaned place names from census records, county highway and soil maps, state and federal documents, David Leroy Corbitt's *The Formation of the North Carolina Counties*, and many other sources; and in compiling the *Gazetteer* he relied on the assistance of his wife, colleagues, and a large number of volunteers throughout the state. The 19,638 entries in the first edition contain basic facts pertaining to the state's cities and towns, bodies of water, and physical features, but it is the origins of the place names and the stories associated with them that give the work its widespread appeal. As a work of scholarship, the *Gazetteer* has held up well; indeed, it has few, if any, peers in other states.

Michael Hill enhanced his predecessor's work by adding approximately 1,200 entries. Some of the places—Jordan Lake is an example—did not exist in 1968. Many others were found through a careful examination of D. C. Mangum's *Historical Compendium and County Gazetteer of North Carolina*, published in 1901 by Rand, McNally & Company. This map enabled Hill to discern which post offices (a category Powell deliberately omitted in most cases) were associated with actual

communities. Also of help to Hill were reference tools such as a four-volume guide to Tar Heel post offices published by the North Carolina Postal History Society, the *National Gazetteer of the United States of America*, and the *Omni Gazetteer of the United States of America*, all of which post-date Powell's edition. Hill added some places of particular interest to him and others—The Bullhole, for example—that represent interesting stories. He updated some entries, including those for counties and towns, to reflect changes in agricultural or manufacturing production.

Physically, the new edition is similar to the original one. The two-column format has been retained, although the columns are no longer right justified. Entries are still alphabetized by letter instead of by word, a practice that may confuse some readers. A useful new feature is the addition of headers that allow the user to determine at a glance the alphabetical range of names on each page.

The North Carolina Gazetteer is an indispensable reference tool in libraries of all kinds, and librarians will want to update their collections to include this excellent new edition.

Maurice C. York
East Carolina University

Becoming Elizabeth Lawrence: Discovered Letters of a Southern Gardener



Emily Herring Wilson, ed. Winston-Salem: John F. Blair, Publisher, 2010. 315 pp. \$19.95. ISBN 978-0-89587-375-0.

"The grass is always greener when she leaves. Have you noticed how some people sear it?" Only a year into a three-decade

correspondence, at age 31, Elizabeth Lawrence wrote these words to Ann Preston Bridgers about Ann's mother. Ann, a neighbor in Raleigh, thirteen years older, and renowned for writing the Broadway play *Coquette*, had recently become one of Lawrence's primary correspondents and her chief writing mentor. Ann's sister, Emily, a writer too, also aided Lawrence. Lawrence's comment about Ann's mother displays her trademark: ironic delight that often spotlighted an elegant, pointed wisdom.

These letters from Lawrence to Bridgers illuminate a complex friendship. The few letters from Ann and Emily further reveal the bond among these women. One wishes for more.

Elizabeth Lawrence is to American garden writing what M. F. K. Fisher is to food writing—literate, poetic, opinionated, knowledgeable, ripe. During her lifetime, Lawrence published five books. After her death in 1985 a volume of her newspaper columns, two of letters, and a luminous biography appeared. Unlike Fisher, Lawrence remained a private, warm, southerner. She was a daughter devoted to family, friends, neighbors, church, community, and a far-flung cadre of correspondents. All these supported her love of nature and garden. Elizabeth Lawrence lived in a quaint fast-dissolving past (she loved old people) and embraced the future (she adored children). In a quiet but forthright way she expressed her family's liberal heritage on matters of race and war.

As Lawrence matured as a writer, she showed herself to be a uniquely engaging person with a capacity for true friendship. Her innate tenderness recognized the value of every person and experience. Her bravery took each to heart. She was shy but not so shy as to avoid speaking her mind. She could appear a little eccentric—she learned from gardening to love experiment and take risks; both failure and success were her companions. Ann and Emily taught her to tighten and edit in the same way she gardened. Along the way Lawrence became herself—an apt title for this charming, oddly profound book.

Emily Wilson has edited these letters with the same delicate brilliance she brought to her Lawrence biography, *No One Gardens Alone*, and to the letters between Lawrence and Katherine White published as *Two Gardeners: A Friendship in Letters*. Aside from adding another essential volume to the Lawrence canon, this book also offers a poignant look into the period between the two world wars, a time of rapidly changing society. Lawrence's portrait of Raleigh seems familiar, joyful, yet sadly lost. The book concludes with the passings of friends and family, a move to Charlotte with Elizabeth's mother to be next to her sister, Elizabeth's greatest achievements in writing, and the creation of her famous garden (now an historic site).

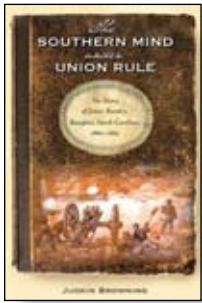
The reader leaves enlarged not only by Lawrence's passions, but by her example of deep friendship and wisdom. "You know, every now and then you meet with a book that makes you start at the beginning and think through again all of your hard-won ideas." It's like that.

Becoming Elizabeth Lawrence is an essential for public or academic libraries with gardening or North Carolina history collections, and a valuable addition to any secondary, public, or academic library's collection on the writing craft or memoirs.

Jeffery Beam

University of North Carolina at Chapel Hill

The Southern Mind under Union Rule: The Diary of James Rumley



James Rumley. Beaufort, North Carolina, 1862-1865. Edited by Judkin Browning. Gainesville: University Press of Florida, 2009. 199 pp. \$34.95. 978-0-8130-3407-2.

Early in the American Civil War (by April 1862), a significant portion of the North Carolina coastal plain

had fallen to the forces of Union General Ambrose Burnside. For most of the war, then, Beaufort and much of the surrounding countryside was under Union military jurisdiction. Since the campaign had been relatively swift, the devastation and dislocation usually attendant on a military incursion was absent. The local civil infrastructure was intact, but obviously dependent on, and subservient to, the military government. Such a situation was fraught with difficulty for both sides. The Union had to enforce its will without antagonizing the inhabitants so much that they would rise in open rebellion. The local population, entirely reliant on the occupying forces for their economic and social welfare, had to remain loyal Confederates, while still being obedient enough to maintain the Union's good will, and, therefore, their own livelihoods.

This delicate balancing act finds a fascinating representative voice in the diary of James Rumley, a Clerk of Court for Carteret County, and an unrepentant Confederate. The diary, ably edited and annotated by Judkin Browning, a military historian at Appalachian State University, covers the period from 1862 through 1865, thus encompassing nearly the entirety of the war and also the first tentative steps of Reconstruction. Browning's introductory essay reveals the somewhat problematic provenance of the work (the original no longer exists, but the text has been reconstituted from two other sources), as well as putting the diary in a larger social and military context. The diary itself consists of entries of varying lengths—some a single sentence, others running to several pages filled with high flown rhetorical flourishes—that detail the military, social, and economic consequences of continuous occupation. Rumley's ruminations, obviously those of an educated man, provide a window into the code by which he sought to live even as the society underpinning that code was in

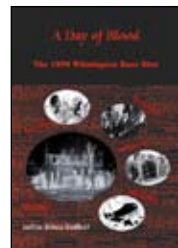
violent upheaval. The content, though revealing and enlightening throughout, can sometimes be difficult for modern sensibilities, since it oscillates frequently from vituperation against Yankee treachery, to vitriolic racism, to an exasperating naïveté about the duties and responsibilities of an occupying force. Throughout the diary, Browning has painstakingly traced every name mentioned; footnoted and explained every incident or battle; and sourced every quotation. Browning's sources, mentioned in the footnotes and the bibliography, are standard works, and as such are both scholarly and easily accessible.

With the sesquicentennial of the Civil War approaching, interest in the conflict is likely to rise exponentially. Rumley's diary provides a rare window into Confederate thinking under Union rule, and would be of value to many North Carolina libraries, especially those with strong military or Civil War collections.

Steven Case

State Library of North Carolina

A Day of Blood: The 1898 Wilmington Race Riot



LeRae Sikes Umfleet. Raleigh: North Carolina Office of Archives and History, 2009. 288 pp. \$18.00. ISBN 978-0-86526-344-4.

On November 10, 1898, white supremacists in Wilmington, North Carolina overthrew the legally elected Republican government in the only successful coup d'état in United States history. The attack was not a spontaneous action but rather a well-planned, violent insurrection carried out by white businessmen to regain power lost in recent elections. The federal government did not intervene and the perpetrators went unpunished. The impact of the events in Wilmington led to increased oppression of African Americans throughout North Carolina and to Jim Crow legislation at state and local levels.

LeRae Sikes Umfleet is Chief of Collections Management for the North Carolina Department of Cultural Resources. The Wilmington Race Riot Commission (WRRRC), established by the North Carolina General Assembly in 2000, authorized her research. Her original report, released in 2005, was revised and re-released in 2006. She received the American Association for State and Local History's Award of Merit and WOW! Award for the report. *A Day of Blood* grew out of her research report.

A Day of Blood follows a chronological format, beginning with the Civil War and Reconstruction and ending at the dawn of the First World War. Umfleet examines the factors leading to the

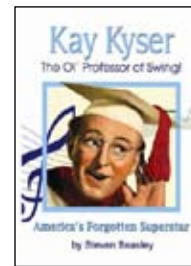
municipal overthrow, the day itself, and the aftermath. As the author explores the actions of the Democratic Party and influential white businessmen she makes the case that the riot itself was the result of a conspiracy. Umfleet meticulously sets the stage by drawing on a variety of primary and secondary sources, including some controversial sources, in order to paint a vivid picture of Wilmington society. She explores the development of the Fusion Party, formed by the merger of the Populist and Republican Parties. Political cartoons convey the intensity of the political climate during 1898 and the escalating tensions leading to the riot.

The text is accompanied by a wealth of maps, photographs, and other illustrative materials. Umfleet includes a significant amount of supplemental material including appendices listing major participants and brief biographical sketches of key figures. Extensive notes accompany the text; there is also a bibliography. *A Day of Blood* is recommended for academic libraries as well as libraries that maintain a collection about Wilmington history.

Dea Miller Rice

Appalachian State University

Kay Kyser: The Ol' Professor of Sing! America's Forgotten Superstar



Steven Beasley. Northridge, CA: Richland Creek Publishing, 2009. 341 pp. \$23.95. ISBN 978-0-615-31983-4.

He didn't look like a cheerleader. Even as a freshman, Rocky Mount's James Kern Kyser bore more than a little resemblance to the stereotypical absent-minded professor. So, when this professorial-looking undergraduate strode onto the University of North Carolina's Emerson Field during a 1927 baseball game to tryout as a cheerleader, he took the spiritless crowd completely by surprise, shouting, "Gang, let's give five rahs for the Baptist Church!" To the astonishment of just about everyone present, including Kyser, the crowd was soon "yelling their heads off" for the denomination. A showbiz career was born.

James Kern "Kay" Kyser has not one, but two stars on the Hollywood Walk of Fame. Despite the fact that he played no instrument and couldn't read a note of music, from the 1930s through the late 1940s, Kyser was one of America's most popular big band leaders. He had eleven number one hit records, including *Ole Buttermilk Sky* and the *Woody Woodpecker Song*, and 35 other top ten songs including *Praise the Lord and Pass the Ammunition* and *White Cliffs of Dover*. *Kay Kyser's College of Musical Knowledge*, on the air from 1933 to 1949,

was one of the most popular shows on radio. Dressed in academic gown and mortarboard as “the ol’ professor,” Kyser kicked off each of these shows with “Evening folks, how y’all?” before tying together a string of comic quizzes, swing music, ballads, and novelty tunes with his own engaging personality. He appeared in movies alongside the likes of Lucille Ball, John Barrymore, Jane Wyman, Peter Lorre and Boris Karloff; had one of the first television programs on NBC; and turned up in Warner Brothers’ cartoons and a Batman comic book.

Kay Kyser was the first bandleader to play before a military audience. During World War II he and his band endeared themselves to America by travelling to more than 500 military installations to play USO shows. He also contributed to the war effort by being one of the most successful of celebrity war bond salesmen. He helped organize and lead the Hollywood Bond Cavalcade, a traveling variety show that included the likes of Fred Astaire, Judy Garland, Mickey Rooney, James Cagney, and the Marx Brothers. By the end of World War II, Kay Kyser was one of the nation’s best-known celebrities.

Kyser grew tired of show business and retired to Chapel Hill in 1950 where he turned his attention to activities such as the “Good Health Movement” (which had begun during the previous decade) and the creation of North Carolina Public Television. He also became more involved in Christian Science, eventually running the denomination’s television and film department. He was elected President of the Worldwide Church of Christian Science in 1983.

Steven Beasley wondered how such a prominent man could fade from the nation’s memory so quickly. Beasley spent years collecting recordings, reminiscences, photographs, and memorabilia related to the ol’ professor, all in the hopes of making a documentary film about Rocky Mount’s favorite son. Perhaps most importantly, Beasley performed yeoman’s work in recording the stories of key Kyser colleagues, a number of whom are no longer with us. While the film has yet to be released, one result of all of this interviewing and collecting is this book, which in many ways resembles the ultimate fan’s scrapbook. Bits and pieces from interviews rub up against rare publicity stills, which precede quotes from industry press, which come after mimeographed letters from show sponsors, which rest beside playbills, which come back around to the author’s own telling asides and educated guesses. Reading his book, I couldn’t help but forgive the author for outbidding me on ebay for so many Kyser-related 78s. Collectors of North Caroliniana will want to add this item to their shelves.

As Kay would say, “C’mon, chillun! Le’s dance!”

Kevin Cherry
Institute of Museum and Library Services

Haven on the Hill: A History of North Carolina’s Dorothea Dix Hospital



Marjorie O’Rorke. Raleigh: Office of Archives and History, North Carolina Department of Cultural Resources, 2010. 321 pp. \$18.00. ISBN 978-0-86526-332-1.

The thought of mental health institutions may elicit images of padded rooms and lounges filled with sedated individuals staring out windows. *Haven on the Hill: A History of North Carolina’s Dorothea Dix Hospital* largely shatters those popular images. In this history Marjorie O’Rorke details how much activity took place at North Carolina’s first mental health hospital. Most patients, while receiving some therapeutic care for various mental disorders, epilepsy, and alcoholism, also managed to work in the hospital’s extensive farms, construction shops, gardens, and sewing room, and to enjoy various amusements and the beautiful grounds.

O’Rorke, who holds a bachelor’s degree in history from Oberlin College and a nursing degree from Yale University, has volunteered at Dix Hospital since the 1960s. She presents a thoroughly researched chronological history of the hospital from its inception in 1848 and through turbulent decades of changing patient populations, evolving practices, political intrigues, wars, racial divisions, and devolution of centralized state care to regional and local providers. She focuses heavily on the hospital’s administrative and medical leaders, building projects, maintenance issues, and political efforts to secure funding. While theories and methods of patient care are covered, they sometimes seem asides to their political, cultural, and financial context. Despite her evident love for the hospital, O’Rorke does not shy away from describing unseemly practices and conditions when they existed. As a detailed history of mental health care, this book is perhaps lacking; as a comprehensive history of how Dix Hospital and (to a lesser extent) other state mental health centers were created, adapted, and sustained for generations, O’Rorke succeeds brilliantly. On a larger scale, *Haven on the Hill* demonstrates to the reader the powerful impact federal and state governments have had on health care for over one hundred and sixty years.

The author researched this book in various archives and libraries; she also conducted personal interviews. The vast majority of the work is clearly objective; occasional editorial remarks are easy to identify as such. Black and white photographs of buildings and people help the reader better understand the conditions described in the text, but many are either recent pictures of buildings or portraits of leaders. Additional photographs of the daily life of patients and staff would have

personalized the text more. The physical format of the book—an 8.5 x 11 inch paperback—makes it awkward to hold for casual reading, but the extensive notes section, bibliography, and 21-page index make it a highly usable reference work.

Given the decade-long attempt by some mental health reformers, commercial developers, and others to close Dorothea Dix and repurpose its prime real estate, this book is a timely reminder of the hospital’s important history and of the state’s ongoing need for quality mental health care.

This book is recommended especially for medical libraries, but also for academic and larger public libraries with readers interested in the history of medical services in North Carolina.

C. William Gee
East Carolina University

The Middle of the Air



Kenneth Butcher. Winston-Salem: John F. Blair, 2009. 307 pp. \$22.95. ISBN 978-089587-371-2.

Take a missing truck full of radioactive material, an unconventional western North Carolina family, and an “ends justify the means” Washington, DC administrator and put them all together. What do you get? That’s a good question, and one that is not altogether satisfactorily answered in Kenneth Butcher’s debut novel *The Middle of the Air*.

While searching for petroglyphs near the Appalachian Trail, archeologist Leon Colebrook, his wife Sue, and their implausibly precocious five-year-old daughter Audrey discover the wreckage of a small unmanned aircraft. Leon’s brothers—Xavier, an engineering student, and Charles, an engineer—help examine the parts, bringing them all under government suspicion in the process. Their trying-to-retire father Philip, their candy store-owner mother Lilly, and their nonconformist painter grandfather Pipo are all drawn into the investigation of how a truck full of radioactive material could disappear.

The book contains generous doses of humor and some genuinely funny scenes, including a puppet therapy session that takes a very wrong turn. The chapters are peppered with footnotes about animal behavior based on research conducted by the “Ecuadorian biophysicist Henrico Carr.” The notes are creative and amusing, but reading them disrupts the narrative flow and their relevance is only marginally apparent towards the end of the book.

The dust jacket description of the book as a “techno-mystery” makes it difficult to identify the intended

audience. The plot maintains a steady pace, but there are not enough clues to make it a traditional mystery and, with a few exceptions, not enough action scenes to make it a thriller. Some sections are written in science fiction style, and slogans such as “Government Without Shame” and “Continuous Improvement With No Change” have Orwellian overtones. It’s easy to lose interest in why the truck was stolen in the first place as the storyline is gradually overwhelmed by vivid portraits of the members of the Colebrook family.

The descriptions of covert nuclear power operations, the technology of autonomous aircraft, DC bureaucrats, and the Colebrook family are well written, but these disparate threads are woven together somewhat clumsily. Nevertheless, the camaraderie exhibited by the Colebrook family is appealing and readers familiar with Asheville will be nodding in agreement with the author’s depiction of the area. The ending contains a satisfying twist which serves to make this book a fun and worthwhile, if slightly disjointed, weekend read.

The Middle of the Air is recommended for libraries that collect North Carolina fiction.

Arleen Fields
Methodist University

Lumbee Indians in the Jim Crow South: Race, Identity, and the Making of a Nation



Malinda Maynor Lowery.
Chapel Hill: University of North Carolina Press, 2010. 339 pp. \$65.00. ISBN 978-0-8078-7111-9 (cloth). \$21.95. ISBN 978-0807871119 (paper)

Lumbee Indians in the Jim Crow South presents the history of the Lumbee people in the late nineteenth and early twentieth centuries

and their struggles to define themselves. Malinda Maynor Lowery describes this struggle as a clash of conflicting forces: the Lumbee and their own ideas about identity, race, and kinship; the government and its concepts of race, tribe, and blood; segregationists and Jim Crow laws and norms; and the turmoil caused by whites, blacks and Native Americans competing for resources in opposition to the others. Each group tried to secure the best treatment and most resources for their group, with some groups (such as the segregationists) working both to secure their own place and to demote others.

The government’s actions toward the Lumbee reflected confusion as to how to recognize this group, particularly in light of New Deal legislation which made it possible for recognized Indian

tribes to have some degree of autonomy and local self-governance. The task of the Lumbees was to convince the Office of Indian Affairs (OIA) that they were indeed an autonomous Native American group set apart from others. The government’s struggle became one of definition, as the official concept of tribe did not mesh well with the way the Lumbee thought of themselves. Into this problem stepped Arthur Estabrook, a sociologist who had worked for the Eugenics Records Office of the Carnegie Institution and had co-authored a book entitled *Mongrel Virginians*. Estabrook was certain he could resolve these difficulties by providing an anthropometric analysis. He administered physical and mental tests to Lumbees to determine how much “negro blood” was part of their genetic makeup.

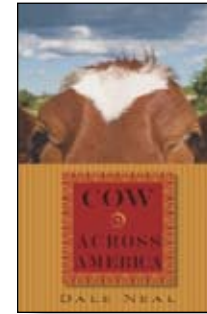
Segregationists were interested in this genetic determination for their own purposes, which involved exercising power over African Americans. After African Americans had been disfranchised, Democratic politicians in North Carolina essentially blackmailed the Lumbee into voting for them by threatening to cut off support for allowing them the vote. At every turn, Native American groups had to renegotiate status with segregationists depending upon the demands of the moment. The status of groups such as the Lumbee reflected what segregationists hoped to gain, whether it was their land, or some further erosion of the rights of African Americans. The Lumbee had to chart their own path through the dangerous territory of Jim Crow and had to maintain their difference from African Americans in order to secure better treatment. For example, in the administration of the public schools there was a constant battle for resources that ranked white schools first, Indian schools second, and schools that served African American children a distant third. But to get this preferential treatment, the Lumbees had to accept the racial structure of the Jim Crow South, which left all non-white races vulnerable to more discrimination.

Lowery’s book is a well-written account of the Lumbee story in these decades. The most interesting parts of the book were when Lowery would bring the story down to the personal level by relating anecdotes concerning her own family history. In her introductory discussion of how the Lumbee refer to themselves as “our People,” she relates a story of how she negotiated a conversation with a local preacher about her kin to show that she was indeed from “around here.” This vividly illustrated the clash between the Lumbee notion of kinship and the difficulties the government had placing this group of people in the appropriate pigeonhole. Malinda Maynor Lowery was born in Robeson County and is now an Assistant Professor of History at Harvard University. She has written numerous articles on the themes of Native American identity and politics in North Carolina and has produced three award-winning documentaries about Native Americans, two of which focus on Lumbee identity and culture.

The book contains maps, black-and-white photos, genealogy charts, and footnotes. I recommend this well researched and readable book for academic libraries and for libraries with collections on Native Americans or the Jim Crow South.

Scott Rice
Appalachian State University

Cow across America



Dale Neal. Charlotte: Novello Festival Press, 2009. 220 pp. \$21.95. ISBN 978-0-9815192-3-4.

Cow across America interweaves two lighthearted and humorous tales. The first is the coming-of-age saga of Dwight Martin. We meet Dwight as he’s writing his first novel at

age ten during a boring summer on his grandparent’s farm in Beaverdam, North Carolina. Dwight’s story will bring back childhood memories for many readers as he learns to whistle, bravely face the world with a wooden pop gun, struggle awkwardly into adolescence, watch the unraveling of his parents’ marriage, and tolerate the company of doting grandparents. Most of the book, though, consists of his Grandpa Wylie’s fantastic and fabulous descriptions of a teenage hike to California with his best friend and a beloved milk cow. Grandpa Wylie makes Dwight hand over his spare pocket change to hear each almost-unbelievable installment—a month of collecting gear for the trip, week after hungry week of hiking, days of lying injured and trapped in an old Indian mound, and dramatic (and impossible?) sagas of crossing the Mississippi River, being swept up in a tornado, and traveling through a mysterious tunnel under the Grand Canyon. Years later, after Grandpa Wylie is gone, Dwight is aware of “a lifetime of nickels and dimes traded for all the tall tales he’d heard as a boy and secretly measured himself against.”

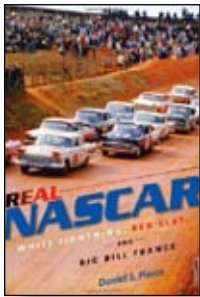
Beneath the warmth and humor of the intertwined tales lie glimpses of the strong bonds between a growing boy and his grandfather and the life lessons our elders can teach us through storytelling. The themes of growing up, relationships with parents and grandparents, and young boys’ fantastic adventures on the road will make *Cow across America* appeal to a wide range of readers. Mark Twain-like humor and wit make the book a good fit for young adult and adult fiction collections.

Dale Neal is a North Carolina native and a graduate of Wake Forest University and the MFA Program for Writers at Warren Wilson College. He is an avid hiker and mountain biker and a staff writer for the Asheville *Citizen-Times*. *Cow across America* is his first novel and was the winner of the 2009 Novello Literary Award, granted annually by Novello Festival Press for a book of fiction or

creative nonfiction by a North or South Carolina writer. Novello Festival Press is the nation's only public library-sponsored literary publisher, and is an imprint of the Public Library of Charlotte and Mecklenburg County.

Dianne Ford
Elon University

Real NASCAR: White Lightning, Red Clay, and Big Bill France



Daniel S. Pierce. Chapel Hill: University of North Carolina Press, 2010. 348 pp. \$30.00. ISBN 978-0-8078-3384-1.

No book can reproduce the sheer sensory overload of noise, power, and speed that NASCAR fans find so addictive, although many have been published to feed their obsession between events. Daniel Pierce differentiates his *Real NASCAR* from the rest of the pack by basing his chronological history of the founding and early stages of organized stock car racing on documented sources, disqualifying himself from using many colorful myths and self-promotional anecdotes that he was unable to verify. The result is an imposing record of drivers, cars, promoters, racetracks, racing associations, and sponsors that will be useful for researchers and gratifying for faithful followers, even if it moves too slowly to attract new converts to the track.

In his introduction, Pierce addresses two major problems that handicapped his attempt at a scholarly treatment of NASCAR's past. First, NASCAR is a family-owned business that exercises strict control over its image and refuses access to its archives. Second, he found that while witnesses to the birth of the sport might speak frankly about their own past illegal activities, they were reticent about implicating friends and family members even after the statute of limitations had run out. Although NASCAR downplays the popular belief that early stock car racers were bootleggers pitting their cars and driving skills against each other, Pierce's research links not only drivers but also many of the early mechanics, car owners, promoters, and track owners to the illegal manufacturing and trafficking of liquor. It seems likely that the hard drinking going on before, during, and after the races also contributes to the difficulty of documenting some of the sport's most hair-raising stories.

Pierce sets the stage for the emergence of stock car racing amid struggling small farms in the piedmont South of the early twentieth century, where making moonshine was the only way many families found to hold on to the land and to avoid the soul-

deadening grind of mill work. Cheap used early model automobiles were becoming available by the late 1920s; the faster they could be made to run, the more useful they were for delivering product. Car races of various types and "Hell Driving" stunt shows were already popular entertainments. It was only a matter of time before men who risked their necks bootlegging by night started challenging each other in front of crowds by day.

In describing the character of typical stock car racers and their fans, Pierce invokes descriptions by earlier social historians of the typical white working-class southern male, the "Hell of a fellow" in W.J. Cash's phrase. Stock car racing perfectly satisfies that demographic group's traditional affinity for violent physical competition, excessive alcohol consumption, unrestrained behavior, and general braggadocio. The author carries this theme throughout the book, emphasizing the frustrations of outdoorsmen facing modernization and urbanization, and particularly the regimentation of mill work, to explain their readiness to flock to the racetracks and regard bootleggers-turned-stock car drivers as outlaw-heroes. Interestingly, although he traces the history of stock car racing to the early 1970s, Pierce does not explore whether the Civil Rights movement and desegregation has any bearing on the continuing appeal of the sport to an almost exclusively white audience.

As the founder of NASCAR, William Getty "Big Bill" France is pivotal to this history. France was a racer and mechanic who settled his family in Daytona Beach, where he finished fifth in the town's first stock car beach/road race in 1936. The 250-mile event lost \$22,000 for Daytona Beach; the scoring system was so complicated that no one was sure who had won when it was over; and every car in the race had to be towed out of the deep sand on the turns at least once. That could have been the end of the story, but Bill France began organizing and promoting races and in a few years built Daytona into a successful venue. Soon after World War II, he was promoting races throughout the piedmont South and building a network of racetracks. In 1948 he founded NASCAR and began picking off competing racing associations. He controlled the independent drivers with an often arbitrary iron fist, penalizing them for driving in non-NASCAR races and other undesirable behavior, and twice beating their attempts to unionize with a mixture of bullying and concessions. In the 1950s he forged unprecedented partnerships in Detroit that greatly boosted the visibility and rewards of stock car racing. Pierce's account of the mixed blessing of corporate sponsorship may be the most revealing part of the story. The author draws the curtain in 1972, the beginning of NASCAR's first Winston Cup season and the year France turned over the reins to his son. Given the lack of access to his business records and personal memories, Big Bill unfortunately remains a remote and enigmatic figure to the reader.

Daniel S. Pierce is chair of the History Department at the University of North Carolina at Asheville

and the author of *The Great Smokies: From Natural Habitat to National Park*. A native of Asheville, he is a late convert to racing fandom. This book includes a bibliography, notes, an index, and black-and-white photographs. It is recommended for academic and public libraries.

Dorothy Hodder
New Hanover County Public Library

27 Views of Hillsborough: A Southern Town in Prose & Poetry



Michael Malone. Hillsborough, NC: Eno Publishers, 2010. 210 pp. \$15.95. ISBN 978-0-9820771-2-2.

The back cover blurb for *27 Views of Hillsborough* may in fact be the twenty-eighth view. Frances Mayes—herself a part-time Hillsborough resident when not in Tuscany—writes: "If there are hot spots on the globe, as the ancients believed, Hillsborough must be one of them. I can't count the number of historic markers in the gracious old town. More recently, some ground force is attracting an astonishing number of writers, artists, photographers, and musicians . . . Say hello. The natives are friendly." In his introduction, Michael Malone goes so far as to state that Hillsborough contains "more novelists, poets, essayists, scholars, and historians per square foot than any other small town since, well, Concord, Massachusetts."

Despite such observations, *27 Views* is no work of chamber of commerce puffery. A mélange of commentary and literary tribute, the "views" paint a many-faceted, layered portrait of the Orange County seat. Essays, fiction, and poetry range from the earliest Trading Path days to the end of the first decade of the twenty-first century. Voices include whites, African Americans, Native Americans, southerners, and new arrivals. Entries run the gamut from local color to realism, with the emphasis on realism.

Among those viewing Hillsborough are literary lions (Allan Gurganus, Lee Smith, Jill McCorkle, Randall Kenan, Michael Malone), essayists and journalists (Hal Crowther, Barry Jacobs, John Valentine), poets (Jaki Shelton Green, Jeffery Beam, Mike Troy), a chef (Aaron Vandemark of Panciuto), a gardener (Nancy Goodwin of Montrose), and a musician (Katharine Whalen of Squirrel Nut Zippers fame). As with any good collection, themes in some essays resurface in others, and the sum is greater than the individual parts.

Bob Burtman details the combination of geography and citizen-assisted good luck that thus far has

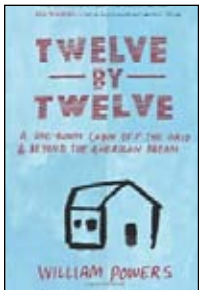
spared the town from the overdevelopment and homogenization plaguing most of the Triangle. Thomas Campanella contrasts China's frenetic rush into modernity with the development of Hillsborough's historic district. Barry Jacobs describes the colorful North Carolinians, warts and all, who settled Moorefields, just outside of town. And Tom Magnuson chronicles the town's many names, including Acconeechi, Corbinton, Childesburg, and Hillsboro/Hillsborough: "And so it is today, a Colonial name for a town of Revolutionary fame with streets bearing the names of Colonial tyrants of various stripe. History is larded with such ironies."

Hillsborough is rightly proud of this affectionate, contemporary portrait. At a recent event sponsored by the Friends of the Orange County Library, Hillsborough's reading public streamed to the new library, packing the meeting room to capacity and leading Barry Jacobs to remark that the program was a "nice break from a previous conversation on municipal solid waste disposal."

Daniel Wallace, whose illustrations graced last September's North Carolina Literary Festival in Chapel Hill, created the cover art for *27 Views*. This book is suitable for all types of libraries, especially those with collections focusing on North Carolina, and should be required reading for anyone within hailing distance of Orange County. It would appeal to adult and older young adult readers.

Margaretta Yarborough
University of North Carolina at Chapel Hill

Twelve by Twelve: A One Room Cabin off the Grid and beyond the American Dream



William Powers. Novato, CA: New World Library, 2010. 296 pp. \$14.93. ISBN 978-1-57731-897-2.

This book by William Powers has some nice features: a black-and-white watercolor by Hannah Morris at the beginning of each part and a tiny sketch of the 12 x 12ft. house that precedes each wise saying Powers found on pieces of paper in the house. "About the author" at the end is useful and interesting. An appendix with resources for further study and an index are features that will help the reader.

The author is very active in aid and conservation work worldwide. He is well known as the writer of books based on these experiences, such as *Blue Clay People*. *Twelve by Twelve* came out of Powers' experiences in a house on "No-Name Creek" in "Adams County" North Carolina. He uses his

observations of neighbors and friends in that area to discuss their use of permaculture, wild crafting, living off the power grid, and the broader implications of those actions. He experiences the intrusiveness of a chicken factory, especially when the wind is right. "Adams County" is Chatham County, and his walks and bicycle rides place him near Siler City. He also mentions Chatham Marketplace and uses Southern Village in Chapel Hill to make some of his points.

The book is set in a near-Eden of garden, sun-heated showers, candle light at night, and wood heat, but the region, while a good setting for Powers' musings, is not the real subject of the book. As the author lives, takes walks, and visits with neighbors, he considers the distance these people are from the mainstream of American life, dependent as it is on institutions such as the intrusive chicken factory.

Powers also considers the paradox in his life's work helping humanity—at the expense of large quantities of jet fuel. He begins to reflect on the lessons he has been helping to teach other cultures, and the possibility that he has been encouraging the adoption of a lifestyle of overdevelopment in societies where enough had been a comfortable goal. His time in the cabin, much of it alone, gives Powers time to consider his young daughter and the pain of his separation from her. He comes to a new appreciation of his life as a parent, seeing it as a reason to help the world both achieve a sufficiency and avoid overdevelopment with its false economies of vast scale. He wishes for a new "soft world" for his child. In the end, he fits into the cabin and feels at home in a small space and the world around it.

Many public libraries will want this thoughtful book on the state of the world; it fits into the current stream of literature examining our way of life. Also, all libraries in the Triangle and, especially Chatham County, will want the book as a picture of our local ways of living.

Nancy Frazier
University of North Carolina at Chapel Hill

Down Home: Jewish Life in North Carolina



Leonard Rogoff. Chapel Hill: Published in association with the Jewish Heritage Foundation of North Carolina by the University of North Carolina Press, c2010. 432 pp. \$35.00. ISBN 978-0-8078-3375-9.

Credited with building the first scientific laboratory in America (an assayer's oven in Fort Raleigh), Joachim Gans was also the first Jew to step foot in North Carolina. Gans, part of Sir Walter Raleigh's second expedition, was a

German metallurgist hired to investigate minerals and artifacts. Far more than a book of firsts and facts, *Down Home: Jewish Life in North Carolina* presents four hundred plus years of Jewish presence and heritage in North Carolina beginning with Gans's arrival in 1585. Author Leonard Rogoff, Historian for the Jewish Heritage Foundation of North Carolina and President of the Southern Jewish Historical Society, clearly demonstrates his passion for, and scholarship of, Southern Jewry in this expansive work.

The book, which is divided into six sections spanning from the colonial period to the Sunbelt era, expertly traces how North Carolina's first Jewish families came to settle in small towns throughout the state, arriving primarily from larger cities in South Carolina, Virginia, Maryland, and New York. Communal and fiscal ties with these cities remained strong and initially helped anchor many of the families as merchants in their new environs. Over time, peddlers became shop owners turned industrialists, scholars, politicians, doctors, lawyers, or entrepreneurs, all the while connecting to their communities through patronage, civic leadership, and activism.

Throughout the book, Rogoff incorporates a thoughtful combination of photographs, oral histories, richly drawn personal portraits, and archival documents. Each is well placed in the text and helps propel the very detailed and extensive historical narrative to good effect. Acculturation is amply addressed throughout the book and interwoven with issues of slavery, anti-Semitism, civil rights, and women's rights. Rogoff does not shy away from the irony of some of newly immigrated Jewish southerners turning a blind eye to (or engaging in) slavery while fighting for their own religious and cultural freedoms. But another part of the story is the importance of Jewish activism in advancing civil rights. The process of community building is a focus of the book, and Rogoff asserts that one of the main challenges for both native and immigrant North Carolina Jews was "to become southerners while remaining Jews."

Leonard Rogoff has taught at North Carolina Central University and written for *The Spectator* (Raleigh) and *The Independent* (Durham). He has also written *Homelands: Southern-Jewish Identity in Durham and Chapel Hill, North Carolina* published by the University of Alabama Press in 2001.

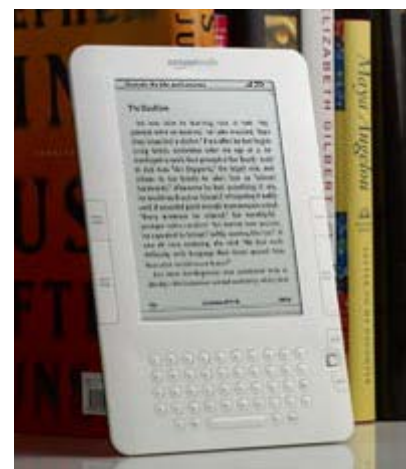
This scholarly work is highly engaging and would prove a welcome addition to high school, public, college and university library collections. Of note, Rogoff directed a documentary of the same title, bringing to screen many of the oral histories and personal portraits introduced in the book.

Winifred Metz
University of North Carolina at Chapel Hill



Ralph Scott

An iPad, a Nook and a Kindle



The Wired to the World editor recently had a chance to explore an iPad, a Nook and a Kindle. A group of these e-book readers were purchased recently as test beds for potential e-book reader public loaner machines in Joyner Library at East Carolina University. A number of issues still have to be worked out regarding the payment method by which books are actually downloaded to the devices for public use. In the meantime it was interesting to watch people compare the three e-book readers. The hands down favorite for glitz and show was the iPad. New users were simply spellbound by the color screen and interactive display. After one look at the color iPad, people discarded the Nook and Kindle as poor black and white second choices. The book reader in the iPad is significantly better than the readers in the two other e-book machines. Many prospective purchasers don't even know that if you want a Kindle, there is a Kindle app for the iPad! However the Apple e-book reader is of a much better design and will probably soon become the standard for others to try to match. Turning pages is done with an intuitive flip of the finger. The iPad also has a large number of apps you can download and also includes e-mail reader programs [Microsoft Exchange, AOL, etc.], iTunes and

Safari [the Apple web browser]. The iPad functions much as a small laptop or netbook computer would work, plus it has the really great e-book reader. However multi-tasking is not possible and the iPad is physically larger and more bulky to carry than the two other e-book readers. There are two versions of the iPad: Wi-Fi [\$499] and 3G [\$629]. This price is for the 16GB version, 32GB [\$599, \$729] and 64 GB [\$699, \$829] versions are also available. The cheaper Wi-Fi versions work on home, private and public Wi-Fi networks. The 3G version works anywhere AT&T cell phone service is available. Various versions of the device are available with increasing expensive memory modules. The iPad is available at various Apple stores and computer retail outlets. The manual for the iPad is available via the Web, which is not particularly handy when you are out of range of a network. The iPad also has auto-page rotation which means that you can switch from horizontal format to vertical format by just turning the device. You can sync the device with your computer just like you do for an iPod. It is not possible to multi-task with the iPad, and Java based applications will not work at present on the device. The iPad has a built-in electronic touch keyboard.

The Kindle tested is a second generation model that is currently selling for \$189 in a Wi-Fi version. This is a considerable reduction from the earlier introductory price of almost \$500. The Kindle can be purchased directly from Amazon on the Web or at retail outlets such as Target and Best Buy. The Kindle is smaller and lighter in weight, something to think about in an e-book reader you are going to hold in your hand. The main drawback of the Kindle is the five-function control switch. This takes some getting used to and is not particularly intuitive. How you poke the switch around to do various functions can be frustrating to learn. It's not particularly clear for example how you advance the selection bar down to the next line on the screen. Several people found this to be a frustrating navigation issue when they first tried to use the Kindle. The Kindle folks have designed one switch to do a variety of tasks. It's called the five function switch because it moves in four directions, plus you can press it in (#5). There are also four buttons on the side of the Kindle that move the pages forward and back and do other various tasks that you have to read the manual to find out about. A copy of the Kindle manual is supplied with the machine. It is fairly long and covers all the tasks that the Kindle can do.

The screen is easy to read and the type size can be changed for those who have vision issues. The Kindle comes in two versions, the six inch original version (\$189) and the nine inch DX (\$489). Both versions have “global wireless” [more about this later!] through AT&T [i.e. 3G network]. The smaller version does not have a native PDF reader and you have to first convert the PDF files to an intermediate format for reading on the Kindle. The nine inch version has a built in PDF file reader. The more expensive Kindle has the auto-rotation feature, while the \$189 version has book rotation with a manual switch. The Kindle bookstore claims to have 600,000 books and you can download 1.8 million books from the Internet Archive [www.archive.org] using a beta Kindle download program that translates the archive files into ones that can be read on the Kindle. The batteries will last longer in the Kindle if you turn the network connection off. You can use the USB connector to charge up the Kindle or connect it up to your computer. It is possible to download audio books with the Kindle and listen to them via the built-in speakers. A simple Web browser is included and it works with the Internet up to a point. The browser is listed as an experimental feature of Kindle and will not download all Web sites, especially those that are graphically intensive. In short it is a poor substitute for Safari. The Kindle has a small button keyboard at the bottom of the screen.

The Nook is sold at Barnes and Noble stores and selected other retailers, and comes in two versions: Wi-Fi for \$149 and a Wi-Fi + 3G version for \$199. It is smaller than the Kindle and uses a second color screen for navigation

in place of the five function switch found on the Kindle. The second color screen I think is actually an improvement in functionality over the switch; however, the e-book text you read is still in black and white. The Nook has an added feature that allows you to “rent” your e-books to friends for up to 18 days at a time. To transfer these e-books to a friend’s device [computer, Nook, or handheld] you need to download the Nook e-book reader software which you can get at iTunes [for which of course you need to have an iTunes account]. The Nook also has a beta version of a browser, but I was unable to test it out because it would not connect with my local Wi-Fi network. Most networks require an ID/Password and it’s not clear yet how to input this information into the Nook. The Nook would connect up with my network, but then it was dropped because the required login was not provided. Like the Kindle, the Nook also includes a built-in dictionary. The Nook also has a beta version of the free in-store e-book reader that allows you to read complete books. A chess game and Sudoku are included with the Nook. Barnes and Noble claims that you can read for “up to ten days” with the wireless turned off. This “feature” was not tested, although battery drain did seem a little less with the Nook than the other readers. On the other hand this might be simply because I could not get the Wi-Fi to work. The Nook reads PDF files in native format along with several other file formats including JPG, GIF, PNG, BMP, but not the Kindle Amazon AMZ formatted files. Since the Nook is the lightest weight of the three readers I guess if I were going to read for “up to ten days” away from a power source, then I might prefer the Nook. Some people

actually found the Nook easier to use than the Kindle and it is certainly less bulky than the iPad. The Nook has a built-in electronic touch keyboard that is sort of small, hard to get to and use.

E-book readers are growing in popularity and they certainly make sense for those who travel and want to carry a large number of books with them and don’t want to pack several boxes of books to take along. They even would be useful for occasional light reading and are certainly handy gadgets to have. However they still do have some major drawbacks. For one they are still relatively expensive compared to a \$4.00 paperback at the airport bookstore. For another, you don’t actually, as Kindle users found out recently, own the books you bought, you rent them! You pay about the same price as you do for even hardbacks on sale for your e-book, but ownership of the e-books rests with the vendor and they can be taken back at will anytime they wish when you connect up with the network. And speaking of networks, I decided to take my three e-book readers with me down to the River to the cottage to see how they would work there. Wouldn’t you know that major portions of eastern North Carolina are in a deep communications black hole that is not served by the AT&T network! Just look at the service map for AT&T and you will see what I mean. Just like telephones, while some people use cell phones, others still cling to their land-line phones, so e-book readers will be liked by some, while others will want to hang on to their paper copies. A longer article documenting the progress made with public access E- book readers at East Carolina is forthcoming.

Submission requirements for North Carolina Libraries

Electronic articles can be submitted online at <http://www.ncl.ecu.edu>

- To submit you must login; if needed you can register using the link in the header.
- We use the *Chicago Manual of Style* (15th edition, 2003).
- We have a rolling deadline, articles are juried when received.
- Publication of approved articles is in about 3-9 months depending on space available.
- For additional information, contact Ralph Scott scottr@ecu.edu.

Robert Wolf

Simple Guidelines for Job Seekers

Over the past few years I have had the opportunity to serve on a number of search committees for open positions at my library. It's always interesting to see the extreme variation in the quality of applications. In many instances seemingly qualified individuals have made some simple mistakes which had negatively affected their application, so I've decided to provide some simple guidelines to help those who are currently looking for a new job or their first library job.

Traditionally, the job search has a number of phases. First there is the application phase where you actually apply for the position you're interested in. The next step varies from employer to employer. Normally there is a phone interview followed by a reference interview, though sometimes these two steps are reversed. Finally, if you successfully sold yourself through the first three steps, there is the onsite interview. The order of these steps is not concrete, and not all steps will always be followed. Sometimes you may go straight from an application to an onsite interview, or you might go through a series of phone and onsite interviews. It all depends on the institution.

Applying

The first rule when applying for a position is to read the job announcement and make sure you actually meet the minimum qualifications. These qualifications are listed for a reason. If you don't qualify, please don't apply. Don't worry about the preferred qualifications. While it would be nice to have said qualifications, they aren't absolutely necessary. They are often a wish list and not all of these qualifications will exist in one person. How many trilingual Java programmers with seven years of supervisory experience and a second master's degree in European transportation economics are really out there?

The job search process is just as hard, if not harder on the employer. While you are able to submit an application and forget about it, the potential employer has to review

all applications sent to them. Often they have a search committee that reviews each application; this takes time. They must also contact potential interviewees, contact their references, and often hold meetings to discuss the strengths and weaknesses of each applicant. When members on a review committee disagree on applicants, the ensuing discussions can be emotionally draining. For this reason it is important that you only apply to positions you're actually interested in. You may be desperate for work but you should still be selective in your applications. If there is an entry level cataloging position open but you have no interest in cataloging, don't apply. Even if you get the job you will probably be unhappy and will have to begin the job search process all over again. If you leave too many jobs too often, future employers will be turned off by the frequency of your position changes. They will worry that you will leave the position after a brief stint and they will have to go through the tedious process of hiring someone else.

Library position announcements are notoriously bad for not listing the salary for positions. Don't be afraid to ask for the expected salary range for a position before you apply. This way you will know if the salary is one you can actually accept or not and will save you a lot of time and frustration. You can typically contact the Human Resources Department to get salary information. If you are worried they might think you're more interested in the money than the job, use an anonymous email address. Yahoo mail and Gmail are great for this.

The Cover Letter

Be honest. Don't try to stretch the truth about the skills or experience you have to offer. If you're caught, you will most likely be removed from the list of potential candidates. Even if you do manage to sneak a lie past someone and get the position, it is something that can haunt you later on. If your employer finds out don't expect a positive reference from them when you're looking for a new job after they

let you go. It's not worth it. Now while it is important to be honest, there is such a thing as being too honest. You do not need to tell the interviewers everything about you or any life situations that may be perceived as a weak point by your employer. They don't necessarily need to know about any of your personal relationships, family issues, or career aspirations.

When writing your cover letter, make sure to tailor it to the position you're interested in. Generic cover letters are easy to spot and will usually put you on the bottom of the application pool. Read the position announcement you're applying for and state how your skills and experience meet these needs. The cover letter, more so than your resume, is the chance to sell yourself, but remember to keep it concise and on topic. This shows you have the requisite skills the employer is looking for and you are able to communicate clearly. Also, and I can't stress this enough, remember to PROOFREAD!

Another important point that should be obvious, but you'd be surprised how often it happens, is to make sure your cover letter is addressed to the correct person and/or institution. At least one cover letter in each search I have been on has either been addressed to someone who doesn't work at my library or has stated they always wanted to work at library x, which isn't our library. It doesn't matter how well written your cover letter is if you don't have the correct information.

A common problem with cover letters is the contact information people provide. If you're going to include your email address as method of contact, have a professional email address. Most employers will be put off by email addresses like PirateMovieGuy@email.com. First it shows poor judgment on your part and second it may give your employer the wrong idea. PirateMovieGuy might have this address because he likes movies about pirates, though one could also think he likes to illegally download movies. Also, use a daytime phone

number as a primary contact number and make sure you have a professional voicemail greeting in case you miss the call. You don't want the caller to have to listen to a 30 second song clip before they can leave a message.

The Resume or Curriculum Vitae (CV)

You should also tailor your resume or CV to the specific position you're applying for. When you are listing your past employment history, arrange your specific duties or skills in an order that show your obvious skills or experience to the reviewer. For instance, if you are applying for a Web librarian position with management duties and you have Web design and management experience in your current position, list this at the beginning of your employment history.

Rather than this:

- Provided reference services
- Managed monograph budget for the social sciences
- Maintained the library's Web page
- Supervised three full-time staff and one librarian

Rather change the order of the bullets:

- Maintained the library's Web page
- Supervised three full-time staff and one librarian
- Managed monograph budget for the social sciences
- Provided reference services

This allows the reviewer to clearly see that you have the appropriate experience for the position without having to sift through a bulleted list of unrelated skills or experience. Do the same with any listing of professional memberships, but keep your publications in chronological order.

Finally, make sure you provide the employer with all the information they are asking for. If they ask for a cover letter, resume, and three references, send them a cover letter, resume, and three references. Incomplete applications are the easiest to justify not going further in the interview process.

Choosing Your References

Before listing someone as a reference, it is always a good idea to ask that person two questions. First, are they willing to be a reference, and second, will they provide you with a positive reference? It's always interesting when you do a reference check and the person

on the other end of the phone is caught completely off guard or doesn't have anything positive to say. If someone is willing to be your reference, make sure you provide them with a copy of your cover letter and CV or resume as well as the position announcement you are applying for. Don't forget you can also tailor your references to a specific position. If you're applying to a technical position, you might want to include references that can speak to your technical ability. Just because someone will give you a good reference, it doesn't mean they can speak to your abilities pertaining to the position you're applying for.

The Phone Interview

If you have followed the advice above and meet the minimum qualifications for the position, you're likely to be invited to participate in a telephone interview. Phone interviews come in many formats. Some may be a series of standardized questions, or they may be free flowing and open, while others are a combination of the two. One thing is for certain. If you don't prepare for a phone interview, it will show.

If you're contacted for a phone interview, it is time to do some specific research. First, you will want to know more about the institution you're applying to. Look at their website. Find their mission statement. Do your research. All of these things could be useful in the interview. It shows you've taken the time to get to know your future employer. Also, make sure you are up to date on the literature in your field. This is something that should be ongoing, but it is especially important when you're trying to find a new job.

Choose a time and place where you will not be interrupted and can remain focused, preferably on a land line. If you only have a cell phone that is ok, just make sure your coverage is strong. DO NOT make the call from your car or while you are on the go. You will not be as focused as you need to be and the interviewer might be distracted if they suddenly hear a car horn or your radio comes on.

You should also review the cover letter and the resume or CV you submitted for the application and be prepared to answer any questions related to the information you provided. If the reviewer asks you a question about your resume and you can't answer it, they will not be impressed.

The Onsite Interview

If you've had a strong phone interview and your references checked out, then you're likely to be brought in for an onsite interview. These interviews can vary from a few hours to all day or even multiple days. It is important to not relax just yet. Remember to show up to your interview on time, preferably a little early, maybe fifteen minutes or so. Also, dress appropriately. It doesn't matter that the current employees are dressed in jeans and t-shirts; you should dress in proper business attire. This means suits for men and women.

Many interviews require you to do a 10-30 minute or more presentation. If a specific topic isn't given, ask the search committee if there is a suggested topic. If you're using some sort of presentation software or special technology, make sure the location you will be presenting in is capable of supporting it. Always have a backup ready in case there is a technical glitch of some sort. If your PowerPoint freezes half way through your presentation, be prepared to move forward without it. If you choose to use technology to aid your presentation, use something you're comfortable with.

Use the onsite interview to get to know the people you will be working with if you are chosen for the position. These are the people you will be working with for the foreseeable future so you probably want to make sure there are no major personality clashes.

Final Thoughts

It's important to remember finding a job is not only about making enough money to live on or performing a job you're interested in. You will probably be with your co-workers and employer more hours a week than you will be with your family and friends. It is important to find a place that suits your social needs as well as your career needs. There is nothing wrong with declining a position if you feel the fit isn't right or the position doesn't meet your expectations. An employer would rather you decline a position than become a disgruntled employee.

Happy hunting.

North Carolina Library Association Executive Board Meeting Minutes

January 22, 2010

Attending

Sherwin Rice (President), Tammy Baggett (Director), Phillip Barton (Past President), Evelyn Blount (REMCO), Mary Boone (State Library), Wanda Brown (Vice-President), Robert Burgin (Website), Phillip Cherry (REMCO), Carol Cramer (Finance), Steven Cramer (BLINC), Mimi Curlee (GRS), Laura Davidson (Secretary), Cynthia Dye (YSS), Kem Ellis (LAMS), Jacqueline Frye (NCLPA), Mary Goodrum (PLS), Jennifer Hanft (Membership), John Harer (IF), Jennie Hunt (WILR), Rebecca Kemp (RTSS), Emily King (NMRT), Priscilla Lewis (Operations), Rodney Lippard (ALA Councilor), Elizabeth Meehan-Black (SELA Representative), Jennifer Noga (CJCS), Todd Nuckolls (Archives), Timothy Owens (Constitution), Kim Parrott (Admin Asst), Donna Phillips (LIT), Mark Sanders (RASS), Dale Sauter (RTSC), Mary Sizemore (Treasurer elect), Elizabeth Skinner (Director), Andrea Tullos (Treasurer), Carol Walters (Public Policy), Carolyn Willis (CUS), John Via (TNT).

Call to Order

The meeting was called to order by Sherwin Rice at 10:12am. Dale Cousins welcomed everyone to the Cameron Village Branch.

The agenda was approved. The minutes of the July 23, 2009 meeting were approved with only one correction to a name.

The dates and locations of the meetings for this year were announced. They are:

- April 23, Hemphill Public Library, Greensboro
- July 23, Barton College, Wilson
- October 22, South Regional Public Library, Durham

Parliamentary Procedure Review

Phil Barton (Handout)

A review of executive board policies and procedures was conducted. Policies are available in the NCLA Handbook, Appendix H, (<http://www.nclaonline.org/handbook/NCLAhandbook2009-Final.htm>).

Note that motions should be emailed to the entire executive board in advance of the board meeting via Kim whenever possible.

Treasurer's Report

Copies of the 2009 budget and the December 31 financial report and fund balances were distributed by Andrea Tullos. Andrea reported that sections and roundtables have been given quarterly reports for last year and that 2009 operational budgets have already been posted. She reminded everyone that the NCLA budget operates on a calendar year, not a fiscal year. Andrea thanked sections and roundtables for using their balances during the conference. She noted that the scholarships distributed in 3rd quarter and interest earned in the last quarter were not reflected on the report. The 2009 conference has a positive balance.

NCLA did not meet goals set for revenue for 2009. Primarily, this was because of lower dues revenue. The revenue shortfall was covered by 2007 conference profits.

2010 Budget

Carol Cramer distributed copies of the proposed 2010 budget. Carol reviewed projected income and expenses. Revenue from the 2005 conference has been spent as well as some of the remaining 2007 conference income. The finance committee assumed that dues and royalty income will continue to be low in 2010. The committee recommended deleting the executive board meeting budget, covering only ALA registration for the ALA Councilor, and decreasing the budgets for legislative day, *NC Libraries*, and *Tarheel Libraries*. Even with these changes, a \$17,000 gap remains between projected revenue and organization expenses.

A motion to accept a budget with a \$17,044.41 deficit was made by the finance committee. Discussion followed on recommended cuts and ways to close the gap.

Phillip Barton made a motion to amend the budget proposal by accepting the budget but making up the deficit plus cost of legislative day (\$6,500) by, first, drawing all funds from Trustees (\$4,660) and School Libraries (\$2,787) and, second, by taking half the 2009 conference profits (\$5,500) and, finally, by taking the remaining shortfall from section and roundtable budgets. Robert Burgin seconded. Discussion followed. The amendment was withdrawn.

Rodney Lippard made a motion to amend the budget proposal as prepared, including \$5,000 for legislative day. The resulting deficit will be made up with 34% of fund balance from each section and roundtable. Robert Burgin seconded.

Discussion followed with particular emphasis on expanding NCLA membership. All sections and roundtables should appoint a representative to the membership committee by the next meeting of the executive board. The amendment passed unanimously.

The finances committee's proposed budget as amended also passed unanimously.

State Library Update

Mary Boone shared budget challenges and initiatives at the State Library. Of note, the State Library has already experienced a 5% budget sweep this year. Budget requests for next year are anticipating either a 3%, 5% or 7% reduction. The library is partnering with Web Junction which has received an IMLS grant for expanding job search training for public librarians.

The Gates Foundation is funding a consultant to help with the library's Federal stimulus grant application to help public libraries provide employment support in counties with high unemployment. An LSTA grant in partnership with ECU and UNC-CH will digitize historical North Carolina publications. LSTA grant proposals are due by February 18. North Carolina is one of only 11 states giving more than 50% of its LSTA funds to libraries. The next phase of NC-ECHO will involve partnering with UNC-CH to digitize interesting cultural information held by institutions around the state (starting with yearbooks).

In the discussion that followed, Boone noted that the State Library has not had to return Federal funds yet, but that will probably happen over the next few years as the state fails to meet our "maintenance of effort." Phillip Cherry noted the importance of the census project this spring. Rodney Lippard discussed the ALA Snapshot project.

Guidelines for Sections and Roundtables

Timothy Owen reviewed the policies and processes associated with the operations of NCLA sections and roundtables.

Section/Round Table Reports

Business Librarianship Section

Steve Cramer reported on the success of the BLINC sessions at the 2009 Conference, the plans for quarterly workshops, the beginning of the askBLINC reference email reference service, and the status of the Business Research Support Initiative.

College and University Section

Carolyn Willis reported a number of workshops planned for the coming year by CUS, including a mini-conference on instruction cosponsored by the CJCS. CUS has also approved the formation of a distance education interest group.

Community and Junior College Libraries Section

Jennifer Noga reported on officer elections and 2009 conference sessions. Officers continue to develop plans for the coming year.

Government Resources Section

Mimi Curlee reported on programming plans for the section and brought several motions from the section to the Executive Board.

Motion: The NCLA Board reevaluate reimbursing travel expenses/honorariums for speakers and members and post the report online. The issue reappears and needs clear understanding. Discussion followed. Rodney Lippard proposed a substitute motion to refer the original motion to the Constitution, Codes, and Handbook Committee. Phillip Barton seconded the motion. The substitute motion was approved.

Motion: The NCLA Board investigated providing web conferencing for Executive Board meetings and for sections and roundtables to use in order to cut down on exclusion of members who can't travel. Discussion followed. Rodney Lippard proposed an amendment: The Operations Committee will look into this and have a report by the July meeting. Dale Sauter seconded. The amendment was approved and the amended motion was approved.

Motion: The Biennial Conference Committee created a Section Guide and Checklist to better explain what the sections are responsible for and applicable deadlines. This motion was withdrawn and offered to the conference committee as a suggestion.

Motion: The NCLA Executive Board decided if the objective of its Conference is to educate as many as possible or to increase attendance. If it is to educate, film more sessions and make them available on the website. After discussion, the motion was withdrawn.

Library Administration and Management Section
Kem Ellis - No report

Literacy Roundtable

Donna Phillips (for Pauletta Bracy) reported on program planning for the upcoming biennium.

New Members Round Table

Emily King reported on the continuing success of the networking events.

NC Library Paraprofessional Association

Jackie Frye reported that NCLPA is planning quarterly workshops and encouraging libraries to invite neighbors for training.

Public Library Section

MJ Goodrum - No report, however NCPLDA has asked if NCLA would be willing to assume responsibility for collecting and paying ProQuest for Ancestry.com. The association has been advised that it cannot handle the Ancestry.com contract with its current non-profit type. It is pursuing filing for the appropriate non-profit status. NCPLDA will continue to coordinate collection of funds to pay EBSCO and is asking NCLA to serve as a pass-through only. The contract cost is about \$90,000 and payment for the year is due in February.

Phillip Barton made a motion to work with NCPLDA to handle the funds for paying for Ancestry.com this year and will make that payment for them when we have the funds from Robert Busko (NCPLDA treasurer). The motion was seconded. The motion was approved. ProQuest will invoice NCLA.

Reference and Adult Services Section

Mark Saunders - While the next section meeting occurs after the Board meeting, plans for the coming year include revamping the section web presence and organizing a workshop.

Round Table for Ethnic Minority Concerns
Evelyn Blount - When a member of the REMCo Executive Board resigned recently, the members of the Board noticed that our current bylaws only address the replacement of the Chair and Chair-Elect in the interval between biennial elections. Motion: The REMCo Executive Board recommends the following changes to Article VIII, no. 6 of the

REMCo bylaws:

Old Bylaw

In the event of absence, death, disability or resignation of the Chairperson and the Chair-Elect during the interval between the biennial meetings, the Executive Committee shall fill such vacancies by the appointment of members to those offices. Such appointments shall remain in force until the next regular meeting of the Round Table.

New Bylaw

In the event of absence, death, disability or resignation of any officer during the interval between the biennial meetings, the REMCo Executive Board shall fill such a vacancy or vacancies by the appointment of a member of the Round Table to fill the unexpired term(s). Such an appointment or appointments shall remain in force until the next biennial election. The motion was approved.

Resources and Technical Services Section

Rebecca Kemp reported that the section is beginning to plan for a fall workshop. They are concerned about possible conflicts with other section workshops. Robert Burgin reminded everyone to use the website calendar or send scheduled events to Kim Parrot.

Special Collections Round Table

Dale Sauter - A change in round table leadership was required after the election period. Suzanne Wise resigned as Director, replaced by Ted Waller. Jason Tomberlin is continuing as Vice-Chair for this biennium. The round table is hoping to plan an off-conference year event for this year.

Technology and Trends Round Table

John Via for Ed Hirst - Officers were not elected for the round table at the annual meeting.

Women's Issues in Libraries Round Table

Jennie Hunt - No report

Youth Services Section

Cynthia Dye - The 2009 conference sessions were well attended. The section is planning its biennial fall retreat because of executive board funding decisions those plans may change.

Committee Reports

Archives

Todd Nuckolls - No report. Todd has just accepted this role for the Association.

Conference 2011

Wanda Brown - No report. Wanda asked for volunteers to work with conference planning.

Constitution, Codes and Handbook

Timothy Owens expressed his thanks to

the prior committee for their revision of handbook and website. The committee is working on a process for making changes. He reminded everyone to take a look at the handbook and bylaws for NCLA and for their specific sections. Questions about the constitution, codes or handbook should be directed to the NCLA President who will work with the committee to answer them.

Finance

Carol Cramer

The 2010 budget has been approved. Revised section budgets will be posted as soon as possible. There will be no project grants this year.

Endowment - VACANT

Phillip Barton: There is no report and no committee. He is chairing the endowment committee. Biennium projects include developing better member communication; clarifying the endowment purpose; considering adding funds held in trust in the operating budget to the endowment (e.g. scholarship funds). The previous endowment draw down was reinvested in the endowment.

Intellectual Freedom

John Harer

The committee has two new members. It is assisting with the Wayne County community read program.

Leadership Institute - VACANT

There is no committee yet, just the institute co-facilitators, Mark Livingstone and Kem

Ellis. However, the Executive Board needs to decide institute charges right away.

Phillip Barton made a motion that we agree to charge a fee of \$1000 per participant for the Leadership Institute this year. Motion was seconded by Kem Ellis.

The budget for institute is \$60,000. There is a fund balance of almost \$15,000, and endowment income of about \$2,000. We expect 45 participants and 8 mentors at the institute this year.

The motion was approved.

Membership

Jennifer Hanft - The membership committee has been active. They have attended library school orientations for recruiting student members. They did outreach to Wake County Public Libraries at their staff development day. They are happy to sponsor membership table at any section/round table workshop or conference.

Nominating

Phil Barton - No report

Operations

Priscilla Lewis/Kim Parrott (Handout) - Kim reviewed key Association operations policies with the Board. Remember to get a receipt for every purchase on behalf of the Association and send to Kim.

Public Policy

Carol Walters emphasized the importance of being good advocates for libraries. Instead of a library legislative day, a rally is scheduled for the last day of the American Library Association's annual conference. NCLA will be sponsoring a bus to bring people to the rally. Participants will be encouraged to visit legislators after the rally.

Scholarships

Lisa Williams - No report

Website Redesign Committee

Robert Burgin - There is no committee. The new website is Drupal based. A training session for section, round table and committee web administrators is scheduled for Feb. 12. Website issues are now the responsibility of the NCLA Website Committee.

Other Reports

ALA Council

Rodney Lippard gave highlights from his report (available online) including the ALA Snapshot Project, the Merritt Fund for displaced library employees, and his visits to library school classes.

SELA Representative

Betty Meehan-Black announced the next Southeastern Library Association Conference in Little Rock from September 26-28, 2010 in conjunction with the Arkansas Library Association. Proposal forms are available on the SELA website. She also talked about the SELA mentoring program.

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://www.lib.unc.edu/blogs/ncnovels/>).

If your interest in North Carolina is more general, both the North Carolina Collection at East Carolina University and the North Carolina Collection at UNC-Chapel Hill regularly post lists of new additions to their collections.

The addresses for those sites are:

<http://www.ecu.edu/cs-lib/ncc/profs.cfm>

<http://www.lib.unc.edu/blogs/ncm/index.php/whats-new-in-the-north-carolina-collection/>

North Carolina Library Association Executive Board Meeting Minutes

April 23, 2010

Attending

Tammy Baggett (Director), Phillip Barton (Past President), Evelyn Blount (REMCO), Mary Boone (State Library), Pauletta Brown Bracy (LIT), Wanda Brown (Vice-President), Robert Burgin (Website), Phillip Cherry (REMCO), Carol Cramer (Finance), Steven Cramer (BLINC), Mimi Curlee (GRS), Cynthia Dye (YSS), Kem Ellis (LAMS), Jacqueline Frye (NCLPA), Jennifer Hanft (Membership), Ruth Hoyle (PLS), Jennie Hunt (WILR), Rebecca Kemp (RTSS), Emily King (NMRT), Priscilla Lewis (Operations), Rodney Lippard (ALA Councilor), Elizabeth Meehan-Black (SELA Representative), Jennifer Noga (CJCS), Timothy Owens (Constitution), Kim Parrott (Admin Asst), Mark Sanders (RASS), Ralph Scott (NCL Editor), Elizabeth Skinner (Director), Carol Walters (Public Policy), Carolyn Willis (CUS).

Call to Order

The meeting was called to order at 10:11 am by Phil Barton. Brian Thompson welcomed everyone. The agenda was approved. The minutes of the January 22, 2010 meeting were approved.

Treasurer's Report

Carol Cramer for Andrea Tullos
Budget will be filed as received.

Section/Round Table Reports

Business Librarianship Section

Steve Cramer: A workshop on the Economic Census was held on March 9 in Charlotte. Training on SimplyMap was held in Raleigh, Charlotte, Winston-Salem, and Greensboro in April. The AskBLINC service is active. More workshops are planned for the year.

College and University Section

Carolyn Willis: Planning continues for a joint CUS/CJCL mini-conference in October. A workshop on student learning outcomes assessment is planned for May 21 at UNC-G. Bibliographic Instruction group officers have been named.

Motion: The NCLA Board approves the formation of a distance learning interest group under the NCLA College & University Section.

There will be no additional fees for joining distance learning interest group if a member of CUS. CJCS members would be able to participate in distance learning interest group, though would not be considered a member of CUS for business purposes. The new interest group will have non-voting representation on the CUS Board. An online discussion group for the new interest group was suggested. The motion was approved.

Community and Junior College Libraries Section

Jennifer Noga: CJCS met and brainstormed on marketing and growing section membership. CJCS board discussed the upcoming joint conference with CUS in the fall.

Government Resources Section

Mimi Curlee: No report

Library Administration and Management Section
Kem Ellis: LAMS board is planning a date to meet face-to-face, but will conduct a lot of business online. They are trying to brainstorm ideas on what to do this fall.

Literacy Roundtable

Pauletta Bracy: Motion: The Executive Board of the North Carolina Library Association supports the efforts of the Literacy Round Table to pursue an Office of the Governor proclamation of North Carolina Family Literacy Day. (The observance would be during Children's Book Week in November. The target audience is NC citizens. Promotion is through public and school libraries via a toolkit.)

LRT working on programming for the fall—one idea is family literacy day. The roundtable will distribute toolkit to public and school libraries. The motion was approved.

New Members Round Table: Emily King

Motion: The NMRT would like to make a motion for the board to approve our updated by-laws. The members of the NMRT approved these by-laws in October in accordance with our by-laws.

These changes are:

1. Re-wording of the by-laws to allow ballots to be collected via online submission forms.
2. Splitting the role of treasurer/secretary into two positions.
3. Re-naming of the Conference and Workshop standing committees to match the current activities of the New Members Round Table. The new standing committees are Conference/Workshop Planning and Mentoring Program. The duties associated with each committee were updated to match the new focus of each committee.

The full by-laws can be read at <http://nclaonline.org/nmrt/nmrt-bylaws>.

The motion was approved.

Networking dinners were held this quarter, some less well attended than they may have been in

past. Possible reasons were inconvenient location or day. NMRT will partner with the membership committee more to visit Library Schools and promote NCLA. NCLA Board members (Mimi Curlee, Wanda Brown) who attended dinners this quarter said they enjoyed the dinner and networking opportunities. There was discussion about who is invited (all librarians) and ways to expand promotion and publicity for the events. The membership committee is working on a contact list to share with NMRT.

NC Association of School Librarians: VACANT

NC Library Paraprofessional Association

Jackie Frye: NCLPA is trying to increase membership with small programs. They are working with ECU for a paraprofessional conference. They will work to ensure there is a membership table at the conference.

Both the membership committee and NCLPA are promoting the ALA/NCLA joint application.

NC Public Library Trustees Association
VACANT

Public Library Section

Ruth Hoyle for MJ Goodrum: The Public Library Section has strong concerns regarding the 34% reductions in Section and Roundtable cash balances that were recently implemented. If a priority for the coming year(s) is for Sections and Roundtables to boost membership, it seems counterproductive to handicap their ability to offer programs and workshops, which is the primary benefit that they offer to members. We have a particular concern for the ability of the smaller sections, whose fund balances may already have been quite small, to execute their missions with even less money available to them. That NCLA should find itself so suddenly, and seemingly unexpectedly, on such precarious financial footing is troubling. It suggests to us a lack of planning and foresight. The heavy-handed measure taken to address the shortfall was clearly a reactive, rather than a thoughtfully proactive, measure. It also seems arbitrary, disproportionate in its effects on different bodies

within NCLA, and at the very least is clearly an unsustainable stop-gap solution to what must be regarded as a failure of process. We would like to see a total assessment of the overall NCLA budget occur, with a particular eye towards identifying which activities directly drive membership and meet the stated objectives of NCLA. Long term budgetary planning is paramount for the success of NCLA.

Hoyle recommended better orientation for new NCLA board members. Barton suggested inviting vice-chairs to attend a board meeting to acclimate them.

The PLS Board heard an update on the Charlotte/Mecklenburg state of funding. Legislative Day is in Raleigh Wednesday May 19th (Hats Off to Libraries). The Board is exploring the possibility of a mini-conference day.

Anne Marie Elkins is retiring from the State Library; she is the expert on state aid, trustees, and much more. It will be a challenge to transition to a new person. The NCLA board discussed ways to honor her services to NCLA and the state.

Reference and Adult Services Section

Mark Sanders: The RASS board discussed ways to invigorate online presence and facilitate discussion/collaboration, possibly with Google Groups or other means of communication. They also brainstormed about a workshop in the fall and will meet next week to firm up ideas.

Resources and Technical Services Section

Rebecca Kemp: The sections is planning for a fall workshop—will try not to conflict with other groups. They have a new Google group. A Board member is leaving.

NCLA sections and round tables should use the web site resources (including the calendar) to 132 ensure that conferences do not conflict.

Round Table for Ethnic Minority Concerns:\n Evelyn Blount: REMCO hopes to publish newsletter in late June. Two REMCO board members will work as membership representatives. The section is still looking for a webmaster.

Special Collections Round Table

Ralph Scott for Dale Sauter: SCRT is looking at ways to increase membership and considering a fall conference/workshop.

Technology and Trends Round Table

Ed Hirst: No report

Women's Issues in Libraries Round Table

Jennie Hunt: The roundtable is seriously concerned with the way the finances were handled at the January board meeting, and they suggest that the board examines why this deficit occurred so that the same mistakes will not be made again. In

particular, the roundtable suggests the board look at conference management and less expensive options for the Leadership Institute. It is WILR's opinion that the entire association can be weakened by taking money from the sections and roundtables, the organizations that drive the association and the biennial conferences.

The roundtable also discussed their fall workshop in Winston-Salem which deals with succession/passing the torch, will be appropriate for public libraries.

Discussion about the January financial vote followed with other sections echoing the concerns expressed. Further discussion was postponed until after section and committee reports.

Youth Services Section

Cynthia Dye: The Youth Services Section would like to express our concern and dismay over the appropriation of 34% of each NCLA section's funds. We recognize that this action is within the rights of the executive board but possibly not in NCLA's best interest as a whole. NCLA should consider that many smaller sections struggle to provide programs and workshops, which increase membership, on limited budgets. This action also discourages sections from fundraising. YSS uses its funds to promote and provide a biennial retreat for Children and Youth Librarians and Specialists across the state. This retreat is used to increase membership, provide exciting programs, and add to the financial viability of YSS. We feel we have been fiscally responsible with the YSS funds. We are concerned that NCLA's budgeted spending is so far off its projected income. We feel this alone requires another look at the NCLA budget procedures and each line item to determine its support of the NCLA mission and its desire to increase membership. If increasing membership is of utmost importance, and we agree it is for the financial viability of the organization, then this may be the year that other expenses are put on hold or significantly decreased.

In other business, YSS discussed the North Carolina children's book award (nominations closed at the end of March) and the October 7-8 retreat at the Caraway Conference Center.

Committee Reports

Archives—Todd Nuckolls: No report

Conference 2011

Wanda Brown: The committee has not secured a venue yet. Six proposals were received; Winston-Salem, Concord, Greensboro, Greenville, Raleigh, Hickory are under consideration. The Committee is behind compared to previous years. The planning group will meet in September. If anyone is interested in assisting with conference, let Wanda know. They will be working on both the 2011 and 2013 conferences.

Constitution, Codes and Handbook
Timothy Owens: No report.

Continuing Education—VACANT

Finance

Carol Cramer: The Finance Committee is investigating moving scholarship money into the endowment fund to earn more interest. They also plan to determine if our non-profit status (501c3) is appropriate for the organization's mission and goals. Of special concern are our legislative day activities.

Endowment

Phil Barton will be the new endowment chair, while Bryna Coonin will continue to serve on the committee. The endowment, at the end of March had a balance of about \$51,600.00. This does not include the proceeds of the conference endowment dinner.

The board discussed pulling all endowed funds (scholarships, Roberts Award funds, etc.) into a single investment pool.

Intellectual Freedom—John Hare: No report

Leadership Institute—VACANT

Despite extensive promotion (at the biennial conference, over Institute website, Facebook group, and teleconference, only one application for the Institute has been received. (Application period closes May 1.)

The Institute normally receives \$45,000.00 of the \$60,000 needed from attendees and the rest from NCLA. A non-refundable deposit to Caraway Conference Center has already been paid. (Possibly Caraway will allow the Institute to reschedule without losing the deposit.)

An extended discussion followed touching on depleted travel budgets, the effectiveness and impact of the institute, marketing, opening participation to non-NC librarians, restructuring the institute, among others. Further discussion was postponed until after section and committee reports.

Membership

Jennifer Hanft: Recent Membership events include: Jennifer spoke/staffed a membership table at Wake County Public Libraries' Staff Development Day; participated in a panel discussion with Emily King, chair of NMRT, at UNC-SILS; and attended the two NMRT Networking Dinners in the Triangle this spring.

A new ALA/NCLA Joint Student Membership Application has been requested from ALA to replace the current expired application. The Membership Committee is working on a team approach to committee responsibilities, with individual committee member oversight of several

initiatives, including working with section/round table representatives, library school/workplace recruiting visits, NCLA, and workshop/event administration. Membership Committee is working to help promote membership in NCLA's sections and round tables. They will continue to offer \$5 discounts on NCLA membership dues to anyone who joins or renews at an event (workshop, mini-conference, networking dinner, etc.), plus an additional free gift (NCLA t-shirt, mug, tote bag, etc.) to first-time members.

The committee feels it's very important for both current and lapsed members to hear from sections/round tables they did not renew membership with, in addition to general letters NCLA Membership sends out. Section/round table representatives will be contacted soon to brainstorm on customizing letters to emphasize section/round table benefits, events, and opportunities for involvement. The committee is also working on ideas from Executive Board members: planning to roll out a survey to all expired members this July to determine reasons for not renewing membership and gather feedback on other aspects of the NCLA experience; they are also currently developing details on a membership drive which they plan to kick off this summer or fall. It will be promoted with an article in *Tar Heel Libraries* and information on the NCLA website as well as other marketing.

Discussion followed, including the possibility of membership vouchers for displaced librarians and a funding opportunities section of the NCLA website.

Nominating—Phil Barton: No report.

Operations

Priscilla Lewis: Kim Parrott's evaluation was completed in March. RFPs for 2011/2013 conference sites were sent out, among other activities.

Public Policy

Carol Walters: Library advocacy is critical—we must send a delegation to Washington DC. A review of the details for plans for June 28-29 legislative day in DC followed.

Scholarships—Lisa Williams: No report

Website

Robert Burgin: The first training for the Drupal-based website was held in February. Another training session is planned.

Other Reports

ALA Council

Rodney Lippard: NC voter turnout was low for ALA elections (17-18%). Some people reported having trouble getting listserv messages about how to vote. Lippard will distribute information about the library bill of rights for prisoners and the Texas school board soon. Lippard met with UNC-G's foundations library school class, promoting both NCLA and ALA.

SELA Representative

Betty Meehan-Black: No report

Editor, NC Libraries

Ralph Scott: The March 2010 fall/winter issue released. The 2009 print issue has been sent to the printer, and should be ready to ship in about 30 days. The editorial board met at the conference in October and will meet again this summer. The editorial board explored the idea of members only web access to the journal, but felt everyone, member or not, should get access.

State Librarian

Mary Boone: Anne Marie Elkins is leaving the state library. Pam Toms, senior genealogy librarian, is leaving as well. The head of the cataloging unit, Kate Kluttz, is also leaving. The state library is losing very important people, there are lots of new library

directors—there is a big generational shift going on in libraries across the state right now. Library development staff are busy. IMLS has given money to WebJunction to take the NC job search program national. There are 4 training sessions around the country—48 of 50 states on board.

Revisit discussion on budget:

The board further explored the idea of new board member orientation, especially to budget management and delaying the first board meeting of the biennium so that the board receives budget information (including a treasurer's report with conference fund information) a few days before the meeting.

Revisit discussion of Leadership Institute:

Robert Burgin made a motion to cancel 2010 Leadership Institute and focus on building the 2012 Leadership Institute, unless 45 applicants appear by the May 1, 2010 deadline for application. The motion was seconded by Rebecca Kemp. The motion was approved.

The Board explored the amount of money already invested by NCLA (approximately 312 \$12,000), options for recruiting participants, options for offering the Institute in another format, and the need to establish a committee to assess and support ongoing planning for the institute. If the Institute is cancelled, Kim will explore ways to salvage our Caraway deposit. Sherwin will need to terminate Mark Livingston's contract (by letter) before the 15th of July.

The meeting was adjourned at 2:11pm.

North Carolina Libraries

Official Publication of the North Carolina Library Association
ISSN 0029-2540

The subscription cost to North Carolina Libraries is \$50/yr.

All issues are available online free-of-charge at
<http://www.ncl.ecu.edu>

Back issues are available from the North Carolina Library Association office at 1811 Capital Blvd., Raleigh, NC 27604, for \$8 an issue for those years prior to going online in 2002, or \$50 for the annual print compilation beginning with Vol. 60 (2002).

North Carolina Library Association Executive Board, 2009-2011

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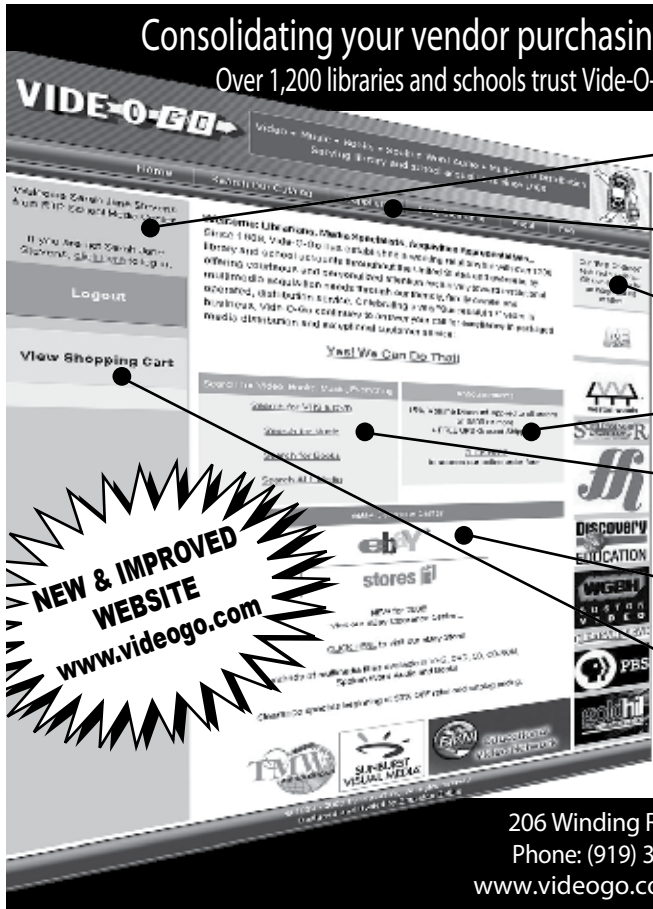
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