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From the Pen of the Editor

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Budget Woes

Libraries again face a current budget shortfall. University of North Carolina system libraries expect an up to 30% decline in state support. State aid to public libraries has been reduced by ten percent. Friends groups report lower donation levels. At the same time libraries currently are experiencing record growth in patron demand of their collections and facilities. According to the American Library Association, Americans check out more than two billion items in public libraries, borrow DVDs, check out employment opportunities, learn new computer skills in classes, and participate in community activities. The average annual cost of these services runs $31 per taxpayer. Almost 75 percent of libraries report that librarians instruct patrons in job searches, technology training, applying for and understanding government services such as Medicare and unemployment benefits. Sixty-six percent of households with children under 18 used a public library in the past year. Steven James posited the "librarians' axiom" that "public libraries prosper whenever the country is experiencing economic stringency." James noted in his 1986 article in *Public Library Quarterly* that he has observed an over one hundred year history for this trend. William Poole first noticed this effect in his 1880 annual report of the Chicago Public Library. Beverly Lynch noted this trend again in the mild 2002 economic downturn, and the 2008-2009 downturn has seen libraries in North Carolina packed to the rafters.

In past recessions, libraries have proven an easy target for budget reduction. Branches have been closed down, and book/periodical purchases curtailed. While libraries offer convenient short-term solutions to budget shortfalls, in the end the taxpaying public is only hurt by these decisions. This should be a time we keep our doors open as much as possible, our shelves stocked with new titles, and our reading rooms filled with patrons using the Internet. Free municipal wireless is growing, but the installed base is still somewhat small and probably will not grow much in this economic climate, and libraries provide a safe place for citizens with limited funds to access the Internet. North Carolina's economy may not be great right now, but let's keep our doors open to those who need us most. When the current economic crisis end, I believe these library users will remember the kindness we have shown them in their time of greatest need.

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.

The University of North Carolina at Chapel Hill Library and the Sciences, 1795-1902

by William R. Burk

Early in the history of the University of North Carolina at Chapel Hill, three library collections developed: the University Library and the libraries of the university's literary societies (the Dialectic and the Philanthropic societies, informally known as the Di and the Phi). The university collection was not diverse. It emphasized the classics and theology, reflecting a curriculum strong in ancient languages, mathematics, natural philosophy, chemistry, and moral philosophy[1] and weak in general literature. Student use of the library was infrequent, due in part to the fact that the favored method of instruction at the university was based on recitations and textbooks and not on outside reading and library research.

Concurrently with the development of the University Library, the Dialectic and Philanthropic Societies each collected books and managed libraries for their members. They amassed collections in a competitive spirit, often duplicating books within each library. According to James Lee Love, UNC Associate Professor of Mathematics, students used only the society book collections primarily during the period of 1875-1886. He also noted that "there was no 'research' in science or literature . . . carried on by students." History, biography, government, and English literature, rather than science, were the subject strengths of the collections, according to Love.[2] In 1884, a student writer also confirmed the bleak assessment of the use of whatever scientific books that the society libraries owned.[3] He noted that "the books on Scientific subjects" were seldom removed from the shelves and that many students considered the library as a pleasant place, where they could pass away the time.

On October 6, 1876, one year after the university reopened following Reconstruction, the American Library Association was established. The organization provided librarians with a forum for meetings, publishing, and promoting their profession. A decade later, the university would focus its attention on organizing the three campus libraries under one roof. The Di and Phi societies agreed to move their libraries into Smith Hall, which housed the University Library, with the provision that they were to be shelved as distinct collections. As this arrangement proved to be inefficient, the three collections were unified in 1891 into one collection. About the same time, the faculty, particularly the scientists, were developing stronger interests in research. It became important for them to have access to collections containing current books for research and education. They also, with increasing frequency, required students to consult literature outside the classroom, and the library became the center of the university. This paper highlights the University Library's general history and development; it chronicles the rise and expansion of the scientific and medical collections as well as the origin of departmental science libraries, with particular emphasis on the biology library. Coverage concludes with the establishment of the Graduate School in 1903 and the subsequent rise of research at UNC. Although the available historical archives and records do not always provide a continuous chronology, I have attempted to present as unified a picture as possible.

Table 1. University Library Chronology, 1796-1902, with Emphasis on Its Science Collection

1796	An Introduction to Botany (1794), by James Lee, first botany book acquired
1799	Archibald DeBow Murphey, first known tutor/librarian
1802	Total number of volumes, ca. 869
1816	Total number of volumes, ca. 975
1824-1825	President Joseph Caldwell acquires 1,039 volumes in Europe
1836	Total number of volumes, 1,900
1849	Total number of volumes, 3,500
1852	Smith Hall completed as library building
1853	Books moved to Smith Hall
1854	Total number of volumes, 3,600 volumes
1858	Elisha Mitchell library (1,897 volumes) purchased
1868-69	Suspended because of Reconstruction
1869	Total number of volumes, 6,540
1869-70	Fisk Brewer, librarian, acquires 300 books
1871-75	Closed because of Reconstruction
1875	Total number of volumes, 8,394
1877	Francis Jones Smith medical library (about 200 volumes) donated
1881-83	Henry Horace Williams, librarian, sets up residency in Smith Hall
1884	Total number of volumes, 9,000; pamphlets, 2,000
1886	Joseph A. Holmes book collection approved for purchase
1886	Dialectic and Philanthropic Societies libraries (about 15,000 volumes) moved to Smith Hall, but maintained as distinct collections
1890s	Library becomes "heart of the University"[a]
1891	Dialectic and Philanthropic Societies libraries integrated with University Library
1891	Department of Biology library formed
1892	Duplicate books sold to raise money to acquire new books
1892	Thomas Fanning Wood medical and botanical collection (1,200 volumes and 1,000 pamphlets) donated
1893	Dialectic and Philanthropic Societies donate their libraries; official name of the Library becomes "The Library of the University of North Carolina, Endowed by the Dialectic and Philanthropic Societies"
1894	Elisha Mitchell Scientific Society Library (about 11,000 books and pamphlets) moved to Smith Hall
1894	Benjamin Wyche becomes "first regular full-time University librarian"[b]
1894	Total number of volumes, 24,400
1895	Total number of volumes, 26,000; pamphlets, 10,000
1898	Smith Hall entrance moved to eastern end of building
1899	Francis Whitford Potter medical library (206 volumes) donated
1899	Henry Weil gives $1,000 to purchase library equipment and books
1901	Louis Round Wilson becomes librarian
1902	Total number of volumes, 40,272

[a] Minutes, Board of Trustees of UNC-CH, vol. 9 (April 1891-January 1898): 571.

[b] "Librarian Wyche," Alumni Review 18 (1930): 277.

Assembling the Collection

In 1785, a decade before the university opened, the first book was given to it—as well as to each state university—by Charles Thomson, Secretary of the U.S. Congress. The university was not yet founded; however, the North Carolina Constitution made a provision for its establishment in 1776. The gift book was "The Works of the Right Reverend Father in God Thomas Wilson, D.D. Fifty-eight Years Lord Bishop of Sodor and Man. With His Life Compiled from Authentic Papers by the Rev[d]. C. Crottwell," second edition, 1782.[4] The two-volume work contains a biography of Wilson as well as his official papers. Around 1870, the volumes disappeared from the library but were replaced in 1960 through the donation of a copy by Brown University on the occasion of the UNC Library's acquisition of its one-millionth volume. UNC Librarian Louis R. Wilson gives a thorough background on this book.[5]

Two days before the doors of the university opened to students on January 15, 1795, the Board of Trustees approved the purchase of a bookcase and a bookplate (figure 1a) for a library.[6] At its meeting of December 7, the board resolved that nine sets of books, consisting of 46 volumes, should be purchased.[7] Between 1800 and 1875, however, only two significant collections were purchased for the library. The library's primary means of growth was from donations. From 1795 to 1797, the library received 133 books (comprising 56 titles) as donations.[8] Among the books was An Introduction to Botany (1794, 5th edition, corrected) by James Lee (figure 1b).[9] The first known botany book, and probably the first scientific book, to be acquired by the University Library, it was the earliest (first published in 1760) botanical textbook in the English language, based chiefly on Carl Linnaeus' (1751) Philosophia Botanica.[10] Richard Bennehan presented the book, along with 31 others, in July 1796.[11] A successful merchant, planter, and builder as well as a pioneer in the tobacco industry and in education, Bennehan (figure 2) was a proponent for establishing the university at Chapel Hill.[12] Besides being a donor, Bennehan served the university as a trustee from 1799 to 1804.

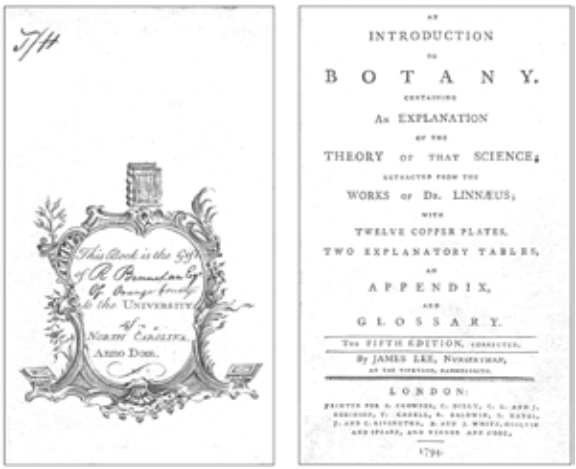


Figure 1. (a. left) Book plate and (b. right) title page from UNC's copy of *An Introduction to Botany*, by James Lee. 5th ed., corrected. (1794). (Courtesy of the North Carolina Collection, University of North Carolina Library).

Figure 2. Richard Bennehan. (Cameron Papers #133; Courtesy of Southern Historical Collection, University of North Carolina Library).

The UNC trustees' minutes for December 3, 1802, note that among student costs was a library fee of 50¢ per session.[13] This tax subsequently increased to $1.00 per session, but it was abolished in June 1827, when an annual appropriation of $250 was authorized for the library.[14] Around 1889, students were again assessed library fees, by then $2.50 each term.[15]

In the latter part of 1802, articles in two Raleigh newspapers (North-Carolina Minerva[16] and Raleigh Register[17]) itemized the library holdings under two listings: one by donors, the other by purchases made by the trustees. Additional information on the contents of the library up to 1802 is contained in several sources: a manuscript by UNC president David L. Swain,[18] entries in the trustees' minutes,[19] and four passages in historian Robert D. W. Connor's book on the early documents of the university.[20] These sources provide a means for calculating a rough approximation of the number of volumes and titles of books in the fledgling library. The cumulative totals for donations are 389 volumes (227 titles) and for purchases, 223 volumes (79 titles). At the end of 1802, the library probably contained about 869 volumes (306 titles). Of these titles, at least 12 concerned science. (Table 2) The library also contained five maps. Despite the growth of the library, William Polk, president of the UNC trustees, mentioned in early 1803 "the almost naked shelves of the Library."[21,22] Requesting additional donations of books from the state's citizens, he asked the editors of newspapers in the state to place the university's appeal for contributions in their papers. At least 12 people responded to Polk's appeal for books by donating 42 volumes (20 titles) in 1803.[23,24] Of these books, one title concerned science (Table 2).

Over a decade passed until archival records reveal other donations to the library. Two donors gave 64 volumes of books to the University Library in 1816. Philadelphia publisher Thomas Dobson's gift consisted of two volumes (one title) and that of Rev. James Hall, 62 volumes (52 titles).[25] Among these gifts were nine titles pertaining to science. (Table 2)

In 1817, the University Library came under the scrutiny of a special committee authorized by the North Carolina Legislature to prepare a report on the condition of education in the state. North Carolina attorney and legislator and UNC trustee (1802-1832) Archibald D. Murphey chaired the committee. About the University, as well as its instructional tools, the committee noted: "It is at this moment almost destitute of a Library and entirely destitute of the Apparatus necessary for instructing youth in the mathematical and physical sciences."[26] The committee's recommendations included the purchase of apparatus for mathematics and physics and the development of a library.[27]

UNC President and Professor of Moral Philosophy Joseph Caldwell, who was also a mathematician and competent astronomer, had been acutely aware that books were essential for the scholarly pursuits of the professors. In a letter of February 19, 1824, to the UNC Board of Trustees, he noted "that a professor in a college who is without books in tolerable supply, is analogous to the creation of nobility which for want of estate is obliged to live in rags."[28] The trustees approved Caldwell's recommendation to purchase books (and apparatus) in Europe and appropriated $6,000 for that purpose.[29]

Caldwell sailed for Europe on his book buying expedition about early May 1824.[30] He visited England, France, Italy, and Switzerland. At the conclusion of his trip, Caldwell had acquired 979 volumes (as well as 60 additional donated books). He returned to UNC in mid-March 1825 and received a warm welcome by the students.[31] The trustees, deeply grateful for Caldwell's devotion to the university and the library, issued a resolution to express their gratitude.[32]

Although Caldwell presented a detailed report and financial account of his purchases to the trustees in December 1825,[33] there is no known surviving copy of the report. Nonetheless, some insight into the titles and the kinds of books bought is gained in passages of publications by Fisk Brewer and Kemp P. Battle. An inspection of the books currently held in the UNC library system has provided further knowledge about the titles of books purchased

Table 2. A List of Known Scientific Books Held in the University Library up to 1816.

Years Given	Author /	Title/Year Published (when known)	Donor/Purchase	Present Location
1795-1802	Adam[s], [George]	[Lectures on natural and experimental philosophy]	Purchase	none known
	Buchan, William	Domestic medicine	Abraham Hodge	none known
	Cheselden, William	The anatomy of the human body	Calvin Jones	none known
	Fenn, Joseph	Arithmetic and algebra	Joseph Gales	none known
	Goldsmith, Oliver	A history of the earth and animated nature	Abraham Hodge	
	Lee, James	An introduction to botany, 5th ed., corrected (1794)	Richard Bennehan	NCC
		Medical review, volume 1	A Society of Gentlemen of Smithfield	none known
	Newton, Isaac	Opticks	Col. Robert Fenner	none known
	Nicholson, William	An introduction to natural philosophy, new ed.	Purchase	none known
	Saint Pierre, Bernardin de	Beauties of the studies of nature	Gen. Allen Jones	none known
	Smellie, William	The philosophy of natural history (1790)	Richard Bennehan	NCC
	Winslow, Jacque-Bénigne	An anatomical exposition of the structure of the human body, 6th ed. (1772)	Dr. Calvin Jones ?	HSL
1803	Lemery, Nicolas	A course of chymistry	John Bryan, Jr.	none known
1816	Cavallo, Tiberius	The elements of natural or experimental philosophy (1813)	Thomas Dobson	NCC
	Keill, John	An introduction to natural philosophy	Rev. James Hall	none known
	MacClaurin, Colin	A treatise of algebra	Rev. James Hall	none known
	Mead, Richard	Medica sacra	Rev. James Hall	none known
	Rohault, Jacques	A system of natural philosophy	Rev. James Hall	none known
	Shaw, Peter	A new practice of physic	Rev. James Hall	none known
	Simpson, Thomas	Essays on several curious and useful subjects, in speculative and mix'd mathematicks	Rev.James Hall	none known
	Tauvry, Daniel	Traité des medicamens	Rev. James Hall	none known
	Willis, Thomas	Dr. Willis's practice of physick	Rev. James Hall	none known

*NCC=North Carolina Collection; HSL=Health Sciences Library, both UNC--Chapel Hill

in Europe. In his pamphlet on the history of the University Library, UNC Professor of Greek Fisk Parsons Brewer identified a number of the titles that Caldwell had bought in Europe.[34] Among them were a series of Latin (Delphin edition) and Greek classics as well as original editions of major works on natural philosophy (physics) and astronomy. In astronomy, titles included those of Galileo, Tycho Brahe, and Johannes Kepler; in geometry, early works by Euclid in Greek, Latin, Arabic, French, and English. Caldwell's purchases notably favored titles in his scientific specialties of mathematics and astronomy. In addition to Caldwell's purchase, tutor and librarian Joseph H. Saunders reported that the library acquired 18 titles of books and journals (consisting of 110 volumes and fascicles) from February 1823 to December 1824.[35]

Historian and UNC president Kemp P. Battle refers to an historical document that sheds light on a number of books that Caldwell purchased.[36] Confirming Fisk Brewer's note about the purchase of volumes in the Delphin series, the document is a receipt for 53 volumes of the Delphin Classics (numbers 89-141).

Knowing that Caldwell emphasized the purchase of scientific books, particularly in his area of expertise, I made a general search for appropriate titles in the following collections at UNC: Health Sciences Library, Math/Physics (Brauer) Library, North Carolina Collection, and Rare Books Collection. I narrowed the search further by looking for labels with Parisian vendors' names and addresses pasted on the flyleaves. Caldwell bought a large number of books from Parisian booksellers because books on the continent were less expensive than those in England, and Paris was then a significant center for book publishing. Several books with the Parisian label and the contemporary library book stamp were located in the Math/Physics Library and Rare Book Collection: Euclid's Elementa Geometrica Demonstrationum Libris Sex (Lugduni, 1557), Euclid's Elementorum Libri Priores Sex (Glasguae, 1756), Galileo's Systema Cosmicum (Augustae Treboc, 1635), and Kepler's Ephemerides Novae (Lincij, Austriae, 1619).

By 1836, the library contained 1,900 volumes.[37] Although the collection of the antebellum library at UNC was small and access to it was limited, the university was concerned about its preservation and safekeeping. In addressing the last two issues, the faculty implemented library rules and regulations. Documentation on policies for using the library materials are scattered throughout the minutes of the trustees and faculty. In 1799, the trustees issued a set of nine rules on the library and librarian.[38] In June 1827, the faculty passed resolutions stipulating that students could not remove books from the library nor retrieve volumes from the bookshelves. Only the attending librarian was allowed to retrieve and return volumes to the shelves.[39] The trustees updated the rules on the library and librarian in 1822 and 1829.[40,41] Subsequent guidelines for the library and librarian were issued in 1859. They appeared in the *Acts of the General Assembly and Ordinances of the Trustees for the Organization and Government of the University of North Carolina*.[42]

Table 3. Regulations for the Librarian and Library (1859)[c]

1. No person but a Trustee or Member of the Faculty, shall at any time have access to the Library, without the presence of the Librarian or some officer of the College.
2. The Librarian, at the end of every session, shall present to the Faculty a written report of the state of the Library.
3. Such books as, by a determination of the Faculty, ought not to be taken out by the Students, may be consulted by them in the Library, on such days, and within such hours as shall be appointed by the Faculty.
4. A Student may not at any time, take down a book from the shelves of the Library. The Librarian alone is to deliver it to him, and return it to its place.

5. When a Student shall take a book out of the Library, he shall sign a receipt, in which the book shall be specified by the Librarian.
6. A volume shall not be kept out of the Library more than one week, without being returned to the Librarian, and the receipt for it renewed. If any other person shall want the volume at the end of that time, the one who has already had it, shall not then take it out anew.
7. When a book shall be given out or returned, the Librarian shall examine it, to see if it be damaged or defaced; and if a Student shall deface or damage a book belonging to the Library, he shall pay according to the damage done, as estimated by the Faculty even to the replacing of the set. If he shall lose it he shall pay to the Librarian its value, as estimated by the Faculty, or else he shall replace it as above. If he shall fail to return it in two weeks after taking it out of the library he may be judged to have lost it, and the Faculty may proceed accordingly. If a Student shall refuse to comply with the decisions of the Faculty on these subjects, he may be admonished, suspended or dismissed, as the nature of the case may require.
8. The Librarian shall keep a catalogue of all the books of the Library. If any book shall be presented to the University, the name and residence of the donor shall be recorded.
9. The Librarian shall appoint a day and hour for delivering and receiving books, and shall attend once a week for these purposes.
10. While the Students are attending at the Library they shall observe an orderly deportment.
11. A Student shall not lend a book which he has taken out of the Library, without permission from the Librarian.

[c]From Acts of the General Assembly and Ordinances of the Trustees, for the Organization and Government of the University of North Carolina. (Chapel Hill: James M. Henderson, 1859), 22-23.

The faculty minutes of November 1852 note a "gift of a parcel of books" from the Smithsonian Institution and the donation of volume two of "Information Respecting the History, Condition, and Prospects of the Indian Tribes in the United States," by Henry R. Schoolcraft from the Commissioner of Indian Affairs.[43] In November 1855, Elisha Mitchell presented a faculty resolution recommending that funds $500, $800, or $1,000 should be appropriated to purchase books for the library, provided the treasury could support the acquisition.[44,45] He noted that nearly 30 years had elapsed since any considerable expenditures had been made for book purchases.

Besides Caldwell's purchase of books in 1824 and 1825, the second most significant antebellum acquisition was the library of Elisha Mitchell, which the university bought in 1858, following Mitchell's death on June 27, 1857. Hired as the professor of mathematics and natural philosophy at UNC in late 1817, Mitchell began teaching in early 1818, and he subsequently became the professor of chemistry, geology, and mineralogy in 1826.

A glimpse into Mitchell's purchases of publications is gained from passages in one of his private journals held in the UNC Southern Historical Collection. Numerous entries list books ordered from Collins & Co., a New York book dealer. Although Mitchell stopped buying books for the university in 1827, when the student library fee was abolished, he continued buying books for himself. [46]

Nearly six months after the death of Mitchell, a committee met in Chapel Hill to audit and settle his estate.[47] Richard J. Ashe, administrator of the estate, joined the meeting. The group agreed on a price of $1,000 to purchase Mitchell's scientific apparatus and cabinet of minerals for the university. As Mitchell's book collection had already been boxed up, the committee could not inspect the volumes for appraisal. Professors Fordyce M. Hubbard, John Kimberly, and Manuel Fetter were asked to examine the books, and they later provided their opinions on which titles should be bought for the University Library. Their favorable evaluation led to the trustees' resolution "to purchase the whole of the Library of the late Dr. Mitchell & to pay his Administrator the sum of Three Thousand Five Hundred Dollars in full for the same."[48] According to Brewer,[49] there were 1,897 books. Mitchell's library was practically evenly divided between belles-lettres/ theology and science (chemistry, geology, mathematics, mineralogy, and biology). The holdings of the collection were itemized in a 15-page "Catalogue."[50]

In early February 1858, tutor and librarian, Fordyce Hubbard, confirmed the transfer of the book collection to the "Library room of the University."[51] Richard J. Ashe managed the move. By the subsequent November, Hubbard had arranged the books and begun to compile a catalog of them. Hubbard noted that the collection was shelved "with the rest"; he wrote, "as I found that very few volumes already in the Library had any mark to identify them as the property of the University, I was obliged to stamp the college name in them all, the old and the new ones."[52] According to Hubbard, another acquisition in 1858 was 140 volumes of mostly government publications.[53]

In 1987 and 1990, UNC Professor of History, Michael McVaugh, republished the catalog of Mitchell's library and added annotations, including information on the current locations of volumes in the campus libraries.[54] Today, nearly three-fourths of the books from Mitchell's library survive and are housed in the university's libraries. It is noteworthy that a large number of books that Mitchell had purchased for the library turned up in his own library. Before the University Library had its own building in 1852, the faculty customarily removed books from its shelves, especially those in their fields of specialty, to their study quarters. The purchase of Mitchell's library and the collection of books purchased by Caldwell probably "had given North Carolina one of the two or three best scientific libraries in the [antebellum] United States." [55]

As the dark clouds of the Civil War descended over Chapel Hill in the spring of 1861, great numbers of students abandoned their studies to fight on behalf of the Confederacy. Of fourteen members of the faculty, six joined the war effort, and eight remained.[56] Despite the departure of numerous students and faculty, the campus remained open for the duration of the war. Although there is little recorded information about the library from 1861 to 1868, a letter from UNC Professor of Mathematics Charles Phillips to Kemp Battle points out several deficiencies in the library.[57] Many of the deficiencies in the library developed during president Swain's administration (1835-1868), and Phillips had warned him about the sad state of affairs. When Professor of Chemistry William J. Martin left the university in 1867, he took his personal chemistry library with him, and the university lost all the current books for teaching that subject. Phillips further claimed that if he left the institution and removed his scientific library then teaching in mechanics, machinery, and physics would be "ridiculous." Even the collection of books on geology and mineralogy that Elisha Mitchell had amassed were no longer useful in those disciplines.

From about July 1868 until March 2, 1869, the university suspended its operation due to actions of the reconstruction government of North Carolina. The new trustees were concerned for the safety of the campus buildings and the protection of the libraries, apparatus, and furniture, among other items.[58] For this reason, the library books were temporarily moved to "the third story of the Old East, where they remained till the autumn of 1869".[59] During this period of time, the collections of the Di and Phi libraries suffered the loss of volumes and damage to numerous volumes because of a leaking roof. The University Library escaped such misfortune.[60]

Fisk Brewer served as a part-time faculty librarian from March 1869 to at least mid-1870. He stated that no written history of the University Library was known to exist when he assumed his library responsibilities. In an eight-page pamphlet, Brewer gave a brief historical account of the University Library. He wrote that a library tax and donations were the primary sources of funding for the University Library in its early years.[61] During his tenure as librarian, Brewer reported the addition of 300 volumes. The collection of pamphlets then numbered at least 1,000, which may have been from the donation of Rev. Josiah Brewer.[62] Among the volumes added to the library during Brewer's librarianship were two or three dozen Sunday School books given by a group of Bostonians through the efforts of one of the university professors' wives. Upon learning about this acquisition, local newspaper columnist Cornelia P. Spencer inspected the volumes and expressed her pleasure with the gifts.[63]

The library was closed from February 1871 through August 1875, when the university was once again shut down by the reconstruction government. Prior to the university's reopening in September 1875, a committee was charged to inspect the campus buildings and provide an assessment of their physical condition to plan for their repair.[64] The committee reported that the walls of Smith Hall appeared to be sound. Nevertheless, it was unable to inspect the interior of the building to assess the state of the roof or of the books because it did not have keys to the building. Andrew Mickle, UNC's newly appointed bursar, later obtained keys to the campus structures. He reported that the college and Philanthropic Society libraries appeared to be in good order; however, the Dialectic Society library had been "utterly neglected".[65] He noted that the volume count for each collection was as follows: "College" library, 8,394 books; Philanthropic library, 6,905; and Dialectic library, 6,908, plus thirty books returned after he made his inventory. Former Governor Zebulon B. Vance painted a bleak picture of the state of affairs. He wrote "How many volumes [from the libraries] have been pillaged and carried away it is impossible to say . . . but the damage to those remaining is distressing."[66] Six weeks before classes resumed, the staff was setting in order the University Library, which had just received a shipment of books. These volumes included publications from Washington, D.C., including the Smithsonian Institution and Congress.[67]

During the decade after the university reopened in 1875, the university received the library of Dr. Francis Jones Smith, who died on April 17, 1877. His sister Mary Ruffin Smith donated his medical library of about 200 volumes to UNC, in accordance with his wishes. An inventory of the gift was published in the 1877-1878 UNC catalog (pp. 59-60). Among the books currently surviving from his library (most in the Rare Book Collection of the UNC Health Sciences Library), a few are marked with an ownership stamp (figure 3) and his signature. When Mary died on November 13, 1885, she bequeathed to the university a tract of land consisting of 1,440 acres in Chatham County, North Carolina, about eight miles from the campus. Having inherited the land (known as the Jones' Grove tract) from her brother Francis, she wished to commemorate him by naming the gift "the Francis Jones Smith Fund." [68,69,70] Income from the fund was to assist "poor & worthy young men of the state" who desired to attend UNC.[71]

Following the acquisition of Jones's library, there was a continuous donation of books—as well as some journals— from concerned citizens, scientists, and publishers. From 1876 to 1885, the university's catalogs listed the donations made to its library, which included 360 volumes of scientific and medical publications. A number of scientific disciplines were represented: chemistry, 4 volumes; zoology, 7; mathematics, 8; astronomy, 17; general science and technology, 32; geology, geography, and mineralogy, 38; agriculture and botany, 40; and medicine, 213. These books supported research and teaching in areas in which the state desired to develop its natural resources and thereby improve its economy. Publications donated by agricultural experiment stations and geological surveys from other states accounted for nearly one-fifth of these volumes. Between 1881 and 1882, Cornelia Spencer donated nearly 1,000 volumes from the library of her late father, James Phillips, who had been UNC professor of mathematics and natural philosophy (1826-1867), teaching mostly mathematics in later years. Kemp Battle notes that the majority of the works were theological.[72] A number of these volumes, however, were mathematical, and many survive in the UNC Math/Physics Library. Spencer's donation occupied an entire alcove in the library.[73] By 1884, the University Library had grown to house roughly 9,000 books and 2,000 pamphlets.[74] The donation of scientific books in these early years barely met the needs of the university's scientists, however. By the early 1890s, the campus science professors deplored the lack of modern scientific books. Their concern is discussed later in this paper.

Consolidating the Three Libraries

It is noteworthy that in early 1885 the University Library had been reorganized and rearranged under the supervision of professor and librarian George T. Winston and assistant librarian Rev. Christopher C. Newton.[75] Ten large cases had been purchased to form 40 alcoves for the books. All the volumes had been brought down from the high shelves, where they were difficult to reach. The appearance of the room was now deemed "very handsome and inviting." After the consolidation, the public documents were placed on the upper shelves all around the room.

In 1885/1886 the holdings of the Di and Phi libraries collectively numbered 15,000 volumes.[76] These collections were housed on the top floors of New West and New East buildings, respectively.

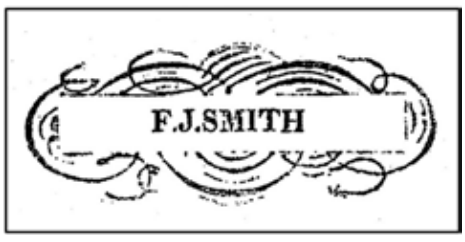


Figure 3. Ownership stamp of Francis Jones Smith on fly-leaf from A Visit to Thirteen Asylums for the Insane in Europe, by Pliny Earle, Philadelphia: Dobson, 1841. (Courtesy of Rare Book Collection, Health Sciences Library, University of North Carolina).

According to UNC junior, William J. Battle, sentiments about consolidating the campus libraries were mounting by 1885.[77] In autumn of that year, John F. Schenck, a UNC senior, introduced a motion at a Dialectic Society meeting in support of consolidating the collections. "There was a long and exciting debate on the motion which was finally defeated by a two-thirds vote exactly," Battle recalled.[78] In the following spring, the faculty presented a similar proposition to the Phi through President George T. Winston that was passed by that society. After prolonged and intense discussions, the motion was next approved by the Dialectic Society.

During that summer, the collections of the society libraries were moved to Smith Hall. The task of moving the books began on June 14. "They were carried in arms & partly in wheel barrows".[79] Each collection, however, remained distinct, shelved in its own area. UNC senior, Stephen B. Weeks, reported that the Di collection was housed in the alcoves and shelves on the south side of the library, with the Phi on the opposite side.[80] "The handsome furniture" of the societies was moved to the library as well, giving it a look of comfort.[81]

Without purchasing additional alcoves for shelving the three separate collections, the faculty made several changes to the arrangement of the library at the time of consolidation.[82] Professors George T. Winston, Walter D. Toy, Joshua W. Gore, Francis P. Venable, Ralph H. Graves, and Joseph A. Holmes reviewed the collections preparatory to transferring some volumes to the old Phi library in the New East building. They weeded out volumes that could "be spared with least injury to the combined Library."[83] Among the books identified for removal were old textbooks, outdated medical works, volumes with tattered binding, and "all the books in the departments of Natural History and Chemistry."[84] Professors Holmes and Venable thought it best to remove the latter two categories of books in their entirety, which would be more useful than separating them between the consolidated library and New East. Shelved in the old Phi library, the books would receive appropriate care and would be available to those wanting to use them.

Another new feature of the combined library was a reading room that was formed by combining two small rooms at the west end of the library. The rooms had formerly been used as a librarian workroom and as dressing rooms during the commencement ball.[85] In fact, students had known about the creation of a reading room the previous year through a notice in the May 1885 issue of the University Magazine.[86] The reading room was located at west end of the building and was stocked with magazines, reviews, newspapers, and other serials valued at $150.

Stephen B. Weeks praised the "consolidated" library, mentioning that it now had more open hours, was heated, and offered a pleasant place for spending time.[87] Another writer considered the room "not

only a source of pleasure, but of instruction to professors and students."[88] A year before the move, the faculty had approved a resolution that gave its members better access to the library. "The members of the Faculty shall be provided with private keys in order to use the library and reading room at any time, but no papers or magazines shall be removed from the library."[89] Weeks also noted that the windows had been painted to preserve the collection, which had been subjected to fading from the sunlight.[90]

The separate shelving of the collections proved to be inconvenient to library users. By September 1891, the volumes of the three libraries had at last been integrated. In fact, the faculty resolved to have a card catalog developed for the collection, to be paid for jointly by the two societies and the faculty.[91] The reorganization of the collection was completed under the supervision of Professor of Greek Language and Literature Eben Alexander with the assistance of Victor S. Bryant (librarian), Frederick L. Willcox, Thomas J. Wilson, and Benjamin Wyche.[92, 93] As compensation for serving as library supervisor, Alexander was allowed to live in his house rent-free by the Executive Committee of the Board of Trustees.[94] The faculty took note of the newly fashioned library and made motions both to allow the librarian to set hours for serving students and to order books for the collection itself. The university bursar, however, would continue to purchase library supplies.[95] Although the students were impressed by the improved arrangement, they further recommended that Sunday hours of service be instituted.[96]

Soon after the consolidation, many of the duplicates and selected out-of-date volumes from the three collections were culled and stored in the rooms of the former Di and Phi libraries. Some of these books—over 5,000 volumes—[97] were later offered for sale as itemized in a 28-page booklet, "Second=Hand Books from the Libraries of the University of North Carolina — and of the — Dialectic and Philanthropic Societies." Issued about February 1892, the catalog contained nearly 1,420 entries, including each book's size and price.[98] A few of the books were botanical: Henry Goadby's A Text-book of Vegetable and Animal Physiology (1858), Almira Hart Lincoln's Familiar Lectures on Botany (1829), François André Michaux's The North American Sylva (2 copies – Paris [1819] and Philadelphia [1853]), and Peter M. Roget's Animal and Vegetable Physiology (1836). Money received from the sale of the duplicates and unwanted volumes went toward the acquisition of new books.[99] By the fall of 1892, "more than six hundred and fifty dollars worth [of books] had been sold, or exchanged for other books not in the library."[100] The faculty agreed to give the unsold duplicate books to the A & M College and the Normal and Industrial School for Women (now the University of North Carolina at Greensboro).[101]

Seven years after the Di and Phi libraries had been integrated with the University Library collections, Edwin A. Alderman, supervisor of the library, reported another important change. The societies donated their book collections of nearly 20,000 volumes to the university, and the official name of the library became "The Library of the University of North Carolina, Endowed by the Dialectic and Philanthropic Societies."[102] As the library was developing, faculty members recognized a need for more flexible borrowing privileges to facilitate their teaching and increasing role as researchers. In 1897, the faculty voted that "books relating to their departments [could] be charged to their departments and kept indefinitely."[103]

Figure 4. Smith Hall, ca. 1860. (Courtesy of the North Carolina Collection Photographic Archives, University of North Carolina Library).

Housing the Collection

In the earliest years of the University Library, books were housed in the first president's house or in lecture rooms of South Building. At their July 1796 meeting, the trustees directed that a small room in front of the head of the stairs of the president's house be fitted with shelves for books.[104] In December 1812, a Raleigh newspaper reporter noted that the college library would be housed in the "principal building" (South Building),[105] which was completed in 1814. The library was subsequently moved there. In the mid-1820s, the library was moved to a second floor that had been built in the middle of the south side of the building, where it shared its quarters with a lecture room for the university president and the professor of rhetoric.[106] Geology professor Collier Cobb noted that Professor Caldwell installed astronomical instruments (a meridian transit instrument and a clock), from at least 1825 to 1827,[107] in this shared room. (Caldwell's surveillance of the heavenly bodies constituted the first "systematic" observations of their kind in the United States. Professor Love wrote that these observations continued from university buildings until 1831, when an observatory was completed).[108] In 1836, the library shared its space with the junior recitation room, where it was exposed to excessive dust.[109]

Construction of a new building for the library collection began in 1850. According to an article about the impending commencement exercises in June 1852, the library building was also to be used for dances; it was called the "just-finished ball-room" by the reporter.[110] By inference, we can assume that the hall was completed by June 1852. Cornelia Spencer also noted that "in 1852 Smith Hall was completed."[111] The June 8, 1852, UNC Faculty Minutes also mention the new library, noting that "Prof. Hubbard, Tutor Phillips and the Librarian were appointed a committee to prepare a catalogue of the Books in the University Library, and to cause it to be removed and properly rearranged in the New Library Building."[112] (John Alcott, historian of architecture and UNC professor of art, described and illustrated the library building's history, particularly its design and early years.[113]) The collection of books and pamphlets was moved in about 1853[114] to the new structure, which was reminiscent in form to a Greek temple. The building, Smith Hall (now Playmakers Theatre) (figure 4), was named in honor of Governor Benjamin Smith of Brunswick, North Carolina, who is considered the first benefactor of UNC.[115]

Throughout most of the library's occupation of Smith Hall, the faculty and university leaders had designs on the building for the expansion of educational programs and other purposes. In 1854, a laboratory of analytical chemistry was developed in the basement.[116] (On occasion, the faculty also approved other, non-academic, uses of the basement. In the summer of 1857, they granted the ladies of the Episcopal Church use of the space to hold a fair.[117]) About July 1876, Professor Alexander F. Redd proposed "that Smith Hall should be changed from a Library to a room for the Departments of Physics and Chemistry."[118] The Board of Trustees rejected this idea but approved the use of the old chapel building (Person Hall) for Redd's department.[119] The upper floor of Smith Hall remained library quarters, but the chemistry lab was revamped in 1877. In a circular, Battle described the renovations, which included deepening the basement for its entire length and pouring a cement floor.[120] The facility was supplied with gas, made on the campus, and with water from a force pump and tank. The enlarged laboratory housed desks and apparatus for instruction in analytical chemistry. The space was now also used as an experimental lab for the chemist of the State Board of Agriculture and his assistants, whose work fulfilled the responsibilities of the newly established Agricultural Experiment Station. Cornelia Spencer visited the renovated

quarters of the lab in early April. There she saw the lab "lit with gas, & the boys ... at work in their long aprons down there distilling, combining, resolving, experimenting."[121] A student reporter described the lab in less flattering terms. He reported in 1885 that the lab had poor ventilation and bad lighting.[122] Obviously this was not a good foundation for the library.

In contrast to the poor environmental conditions of the chemical laboratory, President Kemp Battle described the library as being "well ventilated and well lighted, sufficiently large for the needs of the near future, provided that alcoves shall be built" for the collection.[123] He observed, however, that numerous books were out of reach; many volumes were shelved 15 to 20 feet from the floor. This arrangement created a great risk "to life or limb" in retrieving books. The Visiting Committee, which was charged to report on the state of the university teaching and facilities, also referred to the precarious state of the shelving; only a "frail ladder" aided in reaching the volumes, and every "sublime ascent [was] likely to end in a ridiculous descent."[124] Within a year, alcoves formed by bookcases were in place, and they provided better access to the volumes.[125]

The library was used as planned for social events, particularly at commencement, when the books and furniture were moved aside to provide a ballroom for the occasion. Such events led to its being called the "Ball Room" or "Assembly Hall." A Raleigh newspaper reporter described the "ball room" at the evening celebrations of the commencement of June 6, 1879.[126] "The elegant hall was festooned and looped with evergreens and beautiful flowers. The shields and badges of the societies were wrought in most cunning and wonderful ways in roses and vivid green. The walls were alternately paneled in white and blue [society colors], and the bright floor danced in the reflections of the chandeliers." The reporter continued, "The music floated through the hall and out of the windows." During the summer Normal School sessions, social gatherings took place in the library at least once a week. Cornelia P. Spencer was acutely aware that such exposure to public events "made it an insecure asylum for books." [127]

Sentiments against dancing and the commencement ball became increasingly pronounced in the late nineteenth century, however, particularly among Baptist and Methodist church leaders. A reporter for the Biblical Recorder, a Baptist periodical, condemned a several-weeks' course on dancing given prior to the commencement ball.[128] He considered it "a pity that time should be wasted and strength exhausted in shaking the feet and skipping over a floor," which he called "feats that monkeys can perform in common with man." The squandered time, he felt, was meant to be used in the eyes of the Creator for a better purpose. In writing to President Battle, Adolphus W. Mangum, UNC professor of mental and moral science, history, and English language and literature, also voiced his objection to dancing on campus. He considered such a course of permissiveness to be "suicidal." He recommended that dancing on the college grounds be banned.[129] In 1885, university trustees prohibited dancing in the Smith building.[130]

Running water was supplied to the scientific laboratories and other campus buildings about 1893. Soon after, sanitary facilities were planned for Smith Hall.[131] In 1894, bathtubs, shower baths, water closets, and urinals were installed under the library in the basement. The wastewater was piped into a stream in woodlands about one-quarter mile from the southern edge of campus.[132] The basement was also increasingly being used for library needs by 1898, when unused duplicate volumes were transferred there.[133] Two years later, a small basement room was fitted with shelves for storing the older runs of government publications.[134] In 1901, books were moved from the gallery over the east end of Smith Hall to a front room in the basement, in which shelves had been built.[135]

Figure 5. Smith Hall, 1890s. (Courtesy of the North Carolina Collection Photographic Archives, University of North Carolina Library).

Figure 6. Smith Hall. Interior view, ca. 1896. (Courtesy of the North Carolina Collection Photographic Archives, University of North Carolina Library). Note glass exhibit cases containing museum items.

Both the internal and external appearance of the library building continued to garner the attention of the trustees and faculty. By September 1898, the entrance to the building had been moved to the eastern end, where it had been originally intended to go, and the tall colonnades had been repainted[136] (figure 5). On the western end, a "neat" balcony replaced the "unsightly" steps. Commenting on the interior improvements, a student wrote: "The reading room is occupied by cases for government publications, and desks and tables for papers and magazines have been placed in the library proper. The bookcases are arranged in the western half of the library, leaving an open space at the end, which makes the room more attractive. The floor is covered with bright colored matting."[137]

Further efforts were made to make the library more attractive and appealing. Toward this goal, the librarian installed glass exhibit cases containing museum items (figure 6). In his presidential report of January 1896, George T. Winston mentioned the addition of the Willie Person Mangum Jr. collection of Chinese and Japanese pottery, bric-a-brac, and shells, which was donated by Mrs. Mangum as a memorial to her husband.[138] An 1848 graduate of UNC, Mangum later became a diplomat and foreign service officer.[139] Other displays noted in the fall of 1896 included curios previously displayed in the history room, such as a special collection of old money (including Continental) and manuscripts. Another historical relic, UNC's antique telescope that Collier Cobb had "exhumed," occupied a place.[140] In addition to portraits and pictures hung on the walls, handsome busts and classic plaster statuary provided "value as well as books."[141]

The citizens of the state financed enhancements of the library with donations. Around the year 1899, Henry Weil, a UNC trustee from Goldsboro, North Carolina, donated $1,000 to the library.[142] Half of the proceeds was used to provide new equipment, including "a handsome desk constructed for the Librarian ... bicycle ladders put on each side to make the high shelves available and thus secure much needed room," and a new furnace.[143] (Apparently, a large wood-stove had been previously placed in the library about the end of 1886. One writer extolled "its beauty and elegance," and noted that "it look[ed] like a 'precious stone set in the silver sea.'")[144]

This acquisition of a furnace was welcomed; students had previously noted problems in heating the library.[145] During the winter, students would move the chairs close to the source of heat. Unfortunately,

not all the chairs could be moved—the librarian had chained some of the chairs to the floor! In 1897, faculty supervisor of the library, Francis K. Ball, had recommended switching to a wood-burning furnace, which would not only eliminate damage to books from coal dust and ash but would also be more economical.[146] The other half of the Weil donation was allotted for the purchase of books in political and social science, which constituted the Weil Collection.[147]

During the last decade of the nineteenth century, the library had become "the heart of the University," according to President Edwin Alderman.[148] The students were now active users of the library. By February 1892, the library was open five hours per day and the reading room all day. A reporter for the Tar Heel, the school's newspaper, noted that in 1894, open hours were from 8:30 A.M. to 6:00 P.M., "with exception of [a] half hour for dinner."[149] In announcing the opening of the 1894 Summer School, a local reporter noted: "The greatest attraction will be the fine library . . . [and] its reading room ladened with the best papers and magazines in the United States."[150]

Professors of most departments now required that their students "consult and use" the library books in their daily assignments.[151] They were proud of the library resources and appreciative of the improvements made inside and outside of Smith Hall. A student reporter from the Tar Heel expressed his thoughts: "There is no part of a College or a University to which more interest is attached than to its library, and this is the paramount reason why it should always be made as beautiful as possible, the arrangement convenient, and the library services the best to be had."[152]

Alongside their appreciation for the library, students developed an interest in preserving the library and its collection. Between 1894 and 1898, they expressed their concerns in articles appearing in the campus periodicals, the Tar Heel and the North Carolina University Magazine. They aimed to educate their classmates about the proper care of books and to admonish the "non-appreciative vandals." Student columnists condemned the defacement of books and serials, including the practices of cutting and mutilating pages and of penciling comments on inside margins of books.[153] One student reviewed the proper way to remove a volume from the shelf and how to hold it while reading.[154] Scholarly behavior held similar importance. Loud talking and smoking were deemed unacceptable.[155]

Library Management

The library was first tended by a diverse group of people, including tutors, faculty serving part time, and students (Table 4). Two of these early librarians, W. H. Owen and H. H. Williams, deserve particular mention. William Hayes Owen was awarded the A.B. (1833) and A.M. (1838) at UNC and served as tutor of ancient languages beginning in 1835. On September 12, 1836, the Executive Committee of the Board of Trustees approved the appointment of a librarian at a yearly salary of $100.[156] Owen was selected for the position, in which he became one of "the most active of the early librarians."[157] He was responsible for developing a library stamp (figure 7) to serve as an ownership device for newly received volumes in the library. Five of Owen's librarian reports (1836, 1837, 1838, 1840, and 1842) survive in the University Archives at Chapel Hill.[158] Owen remained as tutor of ancient languages, until 1843, when he was appointed professor of ancientt languages at Wake Forest College (now University) in North Carolina.[159]

Table 4. Librarians, Library Officers, and Assistants in the University Library, 1799-1902[d]

1796-1797	Willie Jones, William Richardson Davie, and Thomas Blount, Library Committee
1799	William Richardson Davie, Willie Jones, and David Stone, Library Committee
1799-1800	Archibald DeBow Murphey, Librarian
1800-1804	Richard Henderson, Tutor and Librarian
1805-1806	Atlas Jones, Tutor and Librarian
1806-1807	James Martin, Tutor and Librarian
1808	Gavin Hogg, Tutor and Librarian
1809-1810	Abner Wentworth Clopton, Tutor and Librarian
1811	Lewis Williams, Tutor and Librarian
1812-1813	William Hooper, Tutor and Librarian
1814-ca.1815	Abner Stith, Tutor and Librarian
1818-1857	Elisha Mitchell, "Director" of Library; purchases books for library, 1818-1827 Joseph Hubbard Saunders, Tutor and Librarian (1824) William Hayes Owen, Tutor and Librarian (1836-1843) Ashbel Green Brown, Tutor (later Adjunct Professor) and Librarian (1844-1856)
1858-1868	Fordyce Mitchell Hubbard and David Lowry Swain, Librarians
1869-1870	Fisk Brewer, Librarian
1875-1877	Ralph Henry Graves, II, Librarian
1877-1878	Frederic William Simonds, Librarian
1878-1880	Adolphus Williamson Mangum, Librarian
1880-1883	Henry Horace Williams, Tutor and Librarian
1883-1884	Edward Daniel Monroe, Librarian
1884-1885	Alfred Decatur Ward, Librarian
1885-1886	George Tayloe Winston, Librarian Christopher Columbus Newton, Assistant
1886-1889	James Lee Love, Librarian Joseph Algernon Morris (Phi) and John Fenelon McIver (Di), Society Librarians (1886-1887) Victor Silas Bryant (Di) and St. Clair Hester (Phi), Society Librarians (1887-1888) Stephen Cambrelenge Bragaw (Phi) and Thomas Lake Moore (Di) Society Librarians (1888-1889)
1889-1890	St. Clair Hester, Librarian
1890-1891	Victor Silas Bryant, Librarian
1891-1892	Eben Alexander, Librarian Shepard Bryan and Francis Howard Batchelor, Student Librarians
1892-1893	Eben Alexander and Frederick Leroy Willcox, Librarians
1893-1894	Edwin Anderson Alderman, Librarian Fordyce Cunningham Harding, Assistant Librarian
1894-1896	Edwin Anderson Alderman, Supervisor of the Library Benjamin Wyche, Librarian
1896-1897	Francis Kingsley Ball, Supervisor
1897-1898	Eben Alexander, Supervisor of the Library Ralph Henry Graves, III, Librarian
1898-1899	Eben Alexander, Supervisor of the Library Ralph Henry Graves, III, Librarian Fred Jackson Coxe and Junius Daniel Grimes, Assistants in the Library
1899-1900	Eben Alexander, Supervisor of the Library Edward Kidder Graham, Librarian Williamson Edward Hearn and John Wettmore Hinsdale, Jr., Assistants in the Library
1900-1901	Eben Alexander, Supervisor of the Library William Stanley Bernard, Librarian Baird Urquhart Brooks and David Maxwell Swink, Assistants in the Library
1901-1902	Eben Alexander, Supervisor of the Library Louis Round Wilson, Librarian Henry Moring Robins and Charles Metcalfe Byrnes, Assistants in the Library

[d] Expanded and adapted from a list compiled by Louis Round Wilson in Papers on the Library of the University of North Carolina, 1776-1927, vol. 1 (Chapel Hill: L.R. Wilson, 1966), 375.

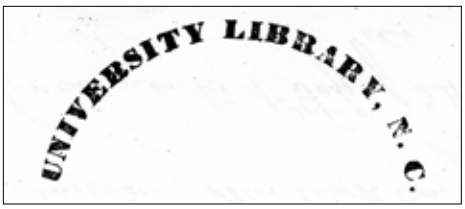


Figure 7. Stereotyped Stamp of the University Library, N.C., December 1837. (from Report upon the State of the Library, by W. H. Owen, 1837). (Courtesy of University Papers #40005, University Archives, University of North Carolina Library).

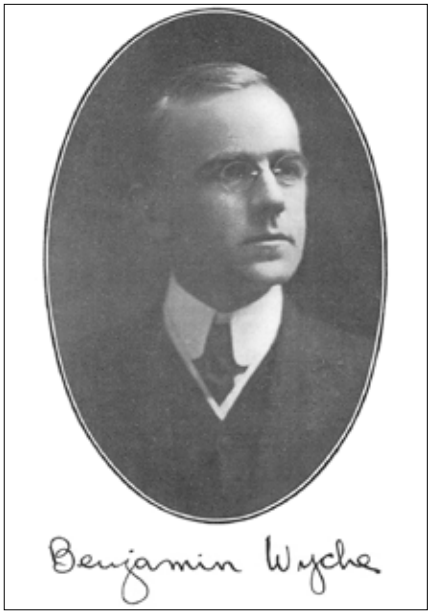


Figure 8. Benjamin Wyche, ca. 1919. (Courtesy of the University of North Carolina Alumni Center).

In the early 1880s, Henry Horace Williams, who had been known for his reliability and his fondness for books, was not only serving as librarian but was also literally a resident librarian. Living in Smith Hall,[160] he set up sleeping quarters at the west end of the building, which lacked heat.[161] He served in the library until his graduation in 1883. At the June commencement exercises, Williams earned two degrees, the A.B. and A.M. His Masters was the first at UNC to be based on scholarly merit; previously they were of an honorary type.[162] Horace Williams, as most people knew him, subsequently became a renowned professor of philosophy at UNC and the "gadfly of Chapel Hill," as described by his college mate Robert Watson Winston.[163] Six years after Williams's graduation, a policy was instituted that allowed students who acted as librarians to receive half their tuition in addition to pay for working in the library.[164]

At a faculty meeting held on March 2, 1894, a motion passed that allowed the president and faculty member/librarian to hire a full-time librarian at a salary not in excess of $500 per year,[165] as authorized by the university trustees.[166] In 1894, Benjamin Wyche, who had received a Bachelor of Letters degree at UNC the same year, was offered the librarian position.[167] As a stipulation of this appointment, he completed a nearly six-week library course at Amherst College that summer, with his expenses paid by UNC. He studied library management under the direction of William I. Fletcher, a noted college librarian and editor of Poole's Index.[168] Wyche (figure 8) is considered to have been "the first regular full-time University librarian" at UNC.[169]

Prior to Wyche's selection, librarians had been appointed for one-year terms, but on a part-time basis. One of the editors of the North Carolina University Magazine commended the university for establishing the permanent library position, ending the inefficient yearly change in management.[170] Wyche served as librarian until early in the Summer of 1897. He then became librarian at the University of Texas upon the invitation of George T. Winston, who had assumed the presidency there in 1896. At Texas, Wyche was the university's (and perhaps the state's) first trained librarian.[171] The next UNC librarian was Ralph Henry Graves. Through the ensuing years of the library's development, a succession of individuals guided its growth and progress.

Louis Round Wilson became University Librarian in 1901. Under his guidance, the library developed a prominent research collection. Work on restructuring the library began as soon as the Summer School of 1901 concluded. The staff reclassified the collection using the Dewey decimal system of cataloging and classification.[172] As a means of strengthening the library, Wilson also "persuaded the literary societies to forfeit their option of transferring their books to the society halls from the library."[173] In 1907, the library was moved into the newly erected Carnegie Library (now Hill Hall), a turning point in its development as an eminent research library.

Development of the Scientific and Medical Collections

In the second year of his presidency, Kemp Battle highlighted the deficiencies of the University Library's collections in science and the arts.[174] In his annual report of February 1885, he made a particularly strong case for building up the library collection.[175] He stated: "Books are the tools of the teacher and we must keep pace with all the improvements, discoveries and changes in the world of thought." He emphasized that the mission of the university could not be fulfilled if it did not have a strong library collection. He recommended an appropriation of $3,000 for new books and an annual appropriation of $500 in subsequent years. He also noted the need for a salaried librarian to maintain the library and the preservation of the books. Although it was several years before his requests were fulfilled, the trustees became increasingly aware of the pressing needs of the library. In their report of 1886, the Visiting Committee also pointed out to the Board of Trustees that the library should be augmented, particularly with "modern works on Science."[176]

The science faculty and students had long recognized the lacunae in the University Library collection. Professor Elisha Mitchell noted that science and literature were glaringly deficient in the library collection.[177] In filling the newly-created professorship of agricultural chemistry, Benjamin S. Hedrick wrote to President Swain in 1853 about acquiring scientific literature to support his teaching and studies. He was particularly eager for the library to obtain runs of important scientific journals and of the transactions and proceedings of learned societies in the U.S. and Europe.[178] In 1854, a student using the alias La Mar lamented that library holdings in the disciplines of science, politics, and history were poorly represented. He used the subject of geology as an example in pointing out the deficiency of science books in the collection. He claimed that none of the three libraries provided adequate coverage to teach even the basic principles of geology. Notable among the types of books lacking were North Carolina geological survey reports, including those prepared by UNC professors Denison Olmsted and Elisha Mitchell.[179] In 1867, Professor of Mathematics Charles Phillips voiced his shame in having the newly-hired Professor of Geology and Mineralogy Washington C. Kerr arriving at UNC without adequate books in his discipline represented in the library collection. He claimed that the out-of-date books acquired from the Elisha Mitchell library would not suffice. Phillips had warned Governor Swain about the lack of current books from the past twenty years and also noted "that scholarship & books [had not been] valued right here."[180]

Eminent UNC chemistry professor and later UNC president Francis P. Venable noted that the books "were kept practically locked up" in the early days. As a consequence, he said, professors "spent [their] own small savings in gathering a few books."[181]

UNC Professor of Geology and Natural History Joseph A. Holmes was among those faculty who developed personal libraries for teaching and keeping abreast of new theories and discoveries in their fields of expertise. Holmes's book collection of unknown quantity was approved for purchase by the UNC Faculty in January 1886.[182] Additional information about this acquisition is yet to be found in the literature or archival sources.

The university's scientists were increasingly involved in research. They attempted to develop modern laboratories by acquiring necessary space and fitting them with new apparatus. At the same time, they acquired the literature needed to carry out their research. In chemistry, Professor Venable expressed a pressing need for books for students. Although he had allowed his students access to his personal library, he could no longer afford this practice. In 1888, he claimed that the University Library lacked works in chemistry published after 1856, except for one or two titles. Among the chemistry books that Venable recommended for purchase were reference works, treatises, and books

on analysis and theoretical topics, at a total cost of $250.[183] Three years later, chemistry professor Charles Baskerville reiterated the need for such books. He was unhappy that instructors spent their own money to acquire the necessary literature for their students and themselves.[184]

Professor Collier Cobb of the geology department pointed out that the library housed only a half dozen useful books in geology and mineralogy. At an inconvenience to his research, he placed a great part of his private library in the laboratory, where his students could consult it. Cobb built up the geological literature by exchanging reprints of his journal publications with his colleagues.[185] In 1894, he stated that "the general library of the University . . . [has] absolutely nothing that is valuable to the student of geology."[186]

Professor of Biology Henry Van Peters Wilson was also keenly aware of the importance of literature for the progress of research and scientific investigations. For the "real" student, he argued, textbooks and compendia would not suffice. He stated, "The works and figures of previous students must be critically studied, if an actual advance is to be made."[187] Soon after his arrival at UNC, he began to develop a working library in the biology laboratory, subscribing personally to several seminal periodicals that the library lacked.

The university trustees took note of the faculty's comments about the library's deficiencies. President Winston announced at the September 18, 1894, faculty meeting that $500 would be made available for the purchase of books for the library.[188] This was an increase of several hundred dollars from the university's investment of $200 for books in 1892.[189] In addition, the Di and Phi societies made contributions; in 1892, each gave $150. A student reporter noted that additional funds would be expended on books in 1895.[190] He commented that the additional funding would "soon make our library one of the best in the South."

Development of the Biology Library

Because of the need for current publications and for the proximity of such collections to the research setting, the laboratories of biology, chemistry, and geology/mineralogy were convenient and logical sites for the development of departmental library collections. The formative period of development of the biology library took place in the last quarter of the nineteenth century, but it was born when Professor Henry Van Peters Wilson constituted a one-man department of biology beginning in the fall of 1891. Trained at Johns Hopkins University in research techniques styled on the German model, Wilson believed that the consultation of literature was second only to the subject of research. While a student at Hopkins, Wilson had used the Hopkins biology library, which had been established in the Biological Laboratory in 1883. The collection was open for "the freest use of all books in it."[191] As early as 1893, the literature in the UNC biology laboratory included seminal periodicals, principally in zoology, such as Journal of Morphology, Zoologisches Centralblatt, and Journal of the Royal Microscopical Society according to the 1893-1894 university catalog (p. 85). The collection of zoological literature was gaining significance as an adjunct to research. It was called a "departmental library" in the 1894-1895 university catalog (p. 98) and was openly accessible to the students. During the next four years, several additional journals were added to the growing biology library: American Naturalist, Anatomische Anzeiger, Ergebnisse der Anatomie und Entwicklungsgeschichte, Nature, Proceedings of the Royal Society, Quarterly Journal of Microscopical Science of London, Science, Zeitschrift für Wissenschaftliche Mikroskopie, Zoological Bulletin, and Zoologischer Anzeiger.[192] Wilson also personally subscribed to many salient scientific serials: The Biological Bulletin, American Journal of Anatomy, American Journal of Physiology, Memoirs of the Boston Society of Natural History, and Proceedings of the National Academy of Sciences.[193] These he added to the biology department library, which eventually developed into the "Zoology Library," subsequently the Zoology Section of the John N. Couch Biology Library, and currently the Biology/Chemistry Library. In the 1895-1896 annual report for the Department of Biology, Wilson mentioned that he was encouraged by the 1894-1895 appropriation for the acquisition of books for the laboratory.[194] In successive years, his budget typically included requests for the purchase of literature.

In 1895, Benjamin Wyche embarked on a project to account for campus books held outside the general library in Smith Hall. Wyche planned to make "a list of the books from the library kept in the different departmental libraries" to be used for inventorying the holdings on occasion.[195] Among his endeavors, he aimed to catalog the books in the biology laboratory, housed in the New East building, so that the main card catalog would have a record of them. A few books had previously been cataloged, but the majority had not. In his annual report for 1896, he noted that the cataloging of the biology collection had been completed. The library now had an inventory for the holdings of the biology laboratory, and users could access the literature via the card catalog. Wyche then suggested that "all books could first be cataloged in the general library and then sent to the departments."[196]

Volume 6 of the library accession volumes includes two lists of books that collectively provide a general inventory of books in the biology laboratory during the mid-to late 1890s.[197] On the right-hand side of the page beginning with entry 26,441 is a handwritten note. It reads: "These books were already in Biol. Lab. at time entered here. Some of them had been there for some years, others were recent additions, purchased with funds appropriated for Lab. supplies – Only a few had ever been entered in card catalogue – They are not included in this list, but proper change is made in card cat. showing them to be in Laboratory. 14 Ja. '95." This list of books includes entries 26,459 through 26,548 in the accession ledger. The second list is based on a handwritten sheet inserted in volume 6 of the library accessions volume.[198] A note at the top of the sheet reports: "The following books already in Biol. Lab. were not entered in accession book; as they had already been cat'd. in card cat. The changes on the cards will show that they were in Lab. – Jan. 1897. Those already entered in acc. bk. are not given in this list." Of a total of 110 titles (consisting of approximately 140 volumes), 22 titles (consisting of 26 volumes) are on botany or horticulture, accounting for 20% of the titles housed in the biology library.

Acquiring Medical and Scientific Collections

In the 1890s, three significant medical and scientific book collections were acquired. The transfer in 1894 of the library of the Elisha Mitchell Scientific Society to Smith Hall particularly enriched the collection. During this decade, the University Library also received two outstanding donations of medical books: the Thomas F. Wood Collection in 1892 and the Francis W. Potter Collection in 1899. Each of these three collections was initially maintained as a separate unit within the library.

When the Elisha Mitchell Scientific Society was established in the fall of 1883, one of its objectives was to publish a journal. The first volume contained 97 pages, and the third volume increased to 146 pages. From its inception, the society aimed to collect and preserve scientific publications pertaining to North Carolina as well as books, papers, or manuscripts of its members or workers in North Carolina.[199,200,201] Louis Round Wilson noted that the society library was founded in 1884.[202] Each volume in the library contained an identifying bookplate (figure 9). In the academic

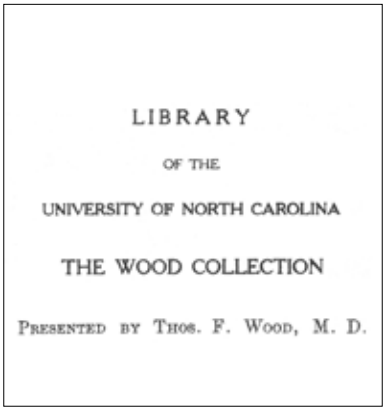
Figure 9. Bookplate of the Elisha Mitchell Scientific Society from UNC's copy of The Journal of the Franklin Institute, devoted to Science and the Mechanic Arts, vol. 130, 1890. (Courtesy of University of North Carolina Library).

year 1884-1885, the university set aside a room to house the growing collection.[203] The "pleasant" quarters were furnished with shelving, desks, and tables. UNC Professor of Natural Philosophy Joshua Walker Gore served as the society librarian from 1887 (at the latest) to 1890.[204]

With the growth of the library, the society's administrative council realized that guidelines for managing the collection were needed. They set forth three recommendations: (1) that lists of publications received should be published in the Journal; (2) that members should be allowed to borrow books or manuscripts from the library provided they pay for postage; and (3) that borrowed items should be returned within two weeks of lending.[205] The recommendations were approved at the December 1887 meeting.

As a means of building up the library, the society journal was offered in exchange for the publications of other scientific associations. The practice of trading journals and books issued by learned societies and academies of science in this country was coming into vogue by the end of the nineteenth century. These exchanges were mutually beneficial to the trading partners. In its fourth year of publication, the Journal maintained an exchange with 25 foreign countries and 36 domestic organizations. One year later, there were 205 exchanges, of which 75 came from 14 different foreign lands.[206] The impressive increase continued in 1889, when exchanges grew to 271 (136 from the United States). The rate of increase then diminished; in 1891 there was a net increase of 20, and in 1892, 4. A cumulative register of 308 exchanges documents the organizations from which materials were acquired from 1884 to 1892. As the number of exchanges grew each year, the receipt of materials likewise grew. The volume count of books and pamphlets was 400 in June 1887, 1,391 in May 1888, 3,521 in December 1889, 8,778 in December 1891, 9,948 in December 1892, and 11,000 in March 1894.

Figure 10. Bookplate of the Wood Collection from UNC's copy of American Weeds and Useful Plants, by William Darlington. Revised with additions by George Thurber (1879). (Courtesy of the John N. Couch Biology Library, University of North Carolina).



The collection of scientific literature amassed by the Elisha Mitchell Scientific Society was moved into the University Library in the early part of 1894.[207] A student reporter was pleased with the new location, noting it was "more handy" for students.[208] Prior to this merger, students could gain access to the society collection only under certain circumstances, according to a note in the 1893-1894 UNC catalog (p. 88). In the fall of 1894, Jesse M. Oldham, who had received the A.B. degree at UNC that summer, commenced to arrange and catalog the Mitchell Society library.[209] In 1901, books from the gallery of the east end of the library were transferred into a newly furnished room in the basement to provide shelving space for the scientific journals acquired by the society.[210] At that time, the Mitchell collection was still "undergoing classification in the balcony room" of the library.[211] The Visiting Committee of 1901 took note of the pamphlets, then numbering 30,000, which were gathering dust. Considering the items "too valuable to be lost," they suggested that the trustees set aside $500 to classify and bind them.[212] In the fall of 1902, the secretary of the Mitchell Society noted that progress was being made in cataloging the society library.[213]

The society's collection greatly augmented the scientific libraries being developed in the laboratories of the biology, chemistry, and geology departments. Members of the Mitchell Society had approved in 1902 that various academic departments on campus could withdraw volumes from the "general library" for placement in departmental libraries.[214] This arrangement must not have been very successful because Francis Venable noted that the Mitchell collection was still housed in the general library in 1924. He thought that it should "be set apart so as to be directly available for the scientific departments." [215]

Two years before the library received the Mitchell Society collection, it was given the Thomas F. Wood Collection by Wood's widow. Thomas Fanning Wood was a well-known physician in the latter half of the nineteenth century in Wilmington, North Carolina. He was also an accomplished botanist of that region. [216] He had developed an impressive personal library in his areas of professional interest. Around August 1891, he had donated to the university all the exchanges received by the North Carolina Medical Journal, of which he was editor.[217] The list of titles included most of the medical publications issued in Canada, Great Britain, and the United States. Appraised at $400 annually, these works were valuable contributions to the Medical School.[218, 219] The transfer of Wood's books to Chapel Hill was completed under the proviso that two scholarships would be established: a university scholarship named the Thomas F. Wood Scholarship and a medical scholarship called the Thomas F. Wood Medical Scholarship, which, according to Kemp Battle was the first of its kind at the university.[220] Wood's three sons were also to be given free tuition and an exemption of any other fees while attending UNC. Additionally, a Wood scholarship was to be offered to one of Wood's sons.[221]

Figure 11. Bookplate of the Potter Collection from UNC's copy of The Writings of Hippocrates and Galen, by John Redman Coxe (1846). (Courtesy of the Rare Book Collection, Health Sciences Library, University of North Carolina).

Wood's family appraised the library gift to the university at $4,000 –$5,000.[222] It consisted of 1,200 volumes and 1,500 pamphlets. Although 18 boxes containing books from Wood's widow remained unopened in mid-February 1893, the books had been cataloged by January 1894.[223] The pamphlets were not cataloged until proper holders and binding could be procured.[224] Known as "The Wood Collection" (figure 10), the books were shelved separately as a special unit of the University Library. Newly purchased "iron frame cases" would eventually provide shelving for the collection as well as for several thousand other volumes.[225] In later years, the collection was distributed among the university's various library collections.

Around 1899, the University Library received a third significant collection of medical books. Upon the death of Francis Whitford Potter, a physician who lived in Wilmington, North Carolina, his widow donated his private library and a collection of medical instruments to the university.[226] An inventory of the Potter book donation is recorded in the UNC library accession books, having been entered in the spring of 1899.[227] The collection was also itemized in the April 20, 1899, issue of the Tar Heel, but the entries provide only authors' surnames and keywords of the titles.[228] Known as "the Potter Collection" (figure 11), the donation consisted of 206 volumes.

Conclusion

Between 1795, when the University Library had its humble beginning, and 1902, the Library of the University of North Carolina grew from three modest collections, housed separately around campus to a developing library housed in its own building. The antebellum UNC Library held one of the best collections of scientific literature in the United States due in great part to Joseph

Caldwell's purchase of books in Europe and the university's purchase of Elisha Mitchell's library. From 1860 to 1875, the acquisition of scientific publications was negligible. In the last quarter of the nineteenth century, the library increased its collection of scientific and medical literature, and smaller libraries developed by and located in the scientific departments (including a biology collection in the Department of Biology) also began to grow. By 1901, the departmental libraries in law, medicine, chemistry, pharmacy, biology, and geology were constantly used.[229] The departmental science libraries would flourish and develop into pre-eminent collections supporting modern scientific research and education in the natural and physical sciences. The university's libraries were a pivotal factor in the emergence of UNC as a major national university.[230] From its humble beginnings, the library has grown to a collection of more than six million volumes. It provides service through more than a dozen libraries, including medical, biology/chemistry, geology, and math/physics science libraries.

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NCLA's Pay Equity Project: It's About More than Loving to be a Librarian!

by Beverley Gass

The North Carolina Library Association recently completed an ambitious undertaking – a salary survey of every public and academic library in the state. The impetus behind the project was to assess pay equity of library positions in the state, and the survey also included every local government and institute of higher education in North Carolina. The result of this large-scale project is an impressive set of searchable and customizable databases of all survey findings, available to each and every participating organization, most likely including *your* library! As you'll see from the statistics provided in this article, pay equity of library positions remains a problem in North Carolina. Findings from this project can help your library more effectively seek out funding for salaries.

Introduction

In 2005, during her term as president of NCLA, Pauletta Bracy organized a Task Force on Pay Equity to investigate issues of pay equity for library personnel in North Carolina. "Conventional wisdom," she stated, "tells us that professions composed mainly of women have been compensated at a lower level than professions composed mainly of men."

An initial literature search revealed that the salary information available for North Carolina library personnel was dated and that the topic warranted further study. The Task Force's charge became educating librarians, library staff and library customers regarding the role and value of library staff so that they may be compensated fairly.

The then NCLA President, Dr. Robert Burgin, and Pay Equity Project Chair, Dr. Beverley Gass, obtained an LSTA grant and retained The Singer Group, Inc. to guide the process of project planning and implementation. The goal of the project was to conduct a statewide pay equity study of public library/local government and academic library/institutions of higher education.

A web-based survey designed to collect a broad variety of salary-related information was piloted and then released statewide. The survey was issued to all public library systems, local governments, and higher education institutions (including community colleges) in the state. The outcome of this phase of the project was a set of comprehensive and interactive databases providing salary data for all of the organizations responding to the survey. Data was grouped into two databases – one reflecting public library and local government jobs; the other offering access to jobs in higher education (academic libraries and the institutions as a whole). The databases are searchable and customizable – in other words you can focus only on the data you need or want to see. Web-based educational tools also enable library staff to advocate for improved compensation and pay equity. These products are easily accessible on NCLA's website, and they are adaptable to individual and/or library needs. Members of the Pay Equity Committee formed during the project are even available to train NCLA members on their use!

But First….What is Pay Equity?

The Equal Pay Act of 1964 prohibits paying different wages to men and women performing the same job. In other words, people performing equal work must receive equal pay. This legislation was enacted to remedy a serious problem of employment discrimination in private industry and applies to all employers and labor organizations. To prevail in an Equal Pay Act claim, an employee must prove that she receives a lower wage than a man working in the same establishment (or a man must prove the same in a claim involving a woman). The jobs in question must be essentially the same, and require substantially equal skill, effort, responsibility and working conditions.

Pay equity is defined by the National Committee on Pay Equity as evaluating and compensating jobs (even dissimilar jobs) based on their skill, effort, responsibility and working conditions, not on the people who hold the jobs (men or women). Pay equity is also known as comparable worth and equal pay for work of equal value and is a solution to eliminating wage discrimination and closing the wage gap.

Despite significant efforts to realize Equal Pay for Equal Work, the current status of the concept is that the work of women is still undervalued. On average, women employed full-time earn 75¢ to each $1 earned by men. The gap between earnings is even larger for women of color. Because the earnings gap is typically career-long, it also affects pension earnings, thus perpetuating the inequity into retirement. The gap reflects society's undervaluing of the work of women relative to traditional male work. With minor fluctuations, the earnings gap has remained steady since the late 1950s, when data was first compiled, through 2003 (the last year for which such data is available).

What the Project Tells Us and How This Data Can Be Used

The databases created during the project allow participants access to the full spectrum of information collected during the study. The databases are customizable, meaning you can compare your library's jobs with other jobs in public libraries and local government or academic libraries and institutions of higher education statewide. The data can be used for the following:

- Compensation and budget planning
- Updating salary plans and compensation systems
- HR planning, including recruiting, retention and succession planning efforts, and
- Assessing pay equity.

The project databases give libraries and library staff the data needed to help *"make a case"* to local officials and funders in the public sector and deans and officials in academia for fair and competitive pay.

The public library/local government survey was sent to all public libraries (79) and local governments (110) in the state. The response was very positive: 62 public libraries (78%) and 50 local governments (45%) chose to participate in the project. In addition, to bolster the data collected from participants, salary data was added for 11 non-responding libraries and 56 non-responding local governments from the UNC Institute for Government Services' (IGS) database.[1] A large variety of organizations are represented in the data, from libraries with two full-time employees to those with over 400. Operating budgets for these respondents range from approximately $70,000 to near $37 million. County and local governments reported these demographic data points as well. The survey included brief position descriptions for each job title, enabling participants to look beyond the position title and to determine whether

their positions were truly matches for the survey jobs. Before any data was included in the database, participants' responses were quality controlled by comparing jobs based on the similarity of education and experience requirements, job scope, level of effort, responsibility and working conditions in order to ensure that only matching positions were included.

Needless to say, a thorough breadth and depth of data was created. Libraries using the database can customize search criteria so that they can see only responses from organizations they choose, whether by budget size, number of employees, or geographic location.

The potential of the database is significant since it allows library jobs in one library to be compared with ones in surrounding local government or other libraries. The academic library database works in the same way, allowing one to compare library jobs to jobs in the wider institution or in other colleges or universities throughout the state. Using the education and experience requirements provided by each participant for each position, one can make appropriate comparisons for the jobs in his/her organization. So, for example, it is possible to compare an MLS librarian to other MLS librarians, or to master's degree-required positions in local government, such as engineers or planners. Remember, pay equity is about the level of work and responsibility. The work itself does not have to be identical. Table 1 demonstrates some of the ways in which a select group of positions can be compared on a statewide basis.

Table 2 shows examples of showing the types of comprehensive comparisons that can be made at the local level. For purposes of this data, the minimum salary range represents the minimum amount a jurisdiction or library will pay an employee in the identified position; the maximum range is the highest amount (not including any longevity payments) an employee can be paid in the same position. Often, library systems and government jurisdictions define pay ranges by steps, so, for example, in a 20-step scale, step 1 would be the minimum and step 20 the maximum.

Pay range comparisons can also be made. On average the minimum pay of a librarian is 19.6% or $8,073 per year less than that of a senior planner; 22.2% or $9,405 per year less than that of a civil engineer. On average the maximum pay for a librarian is 8.9% or $5,037 less than that of a planner and 17.7% or $10,988 less than a systems administrator.

Participants can also make comparisons based on specific geographic locations. For instance, in Durham County, the average librarian with an MLS degree earns $20,837 less than a civil engineer (with a bachelor's degree) and $19,908 less than a systems administrator (bachelor's). In Wake County, a librarian (MLS) earns $1,954 less than a PC technician (associate's degree) and $10,389 less than a senior planner (MS).

Interesting comparisons can also be made by looking at the same position in public libraries and local government. IT positions such as systems administrators or web developers often pay quite differently in the library versus the government of a given jurisdiction. For instance, a systems administrator working for a public library earns an average of 6.7% or $3,293 less than a systems administrator working for a city/county government in North Carolina. Interestingly, approximately 25% of participating library systems require an MSL degree for the systems administrator position; no county or city reported an MS requirement for the same position.

Comparisons to K-12 Education

Public library systems often find themselves in competition for human capital with local public school systems. As an additional component of the project, pay for librarian positions was compared to that of teachers using the data reported on the NC Public School Salary Schedules, Fiscal Year 2006 – 2007.[2] Somewhat unsurprisingly, an analysis of this data showed that the median salary range for master's degreed certified teachers is higher than the salary range of MLS librarians. If a library system wishes to incorporate additional data when making a case to its local governing body for fair and additional pay, making comparisons to education

Table 2. Sample Statewide Data Comparison of Median Pay

librarian Median pay: $36,951 80% of participants require MLS for this position	senior planner $47,164 8% require MS	Difference -27.6%
	civil engineer $52,937 0 require MS	Difference -43.3%
	zoning code enforcement officer $36,327 45% require HS only	Difference +1.7%
	recreation program supervisor $35,778	Difference +3.2%
	systems administrator $48,393	Difference -31%

Table 1. Median Pay of Select Library Positions Compared to Government Positions

library director $61,737	finance director $67,650	Difference -9.6%
	public health director $78,209	Difference -26.7%
	IT director $63,572	Difference -3%
circulation supervisor $33,469	recreation program supervisor $35,778	Difference -6.9%
library branch manager $38,331	senior planner $47,164	Difference -23%
	civil engineer $52,937	Difference -38.1%
library associate $27,898	zoning code enforcement officer $36,327	Difference -30.2%
	planner $38,378	Difference -37.6%
circulation clerk $22,548	tax clerk $24,338	Difference -7.9%
	office clerk $24,934	Difference -10.6%
bookmobile driver $24,416	solid waste truck driver $26,077	Difference -6.8%
	building maintenance worker $24,097	Difference +1.3%
systems administrator (library) $45,399	systems administrator (city/county) $48,393	Difference -6.6%
PC technician (library) $35,455	PC technician (city/county) $39,466	Difference -11.3%

professionals in its own jurisdiction is an excellent idea. If this is done, systems should include supplemental and other add-on pay awarded to public school employees.

Is Pay Equitable?

Based on the project findings, there is a difference in pay and in pay ranges between jobs that are public library based as compared to those in local government, even for the *same position,* such as PC technician, systems administrator and web master. There is also a difference in pay for jobs that require similar education, experience, skill, effort and responsibility when comparing jobs that are predominately female versus those that are more often held by men. It becomes clear from the analysis that traditional "women's work" (i.e., librarianship and working in a library) is undervalued starting at the first job on the career ladder. Yes, indeed, there is a difference in pay for jobs held primarily by women and those held by men.

Academic Libraries

An identical process was followed for the survey of academic libraries and institutions of higher education. The idea was to determine whether positions in the academic library are paid equitably with similar positions in the institution as a whole. The return for this survey was not as positive: 73 or 66% of academic libraries in the state provided their salary information and 26 (24%) of Human Resource directors for North Carolina's higher education institutions submitted responses. The data included in the database is still a valuable tool for participating organizations in developing personnel budgets and planning compensation for upcoming years.

A Final Word

Using the data mined during the pay equity project, public and academic libraries have evidence to present a strong case to local and school officials regarding funding for higher salaries. In addition to the salary databases, a PowerPoint tool kit with examples and talking points is available to libraries to assist them in these efforts. The databases provide full and detailed instructions in their use.

To help make the case for funding, libraries can and should be guided by the directives below:

- Ensure that job descriptions are well written and reflect actual duties.
- Have senior level library staff serve on local government compensation committees and ensure that local government HR personnel are fully aware of the scope and depth of library jobs.
- Ensure that members of the public fully understand the value of the role and contribution of public librarians and library personnel. Emphasize education and experience required of librarians, library associates and other staff. A much stronger, louder and more vociferous case needs to be made by public libraries for equity in salaries.
- Use the toolkit developed with this project to combat the "Male Premium" in public sector jobs when advocating for libraries with state and local elected and appointed officials.
- Pay Equity data and tools are available on the NCLA website at http://www.nclaonline.org/payequity/index.html.

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Text Message Reference Service @ ECU

by Mark Sanders

Over the past several years text messaging has changed the way people, especially young adults, communicate. According to a 2008 report from the Pew Internet & American Life Project *Writing, Technology and Teens*, 36% of teens send text messages daily.[1] One need only observe young people at the mall, at sporting events, or at on-campus events to confirm that at any given time many of them will have their heads down and fingers active as they receive and send text messages. Just as instant messaging (IM) surged into the mainstream more than a decade ago, so too has text messaging suddenly become a communication phenomenon, especially among the younger population.

Many libraries have embraced e-mail and IM reference service, but have yet to offer reference via text message. But like e-mail and IM, text messaging represents just another method among a suite of online options to meet the reference needs of library patrons. If a library is already able to receive IMs via America Online's Instant Messenger (AIM), then it already is able to offer text messaging as a free service. This article explains how a recent AIM modification, or hack, gives libraries and patrons access to a feature that was previously unavailable. AIM is by far the most popular IM client, with more than 55 million active users. A recent study found that students prefer using AIM because its familiarity allows multitasking and lacks formality. "The bottom line is comfort level."[2] It also examines East Carolina University's successful experience offering text message reference service during the fall 2008 semester.

Text messaging, or texting, is the term for sending and receiving messages between cell phones or other mobile devices. The technology is called "SMS," an acronym for Short Message Service, which is the standardized communication protocol that allows users to exchange messages up to 160 characters long. Although the technology has existed for nearly twenty years, only recently has it become nearly ubiquitous on telecommunication devices such as cell phones and personal digital assistants (PDAs).

Several commercial solutions allow libraries to provide text messaging reference service. One is Altarama Information Systems, an Australian company that supported one of the first libraries to offer text messaging reference service. Altarama uses redcoal.com, a provider of wireless Internet and mobile messaging products, to provide text messaging numbers and the means to convert SMS messages into e-mail and vice versa. Users send a text to the Library's dedicated number, the text is converted into an e-mail that appears in the reference desk inbox; the Library replies via e-mail; and the reply is converted back into a text message that is sent to the users' cell phones. In 2005, the Sims Memorial Library at Southeastern Louisiana University began a "Text-a-Librarian" service using funds from a Technology Fee grant.[3] In spring 2008, a similar system of converting a text message into e-mail and the reply e-mail into a text message was started by the University of Virginia Library using the Canadian company Upside Wireless.[4] Both libraries report that the service costs approximately $2,000 per year.

The patron-side cell phone view and the librarian-side instant message window.

Another commercial solution, begun in 2008, is called, appropriately enough, Text-a-Librarian. The product allows libraries to establish a Microboard, which is compared to a secure, Web-based, password-protected message board where questions are stored. Patrons text questions to the Microboard using their cell phones. The questions are received via the library's existing e-mail or IM platform. Replies from the library are then sent to the patrons as a text message. An added value, in addition to the option of receiving messages on either the e-mail or IM platform, is that questions are archived and can be searched. The product also keeps patrons' phone numbers private. Text-a-Librarian has two pricing options, Standard ($1,200 a year) and Premium ($2,400 a year).

Finally, there is the option for the library to purchase a dedicated cell phone with a text message plan to use for reference service. Text message packages vary, but most cell phone plans provide either unlimited texts, a limited number, or a pay-per-message each billing cycle for a fixed price. These plans usually cost approximately $12 per month for unlimited texts, $5 for 250-500 texts, or $.15 per text. Purchasing a cell phone and text message plan was a solution implemented by librarians at Bryant University in September 2007.[5] It is reported to be very successful, as the library received 420 texts from its implementation to December 2009. The cost is also very low. The total cost using a pre-established relationship between the university and the telecommunications provider was $340. While these commercial solutions offer robust functionality, a recently developed text message hack works well for many libraries that already offer reference service via AIM. Patrons simply send a text message to 256010 and start the message with the library's screen name. For instance the text would be typed: "[AIM screen name] what time do you close?" The text message is converted

into an IM and appears in the library's IM window, whether the window is the proprietary AIM platform or one of the open-source, multi-network platforms such as Pidgin or Trillian. Librarians know instantly that the IM is a text message because the patron's screen name appears as his or her cell phone number prefaced by +1. Thus, an IM coming from screen name +11234567890 is easily identified as a text message question. Knowing that a question originated as a text message is important when sending a reply. No special commands are needed; replies to text messages are sent just like those for instant messages. However, librarians should be aware that there is a 160-character limit. Characters exceeding the limit will be omitted. Thus, longer replies from the library should be broken up into multiple transmissions. If a patron wishes to send another text message in response to a reply, there is no need to preface the message with the library's screen name again.

East Carolina University began offering text message reference service via the screen name "joynerref" in September 2008. Marketing efforts include placement at the top of the Ask-a-Librarian page at http://www.ecu.edu/cs-lib/reference/ask_a_librarian.cfm, an announcement on the library's home page, and mention by librarians during all instruction sessions. Given the 160 character limit, patrons are advised to keep questions brief and focused. Transcripts are archived along with standard instant messages on a shared network drive. A sample of transcripts appears below with patron telephone numbers omitted.

After the first semester of use, the text message reference service appears to be successful. As of March 2009, the Library had received 120 text messages, including several from repeat users. Users seem to understand that, in a way similar to IM, text message reference service is appropriate for short, quick questions. Students in instruction classes are often pleasantly surprised to learn that they can have basic questions sent from the palm of their hand. Just as e-mail and IM reference have offset recent years of declining in-person reference transactions, perhaps text message reference can help raise patrons' awareness of all that libraries can offer in the form of reference service.

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[5] Laura Kohl, and Maura Keating. "A Phone of One's Own: Texting at the Bryant University Reference Desk," *College & Research Libraries News* 70, no. 2 (2009): 104-6.

Mark Sanders *is the head of Reference at East Carolina University.*

Conversation with +1252******* at 10/27/2008 8:38:44 PM on JoynerRef (aim)
(8:38:44 PM) 1252*******: where are there library book drop offs?
(9:17:10 PM) JoynerRef: by the huge flagpole, where the bus drops people off on the 10th st side
(9:17:18 PM) JoynerRef: it's a circular drive

Conversation with +1252******* at 10/30/2008 9:43:27 AM on JoynerRef (aim)
(9:43:27 AM) +12524123691: what is your toll free number?
(9:44:21 AM) JoynerRef: 1-866-291-5581

Conversation with +1252******* at 1/5/2009 2:22:57 PM on JoynerRef (aim)
(2:22:57 PM) +1252*******: Are pitt co school teachers allowed 2 check out laptops?
(2:23:20 PM) JoynerRef: no, unfortunately they aren't

Conversation with +1919******* at 2/11/2009 3:55:15 PM on JoynerRef (aim)
(3:55:15 PM) +1919*******: which database could I use to find info on current controversial issues?
(3:57:07 PM) JoynerRef: I suggest CQ Researcher, Issues and Controversies, Academic Search Premier, ProQuest Reference Library, and Lexis/Nexis Academic. You can find them all by clicking the Database Name tab.
(4:01:32 PM) JoynerRef: Does that answer your question?
(4:01:56 PM) +1919*******: Yes thanks
(4:02:07 PM) JoynerRef: Great. Have a nice afternoon.

Conversation with +13364163429 at 3/4/2009 4:19:49 PM on JoynerRef (aim)
(4:19:49 PM) +13364163429: Does this work?
(4:20:08 PM) JoynerRef: does what work?

Evaluating and Enhancing the Latino Literature Collection at UNC-Chapel Hill

by Karen Sobel

The increasing number of Latinos in North Carolina and throughout the United States has led to the creation of Latino Studies programs at a number of universities, including the University of North Carolina at Chapel Hill (UNC-Chapel Hill). Dr. Patricia Buck Dominguez, the University Libraries' Humanities Bibliographer, had noted two main reasons why UNC-Chapel Hill needed to evaluate and enhance its collection of Latino materials. First, UNC-Chapel Hill had developed a minor in Latina/o Studies,[1] with small but increasing enrollment. Second, Chapel Hill and surrounding Orange County have experienced a significant increase in Latino population and immigration from Latin America since the early 1990s, so these materials are culturally relevant to the community. The 1990 census states that Latino citizens constituted 1.4% of the population.[2] By 2006, the county's population was 5.6% Latino.[3]

UNC-Chapel Hill's Latina/o Studies program is located in the Department of English and Comparative Literature but includes courses in several other departments. Although enrollments in the minor are small, they are increasing, as students of all ethnicities demonstrate their interest in Latino topics.[4] These developments suggested the need to assess and strengthen the Libraries' holdings of Latino literature.

Researching Local Academic Programs to Assess Need

We began by identifying and researching the academic programs at UNC-Chapel Hill that included Latino topics. The Web site of the Carolina Hub for Latina/o Studies and Resources in the Southeast provided a list of all the University's courses with Latino themes and also a working definition of "Latino": people of Latin American or Iberian descent living primarily in the United States.[5] The total number of courses identified in each department are listed in table one.

Based on the subjects of these courses, available funding, and major resources already available, we decided to concentrate on literature and related theory, history, the social sciences, and other relevant topics.

Literature Review

The next step was to find published lists or other recommendations on building a Latino or Chicano literature collection. I searched for articles on other academic libraries' efforts to create collections of Latino literature. Incredibly, there was only one article on the topic in a major journal. "Selecting Latin American and Latino Library Materials in the Humanities," by Laura Gutiérrez-Witt (1997),[6] provided some useful guidance on factors to consider while studying the collection. However, since the article was ten years old at the time and covered both Latin American and Latino literatures, it did not address all of our needs. I decided to search for recommendations for holdings in the humanities and social sciences in four types of sources: other universities' more established programs in Latino or Chicano studies, bibliographies published in monograph form, publishers and other commercial organizations, and non-profit organizations that support Latinos and their cultures in the United States.

Literature and Theory

Reading lists provided online by southwestern and California universities located in regions with historically large Latino populations proved the most productive sources of advice on collecting Latino literature and related theory. Programs at the University of California, Los Angeles; the University of New Mexico; and California State University, Chico; among others,[7] provided particularly useful reading lists for Master of Arts and Ph.D. exams. These lists demonstrated a high degree of overlap, which increased our confidence in the method.

I created a spreadsheet detailing all the titles and authors of works of fiction, drama, poetry, and Latino-related literary criticism listed by these universities, and then searched UNC-Chapel Hill's library catalog to determine which titles the Libraries already owned. Roughly half of the individual titles on the list were already in the collections. Apparently the systematic use of Library of Congress proof slips over many decades, the American *belles lettres* authors list created locally, and the Yankee Book Peddler (YBP) approval plans had covered Latino literatures relatively well. I noted that many of these titles had been purchased in an edition other than the first. During the course of further research, I learned that quite a large proportion of Latino fiction and poetry is first published by small presses, then republished by larger mainstream publishers.

For titles the Libraries did not already own, I noted how many of the reading lists included them. I also examined authors whose works were not owned by UNC-Chapel Hill and identified their major works, using the reading lists and the Literature Resource Center database. I also identified several small presses that published significant amounts of Latino materials.

One of the commercial lists of Latino literature also turned out to be a productive resource. At the time I was working on my project, Latino Promo, a self-described "Latino educational resource,"[8] provided

Table 1. Latino/a Studies courses offered at UNC-Chapel Hill, by department. Courses cross-listed in multiple departments are only counted once, in their primary department.

Department	Courses Offered
Anthropology and African-American Studies	5
Dramatic Arts	2
English	7
Geography	4
History	2
International Studies	1
Journalism and Mass Communication	1
Music	1
Public Policy	1
Romance Languages	3
Total courses:	27

a lengthy list of Latino materials in the humanities on its Web site. The list of works correlated strongly with those on the degree programs' lists, so I decided to consider additional works suggested by Latino Promo.

Monograph-length bibliographies and non-profit organizations' lists turned out to be only a footnote in my work. The two book-length bibliographies owned by UNC-Chapel Hill had both been published in the 1980s. National organizations such as La Raza, as well as state- and local-level organizations did not provide applicable information.

History

Identifying materials on Latino history turned out to be one of the greatest challenges of this project. Existing reading lists generally did not have a specific section on history. In an even more confounding twist, I quickly learned that much of Latino history in the Southeast is so recent that it is not yet labeled as history. Rather, it is still discussed in terms of culture, current events, and so forth. I performed extensive searches of WorldCat, as well as catalogs of libraries that already had significant holdings in Latino history. However, as most of those libraries were in the Southwest and California, their holdings on regional Latino history did not meet our needs. General or national Latino history, as well as culture, turned out to be covered well in the Libraries' current holdings, particularly the reference collection. Thus, despite extensive research, we chose not to purchase many materials related to Latino history in the Southeast, the social sciences, and other relevant topics, because we were not successful in identifying them.

Ordering Titles

At this point, Dr. Dominguez and I looked through the lists of materials that appeared on multiple reading lists but were not yet owned by UNC-Chapel Hill. We decided that these materials appeared to be within our available budget. Since the University's Latino courses were focused on literature, purchasing these items would significantly strengthen the collection's area of greatest need. I priced these works, ran the list by Dr. Dominguez, and submitted purchase orders for the items she had approved. We also created a list of the small presses that we had identified, and contacted YBP to request that they consider adding these to their publisher lists.

In the end, we decided not to create a collection development policy specific to Latino literature, primarily because of the difficulty of tracking down all the works that were published by small presses. The Libraries' current efforts were already collecting about half of the desired titles, as they showed up on major lists. We decided that with the titles we had purchased, the collection of current and retrospective Latino literature had been significantly strengthened, and that the easiest way to reach the small-press books would be to have another graduate student perform roughly the same research again in a few years. Meanwhile, we would rely on YBP to identify and send us titles from more of these presses.

Conclusion

Our collection development efforts in Latino literature provided us with several important lessons.

1) College and university degree programs' reading lists can provide excellent guidance for determining necessary holdings in academic subject areas. Commercial lists may also provide great advice, but should be interpreted with care.
2) Libraries' general purchasing plans may support a surprising number of future classics in new subject areas.
3) Creating a collection development policy may or may not be an appropriate step to take immediately after planning a new collection.

We hope that the lessons we have learned will help other libraries build new and innovative collections to support their institution's academic programs.

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The author wishes to thank Dr. Patricia Buck Dominguez for her significant help with this project.

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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 Caroliniana 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

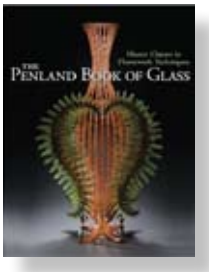
http://www.lib.unc.edu/blogs/ncm/index.php/whats-new-in-the-north-carolina-collection/

North Carolina Books

Eileen McGrath, compiler

The Penland Book of Glass: Master Classes in Flamework Techniques

Ray Hemachandra, ed. New York: Lark Books, c2009. 231 pp. $34.95. ISBN 978-1-60059-186-0.



Kelley Lawton, Duke University

In the late eighties and early nineties, my husband's uncle, a very talented woodworker, served as the director of the Penland School of Crafts. He has fond memories of summer vacations at Penland, where he not only had the opportunity to meet many talented artists but was also given access to studios and resources to create his own artworks. When I received this review copy, he quickly laid claim to it and eagerly read it cover-to-cover.

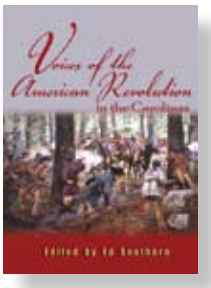
The Penland Book of Glass: Master Classes in Flamework Techniques is the fifth title in the Penland Series, a collaboration between Lark Books and the Penland School of Crafts. The other books in the series focus on the artistic endeavors of jewelry making, handmade books, ceramics, and woodworking. The aim of this series is not only to highlight important artists working in these fields but also to serve as technical manuals with how-to sections featuring the artists' methods for creating their artworks.

As the title indicates, this volume focuses exclusively on artists who create their glass masterpieces by employing flamework techniques, which entails the creation of three-dimensional objects by the manipulation of glass rods and tubes over an open flame. The ten artists featured all have a connection to the Penland School of Crafts either as students and/or instructors. The book is largely comprised of artist profiles written by the artists themselves. These autobiographical essays are wonderfully insightful, providing information not only on how these individuals came to flameworking but also on each artist's creative process. The autobiographical essays are followed by how-to sections, which describe the artists creating their works. These procedural sections are very technical and would prove most useful to those already familiar with flameworking techniques. The book also includes two "gallery" sections featuring the works of artists who have inspired the ten main artists.

The Penland Book of Glass: Master Classes in Flamework Techniques is an absolutely beautiful book. The illustrations are numerous and sumptuous. There is, however, no bibliography, and the index is less than one page. While the book contains some information on the history of the Penland School of Crafts, it would not be a source to consult for an in-depth treatment of this subject. The book does do a wonderful job of introducing the reader to the world of glass artistry. The how-to sections will be especially useful to those interested in the technical aspects of working with glass. This book is recommended for all public libraries with an interest in adding to their crafts collections as well as academic libraries with a North Carolina collecting focus.

Voices of the American Revolution in the Carolinas

Ed Southern, ed. Winston-Salem: John. F. Blair Publisher, c2009. 252 pp. $12.95. ISBN 978-0-89-587-358-3.



Patrick Valentine, East Carolina University

Need something for someone who likes to read about the American Revolution but has pretty much exhausted the local library, or perhaps a teacher who needs to have a variety of original sources for a history class assignment? Perhaps your budget is short this year? Why not consider this addition to the Real Voices, Real History Series™ from John F. Blair? All are available in paperback; the series is especially rich in volumes that include personal accounts of slavery.

Ed Southern, a North Carolina writer, has put together twenty-three lightly edited original accounts from the American Revolution in North and South Carolina. (The spelling is, mercifully, modernized.) He has included three reports about the Battle of Kings Mountain which he—and others—consider the turning point of the Revolution. "In one hour," Southern says, "a bunch of rednecks from the back of beyond changed the course of history."

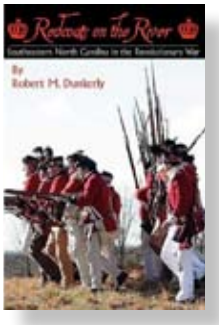
Some of these narratives are from celebrated first-person sources such as the accounts by David Fanning and Banastre Tarleton, but most are from less well-known sources. Southern lets the participants speak for themselves, and they represent a variety of perspectives and views. The accounts give the flavor of how the participants themselves wrote about their experiences. Each excerpt, usually five to ten pages long, is preceded by a short, sometimes too short, introduction, and Southern is content to rely upon John Buchanan's *Road to Guilford Courthouse* (1997) for many of his judgments.

The book is arranged in a chronological fashion and has running heads indicating the time period of the war being depicted. I would have liked the source citations to be at each chapter's beginning rather than in endnotes. A timeline of events is also included. There is a short bibliography but no index.

Most of the accounts deal with the war itself although the book opens with an 1838 *Southern Literary Messenger* article about the Mecklenburg Declaration of 1775. This selection definitely needed more explanation and context. Most readers will find this an enjoyable and inexpensive supplement for classroom and bathtub reading. *Voices of the American Revolution in the Carolinas* is suitable for high school, public, and undergraduate collections.

Redcoats on the River: Southeastern North Carolina in the Revolutionary War

Robert M. Dunkerly. Wilmington, NC: Dram Tree Books, 2008. 319 pp. $24.00. ISBN 978-0-9814603-3-8.



Michael A. Rose, Rockingham Community College

There is no shortage of books discussing Lexington, Saratoga, and other notable Revolutionary War battles. Other than the Battle of Guilford Courthouse and the Battle of Kings Mountain, Revolutionary War-era North Carolina has not received much coverage. *Redcoats on the River* is a compelling narrative of the war in southeastern North Carolina, and it chronicles the shift from British rule to local rule that was already underway before the war began. Robert M. Dunkerly is a park ranger at Appomattox National Historical Park and the author of five other books on the Revolutionary War in the South.

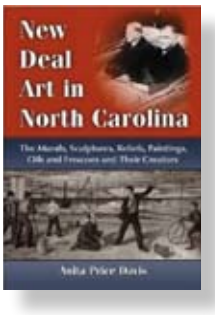
Redcoats describes the war preparations of the North Carolina militia system, key leaders in the region, and how Loyalists sympathetic to British rule assisted the British Army in the field once the war began. British forces assumed that large numbers of Loyalists would fight independently against the local "Whigs" (who supported independence from Britain). The historical record suggests that there were never enough British forces available to completely subdue southeast North Carolina, and Loyalists and Whigs, in many small engagements, fought a brutal civil war. Both sides discovered the difficulty of moving men and supplies across sparsely populated rural areas; fighters were often running low on food, weapons, or gunpowder. For a couple of months in the summer of 1781, encouraged by the march of British General Cornwallis's army from Wilmington into Virginia, Loyalists finally came out in force and dominated several counties in southeastern North Carolina. But by then the war was almost over.

Redcoats also describes a region distinctly different from the rest of colonial-era North Carolina. During the pre-war years, Wilmington and the area around it maintained stronger economic ties with Charleston and the West Indies than the rest of North Carolina or the colonies to the north. Trading within the state was by means of small vessels that carried products up the Cape Fear River as far as Fayetteville. The economy was largely devoted to the production of naval stores, a variety of products derived from pine tree sap that were used by the shipbuilding industry of the 1700s. This region of the colony was also the only area of North Carolina with a majority slave population.

Redcoats on the River was an ambitious project; the bibliography includes records from a variety of domestic and British primary sources. Many of the black and white illustrations are from war re-enactments. Appendices supply a list of all the historic sites in the region related to the Revolutionary War; a prisoner list for the British ship that spent part of the war anchored in the Cape Fear River; a listing of all military actions in the state during the war; and several maps. *Redcoats on the River* is recommended for public library collections, and college and university libraries with a strong collection emphasis in Revolutionary War history.

New Deal Art in North Carolina: The Murals, Sculptures, Reliefs, Paintings, Oils and Frescoes and Their Creators

Anita Price Davis. Jefferson, NC: McFarland & Company, 2009. 244 pp. $45. ISBN 978-0-7864-3779-5.



Suzanne Wise, Appalachian State University

The current economic recession and skyrocketing unemployment have generated calls for national programs to put people to work. Thus *New Deal Art in North Carolina* is particularly timely. In it Anita Price Davis surveys art in North Carolina produced as part of Great Depression-era federal programs to employ artists and to provide locally viewable public art. Davis, the author of several books dealing with the history of the South during this period, including *Georgia During the Great Depression* (2008) and *North Carolina During the Great Depression* (2003), notes in the introduction that a comprehensive survey of the art was urgent because most citizens who see these artworks everyday are not cognizant of their origins and of the importance of preserving them. Her efforts have produced an excellent starting point for researchers. *New Deal Art in North Carolina* is a well organized, informative, and comprehensive survey of the art in forty-two towns in the state.

The book is organized alphabetically by town. Each chapter includes a brief history of the town; the circumstances of the awarding of an artwork; a history of the post office (nearly always the location of the work); the story of the artist's selection of a theme for the art and of his or her work on it; and a summary of the artist's career. Photographs of the post office (most from the author's personal collection) and the art accompany the text. Davis has included endnotes, and the appendix is a useful summary of the various federal programs that funded art projects 1933-1943.

I immediately turned to the chapter on my hometown of Boone to test the author's thoroughness. I found an accurate history of Alan Tompkins's *Daniel Boone on a Hunting Trip in Watauga County*, which was installed in the post office in 1940. It is still there, thanks to a group of citizens who saved the historic 1938 building and mural when the U.S. Postal Service proposed closing the site and selling the property in 2008. Not every town has been so lucky. Eduard Buk Ulreich's mural *The Spirit of North Carolina*, located in the Concord post office and said by the postmaster in 1942 to be "a thing of great beauty and has attracted much favorable comment from our patrons," (p. 57) has disappeared; its location today is unknown. These examples illustrate the importance of educating citizens and municipal leaders so that they can protect their local treasures.

In most cases the postmaster and citizens were pleased with the art they received. Occasionally there were complaints that the theme or some of the details were inappropriate. Peter DeAnna's original proposal for Belmont featuring an encampment of Native Americans was rejected, perhaps because of its theme or perhaps because a naked backside was front and center. DeAnna used a similar composition for the completed mural *Major William Chronicle and His South Fork Boys*, a paean to a Revolutionary War incident near Belmont. In Laurinburg the citizenry were critical of Agnes Tait's mural *Fruits of the Land* because it showed a variety

fruits that are not in season at the same time and a worker hauling melons in a wheelbarrow, something no one would actually do. The unappreciated mural was taken down in the 1980s and currently resides in a national art storage facility. George Glenn Newell's painting *Daydreams* in the post office in Wallace, a town in the coastal plain, is a pastoral scene featuring cows (a Newell specialty) with mountains in the background. The local postmaster expressed disappointment that the work did not feature Wallace's strawberry market, but called the painting "a handsome landscape" (p. 176).

Several themes run through the New Deal art produced for North Carolina. Most of the works are in the social realist style, which draws attention to the everyday lives of the working classes. People are generally featured, but the titles are usually impersonal, as in Sam Bell's seven terra cotta reliefs *Paper* in Canton and Alicia Wiencek's painting *North Carolina Cotton Industry* in Mooresville. Black and white workers are not shown side by side, and African Americans are usually bent over or in subordinate postures. Francis Speight's proposed mural for Gastonia featured white female textile workers and both black and white cotton pickers. As a result of objections by local people sensitive to the negative national publicity generated by the Loray Mills strike in 1929 and the class implications of showing white women working in the fields, the final version of *Cotton Field and Spinning Mills* has only black workers picking cotton; no female textile workers are in sight. In the background is a "big house" to reassure viewers of accepted social and racial mores.

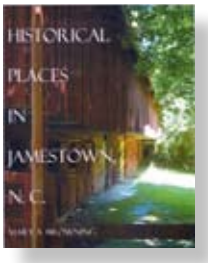
Some of the most fascinating material appears in the biographical profiles of the artists. Each is accompanied by a photograph, some of them quite wonderful windows into the subject's inner being. Davis was able to talk with several artists and/or their family members, and these details enrich their stories. It makes the reader want to know more about these individuals and their art.

The book would have benefitted from a bit of editing. There are several instances of repetition, and it appears that information from several sources was compiled without comparing the facts. For instance, in the chapter on Belmont we are told first that artist Peter DeAnna was born in Uniontown, Pennsylvania, in 1921, and in the next paragraph DeAnna is quoted as saying he was born in Cardale, Pennsylvania in 1920. There is no mention of the inconsistency and no attempt to resolve it.

These are small irritants. *New Deal Art in North Carolina* is a valuable contribution to the history and culture of the state and is recommended for all libraries.

Historical Places in Jamestown, N.C.

Mary A. Browning. Jamestown: Mary A. Browning Books, 2008. 47 pp. $12.00. ISBN 978-0-615-19330-4.



Laura Gillis, Forsyth County Public Library

So often it seems that anecdotal evidence provides the best resource for studying local history. Stories about a particular place often get lost as time passes and memories fade, and thus it becomes crucial to record them for posterity. This book performs precisely that function for the Piedmont town of Jamestown, North Carolina. Through conversations, email, exchanges, and extensive research into newspaper accounts and county records, Mary A. Browning has compiled an exceptional guide to the town's history.

Browning has lived in Jamestown since 1969 and, according to the book's preface, has always been interested in local history. This book is the culmination of what began as a collection of notes and information she gathered from various sources over several decades. Browning states that her intent was to mark Jamestown's important historic sites for both locals and visitors to explore and appreciate. Her work is particularly important given the fact that some of the sites described are now covered by High Point City Lake or have otherwise been removed.

This small book consists of three sections based on the town's basic geography; two of the sections include a map showing points of interest. These two maps were provided by the Town of Jamestown and show numbered sites alongside current roads and landmarks. Browning structures the book by listing the sites in numerical order; there are a total of seventy-two sites. The entry for each place provides a location, date, and description as well as any relevant historical information. The genealogy of the family associated with the site is also included if known. The genealogical information helps to form a portrait of Jamestown's early residents, from their ties to the Quakers to their desire to improve the community by establishing schools. In many cases where the site is no longer extant, Browning has been able to provide a picture of the building that is now gone.

Interspersed among the numbered sites are information boxes that provide more detail on aspects of Jamestown's history. These boxes include, for example, more in depth genealogy on important families and the locations and descriptions of the participants in the local gunsmith industry. Additional maps help the reader form a detailed perspective of the sites. The book also contains a list of maps and illustrations, an index, and extensive endnotes.

This book is an excellent choice for North Carolina local history and genealogy collections. Collections with interest in the history of education or the gunsmith industry in Guilford County may also want to add this title. The spiral ring binding may make it better suited for collections with restricted circulation policies.

The Fourth Witch: A Memoir of Politics and Sinning

Richard Morgan. www.lulu.com, 2008. 197 pp. Paperback $19.95. Download $5.95. ID# 4564423.

Linda Sellars, North Carolina State University

For one term in its history (2003-2004), the North Carolina House of Representatives had co-speakers, one Democrat and the other Republican. In this memoir, the "Republican Speaker," Richard Morgan, tells his side of the deal that created the co-speakership as well as the story of his thirty-five-year political career.

Morgan worked in political campaigns from the early 1970s through the 1980s. He ran for office himself in 1976, but he lost. He was first elected to the North Carolina House of Representatives in 1990. He then served eight consecutive terms in the legislature. "My first ten years in politics," he says, "I didn't win an election. Over the next twenty years I didn't lose one." Morgan attributes the change not to any action of his, but to tides that flowed in the Republicans' direction, so much so that in 1994 a Republican majority was elected to the State House for the first time since 1896.

When Republicans took control of the House in 1994, Morgan was appointed Rules Committee Chairman, and after they lost control in 1998 he was elected Republican leader by his colleagues. In 2003, when the House found itself evenly divided between Republicans and Democrats, Morgan led a Republican faction that agreed to form a coalition with the Democrats. The coalition elected two "co-speakers" of the House for the General Assembly of 2003-2004. Speaker Jim Black, a Democrat, was called the "Democratic Speaker," and Morgan was called the "Republican Speaker." Morgan's action alienated some Republicans, who claimed that Morgan worked against Republicans who were not loyal to him. They also accused him of working with the Democrats to create a redistricting plan that was unfavorable to Republicans.

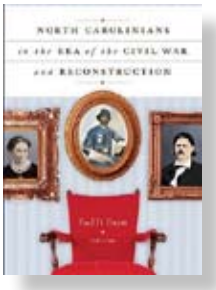
As an active Republican campaigner and a powerful Republican legislator, Morgan had the opportunity to observe many of the important figures in North Carolina and national politics in the last quarter of the twentieth century—Tom Ellis, Carter Wrenn, and Arthur Finkelstein at the Congressional Club; political consultant Roger Ailes (who later founded Fox News); David Flaherty, Secretary of the North Carolina Department of Human Resources in the Holshouser administration; Democratic governors Jim Hunt and Mike Easley; Republican state legislators Art Pope and Leo Daughtry. His anecdotes provide interesting glimpses of these figures, but they don't provide information that would enable readers to understand their roles in North Carolina politics.

Morgan is at his best in the book when he describes the 1970s split between the practical, non-ideological, party men of the Holshouser wing of the state Republican Party and the conservative, ideological Helms wing. The book is also very good on the early operations of the Congressional Club. His description of maneuverings in the legislature and of Republicans who opposed him in 2004 and 2006, however, focuses on his view of individuals and their actions and tells the reader little about the tides that might have influenced the politics of the time.

This book would be a useful addition to collections that are strong on North Carolina politics. It will be most valuable to readers who already have a good knowledge of politics in the late twentieth and early twenty-first centuries and who want to understand Morgan's actions. It gives Morgan's very individual view of the events in which he was involved, but that view needs to be placed in context and balanced with the perspectives of other participants.

North Carolinians in the Era of the Civil War and Reconstruction

Paul D. Escott, ed. Chapel Hill, NC: University of North Carolina Press, 2008. 307 pp. $49.95 cloth, IBSN 978-0-8078-3222-6; $22.50 paper, ISBN 978-0-8078-5901-8.



Robert Dalton, University of North Carolina at Chapel Hill

Paul Escott presents nine compelling scholarly investigations into the lives of North Carolinians during the Civil War and its aftermath. These essays address topics ranging from ambivalence toward the Southern cause, to the status of women, to the beginnings of Jim Crow. As is typical of contemporary historiography, the authors use specific locales and events to examine, and even revise or challenge, current interpretations.

David Brown explores ambivalence toward the Confederacy among non-elite whites in the state's piedmont, an attitude rooted in their families' deteriorating economic circumstances. Fighting between Southern irregulars and Union-led African American troops in northeast North Carolina attracts Barton A. Myers, who examines how the increasing harshness of the conflict led Confederates and Unionists to an uneasy local truce.

Judkin Browning portrays initiatives by freed slaves in Carteret and Craven counties to claim autonomy rather than just relying on the occupying Union troops. Meanwhile, Chandra Manning studies the 1864 gubernatorial campaign in which Zebulon Vance surprisingly won re-election. Manning shows how Vance overcame a growing peace movement by playing on fears of a Union victory, the abolition of slavery, and the potential for domination by African Americans.

The next three essays investigate how women were affected by, and affected, events. For John C. Inscoe, Cornelia Phillips Spencer's *The Last Ninety Days of the War in North Carolina* was the first of many efforts by Southern white women to defend "The Cause." Spencer's book also demonstrated that, contrary to contemporary belief, women could write as historians. Laura F. Edwards wonders why both white and African American women made so much use of post-war courts, a development not previously noticed in most current historiography. She finds the roots of the women's actions in an informal, highly localized antebellum legal culture, which emphasized keeping the public peace, and in so doing, allowed for unofficial participation by women of both races. Karin Zipf examines the treatment of divorce petitions by the 1868 Constitutional Convention, showing how the lawmakers undermined traditional views of marriage and of women's capacity to reason and to make contracts.

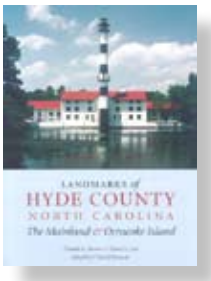
The contested idea of "mutual progress" of the races was made famous by Booker T. Washington in 1895, but Paul Yandle finds earlier incarnations in the 1870s political conflict between the rising white Conservative Party and the declining Republican Party, composed of both whites and African Americans. Lastly, Steven E. Nash demonstrates how the state's Democrats used the image of Governor Vance, first to help end Reconstruction, and later, to defeat the Fusionists.

The biographical sketches near the book's end attest to the authors' qualifications. Each author deploys an impressive array of documentary sources, such as letters and speeches, appeals to the governor, post-war claims, court records, legislative votes, newspaper articles, and military and census records. Endnotes to each essay identify sources, and the index provides entry to common themes.

North Carolinians in the Era of the Civil War and Reconstruction will interest primarily academic scholars of North Carolina and Civil War history, and, hence, should be in the state's academic libraries. Public libraries might also acquire it for lay people with a serious interest in these topics.

Landmarks of Hyde County, North Carolina: The Mainland & Ocracoke Island

Claudia R. Brown and Diane E. Lea. Edited by J. Daniel Pezzoni. Engelhard: Hyde County Historical & Genealogical Society, c2007. 256 pp. Available from: Hyde County Historical & Genealogical Society, P.O. Box 184, Engelhard, NC 27824. $55.00 plus $6.00 for shipping and handling.



David W. Young, University of North Carolina at Pembroke

In recent years, there has been little coverage of the architectural landscape along the eastern shore of North Carolina. *Landmarks of Hyde County, North Carolina: The Mainland & Ocracoke Island* helps to address this issue by introducing readers to the history of Hyde County and the more prevalent types of historical architecture which can be found in the region. Claudia R. Brown and Diane E. Lea take their readers on a journey spanning almost four centuries of history. In 1585, John White, a member of Sir Walter Raleigh's expedition to the North Carolina coast, produced the first map of Hyde County. Since that time, developments such as the Ocracoke Lighthouse (a white stucco brick landmark built in 1823), and the Octagon House (constructed circa 1850 and one of the few existing eight-sided antebellum homes in North Carolina) have all left an indelible mark on Hyde County. These enduring landmarks, and others, have survived countless storms that threatened the property and livelihoods of Hyde County residents. Most recently, Hurricane Isabel caused much property damage in September 2003.

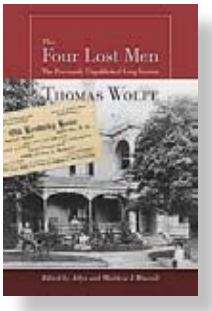
Authors Brown and Lea divide their book into three sections: a preliminary essay which provides a brief history of Hyde County; an article that offers readers an overview of Hyde County architecture; and an inventory of the historic architecture of the region. The inventory, which comprises about 50% of the book, contains the name, address, ownership history, and short description of prominent buildings, along with a photograph for each. The inventory is arranged by township and includes both the mainland parts of the county and Ocracoke Island. The authors include a beautiful section of color pictures to highlight the most distinctive features of Hyde County such as the Ocracoke Lighthouse, Lake Mattamuskeet, and the Swan Quarter waterfront. A glossary of architectural terms, an index, and an extensive bibliography of both primary and secondary sources are included for quick reference.

Claudia R. Brown is employed at the North Carolina State Historic Preservation Office where she is Architectural Survey Coordinator and Supervisor of the Survey and Planning Branch. Diane E. Lea has worked (1991-present) as Preservation Director for North Carolina Estates, a company with an interest in preserving historical properties. In 2003, she contributed material to a book, *A Richer Heritage: Historic Preservation in the 21st Century*. Lea also writes about historical architecture and city planning for *Metro Magazine*.

Landmarks of Hyde County, North Carolina: The Mainland & Ocracoke Island is intended to help readers to understand both the variety of historical architecture in Hyde County and the need to keep these structures preserved for future generations. This book would be well-suited for inclusion in any academic or special library collection. It is essential reading for any researcher with an interest in historical architecture or local Hyde County history.

The Four Lost Men: The Previously Unpublished Long Version including the Original Short Story

Thomas Wolfe. Edited by Arlyn and Matthew J. Bruccoli. Columbia: University of South Carolina Press, c2008. 92 pp. $21.95 ISBN 978-1-57003-733-7.



Libby Chenault, University of North Carolina at Chapel Hill

Timing the publication of this first "long version" of Thomas Wolfe's story in an election-year was a perceptive marketing move. The "Four Lost Men" of the title are Presidents Garfield, Arthur, Harrison, and Hayes—the four Republicans who followed Grant during America's Reconstruction and post-Reconstruction eras. Civil War generals, self-made men, domesticated yet worldly; none experienced a distinguished term in office. Set in the final days before America's entry into the World War I, Wolfe lyrically creates a rich liminal space between war and peace, childhood and maturity, life and death, stasis and change, familiar and alien, to explore themes of memory, family, time, love and loss, and to meditate on American history and potential. Those seeking a book *about* these four presidents should look elsewhere—here they are muse not subject.

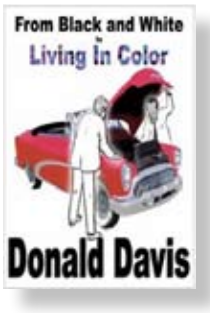
"Four Lost Men" was originally published as a short story of seven thousand words in *Scribner's Magazine* in 1934; it was abridged by one thousand words for republication in the 1935 anthology *From Death to Morning.* The full-length version published here runs to twenty-one thousand words. Editors Arlyn and Matthew J. Bruccoli created or "reestablished" this text using the same method they employed in their centennial edition of *O Lost: A Story of the Buried Life,* the unabridged version of Wolfe's *Look Homeward, Angel*. They propose that this "reestablishment of the long version of *The Four Lost Men* opens an undeveloped area of scholarship on Wolfe's short fiction and serves as a model for restoring other such works." I would argue that rather than "reestablishing" the editors have created a text almost as untrustworthy as their rejected Scribner texts. Several editorial decisions perplex. Why construct this edition—the earlier printed variants, despite their flaws, are widely available. Why append the second variant but not the first published version? The original is sufficiently referenced that the critical reader will want a copy. How can one insist that this edition, compiled from versions in manuscript and typescript, written at different times and as part of different projects, is closest to the authorial intention? Issues of authorial intention to one side, is this the best presentation of the editorial project? Given technological advances, the format and style of presentation seem dated.

Finally, one might ask who is the intended audience? While the volume will delight dedicated Wolfe readers, it seems unlikely to have much of a popular following, except perhaps for those students seeking a "short" Wolfe book on which to report. In terms of a scholastic audience, those editing Wolfe would revisit the primary sources and it would be a problematic model for the textual studies student.

Despite its flaws, admirers of Thomas Wolfe, and those looking for a gentle introduction to his voice, his lyric, and his expansive canvas, will enjoy this edition. The Bruccolis have been a distinguished team and have done much to advance the discussion of authorial intention and editorial authority as it relates to Thomas Wolfe and Maxwell Perkins. This book is recommended for large public and academic libraries collecting Wolfe.

From Black and White to Living in Color / The Time Machine

Donald Davis. Atlanta, GA: August House Audio, 2008. 1 CD; total running time: 58:04 minutes. $16.95. ISBN: 978-0-87483-824-4.
Donald Davis. Atlanta, GA: August House Audio, 2008. 1 CD; total running time: 52:07 minutes. $16.95. ISBN: 978-0-87483-888-6.



Eleanor I. Cook, East Carolina University

Donald Davis loves storytelling and it shows. After serving as a Methodist minister for many years, Davis retired from the clergy to devote himself full-time to storytelling. Many of his narratives are based on memories of growing up in western North Carolina. Davis has a wide-ranging body of work including children's stories, memoirs, and traditional mountain tales.

The two CDs reviewed here are representative of Davis's work, although there is much more available to be experienced. This reviewer first discovered Davis's yarns in his book *See Rock City* (1996). *See Rock City* was listed under "Other Publications of Interest" in the book review section of *North Carolina Libraries* in the summer 1996 issue, but did not get a full book review there. His earlier publication, *Listening for the Crack of Dawn* (1990) was reviewed in full in the summer 1991 issue of *NCL*. A number of his books and audio works have also been reviewed in *School Library Journal* and *Library Journal.*

Davis brings a strong sense of place and family to his memoirs and stories. Having grown up in small towns around Asheville, he naturally draws upon Appalachian story telling tradition. The narratives lend themselves quite well to audio treatment. Davis's distinctive mountain accent and clear diction makes listening to his stories a pleasure.

Of the two CDs reviewed here, *From Black and White to Living in Color* is the one I enjoyed the most. The stories contained on this CD are about southern race relations in the 1950s and 1960s. The story "Stanley Easter" appears in *See Rock City* in a slightly different form, called "Stanley the Easter Bunny." I recognized the story as I listened to the CD, because the story involves the author and his school chums learning to be school bus drivers. I originally bought *See Rock City* as a present for my husband because of this story—he served as a school bus driver when he was in high school too. He found that Davis's story rang true. The racial element of the tale has to do with a young black man (Stanley Easter) who is being trained as a school bus driver along with Davis and two other white teens. Later, Davis goes off to Davidson College. During a semester break he meets up with some students from Harvard. Davis had lost touch with Stanley Easter, but the Harvard students give him news of Stanley. Unlike another friend of Davis's, Easter is still proud of Sulpher Springs even though it didn't recognize his worth. The moral of the story is that we all need to be proud of our home town, no matter how modest or small. The second story on this CD tells about the relationship between the author's father and a local black man during a time when African Americans had a difficult time obtaining bank loans and establishing credit. Both narratives teach important lessons in a humorous manner.

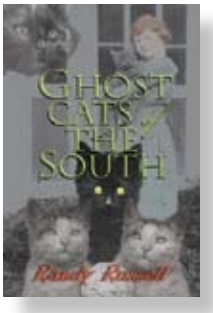
The second CD, *The Time Machine*, includes an amusing account of the author's forty-fifth high school reunion and a story about how his father tricked his mother into allowing them to buy a second car back in the days when having a second vehicle was considered a luxury. Both of these narratives are enjoyable but their themes are not as strong as those on *From Black and White to Living in Color*.

August House has done a good job with the audio production. This publisher specializes in authors who perform storytelling. Davis has many other publications available through August House and has won a number of awards for his children's books in particular. According to Davis's web site, (http://www.ddavisstoryteller.com/) he is on tour regularly giving readings at various events and participating in storytelling festivals around the country.

These CDs are suitable for public or academic libraries collecting regional history and humor. They would be especially enjoyed by older adults who are sight impaired or by anyone who prefers the audio format.

Ghost Cats of the South

Russell, Randy. Winston-Salem, NC: John F. Blair Publisher, 2008. 265 pp. $19.95. ISBN 978-0-089587-360-7.



Melinda F. Matthews, University of Louisiana at Monroe

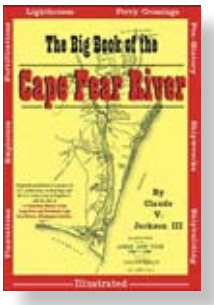
This intriguing book of short anecdotes on supernatural cats is a captivating blend of suspense, charm, good deeds, and horrific slaughter. The author, Randy Russell, an authority on ghost yarns, has explored three hundred years of prose on apparitions. Russell's earlier books include *Ghost Dogs of the South* and *Mountain Ghost Stories and Curious Tales of Western North Carolina.* Russell's point of view is that spirits are authentic. The publication contains an engrossing preface, twenty-two fascinating accounts of mystical cats, and an afterword in which the author invites readers to share their ghost experiences with him. The settings, which are listed in the top right corner of the title page of each tale includes such North Carolina locations as Black Mountain, Sylva, and Hot Springs. The characters in each story are developed using attention-grabbing details. The stories hold the reader's attention, and many readers will be enchanted by the endearing pictures of cats in the book, even though the adorable cats in the photographs bewilderingly contradict the paranormal narratives where a cat is a ghastly slayer.

The drastic difference between the destroyer cats and the cuddly soft felines shocks any reader and quickly catches the attention. Some of the felines are helpers and godsends; some are dreadful killers. The titles of the tales hint at what is to come: "Butcher Cat," "Piano Cat," "Eat-Your-Face Cat," "Garden Cat," "Rose Perfume," "Slivers of Bone," and "Cat Cookies."

Mr. Russell tells ghost narratives to interested groups. He participates yearly in the Ghost Seminar at the North Carolina Center for the Advancement of Teaching. *Ghost Cats of the South* is, without hesitation, suitable for any library that would like to add an outstanding compilation of ghostly cat chronicles to its collection.

The Big Book of the Cape Fear River

Claude V. Jackson III. Edited by Jack E. Fryar Jr. Wilmington, NC: Dram Tree Books, 2008. 421 pp. $39.95. ISBN 978-0-9814603-1-4.



Tommy Cifers, South Granville High School

The Big Book of the Cape Fear River is a fascinating book filled with a variety of information to enlighten readers. It includes information on plantations, lighthouses, old forts, streams, and creeks; and it contains maps covering North Carolina history from the sixteenth century up through the mid-twentieth century. Boating enthusiasts will enjoy the information on shipbuilding and shipyards along the Cape Fear, and they will find the creeks and rivers listed a great source for new adventures. Plantation lovers will find a listing of thirty-five plantations along the Cape Fear, Northeast Cape Fear, and Brunswick Rivers. From Aspern Plantation to York Plantation, there is sure to be beauty beyond compare. The lighthouse section is packed with information and interesting tidbits for those who love the mysteries of these structures. As an amateur genealogist and history buff, I savor the information in this book that helps me pinpoint people and places relating to the family lines I am working on currently. It also has the potential to give me leads to family lines that I have not been able to locate and new lines that I did not know existed.

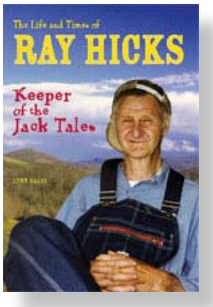
This book was first published under the title of *A Maritime History of the Cape Fear and Northeast Cape Fear Rivers, Wilmington Harbor, N.C., Vol.1*. as a joint venture between the North Carolina Underwater Archaeology Unit (part of the Department of Cultural Resources) and the US Army Corps of Engineers in 1996. This new edition includes more illustrations and new pictures of the people, places, and things discussed in the book.

The purpose of this book is to give basic historical information on the region. The book is a must have for researchers and would be a welcomed addition to any research library or local history room.

Jack Fryar, a native of Wilmington, has been a professional writer and publisher since 1994. He started the Dram Tree Books publishing house in 2000 and was a professional sports and radio announcer prior to opening his publishing company. Fryar also founded the Writer's Round Table Writer's Conference at the University of North Carolina at Wilmington. He has written a number of books about his hometown, including *A History Lover's Guide to Wilmington & the Lower Cape Fear* and *The Coastal Chronicles*. He has edited other historical works, including *Benson J. Lossing's Pictorial Field-Book of the Revolution in the Carolinas & Georgia*, *A Sketch of the Life of Brig. General Francis Marion* by William Dobein James, and *Derelicts* by James Sprunt.

The Life and Times of Ray Hicks: Keeper of the Jack Tales

Lynn Salsi. Knoxville: University of Tennessee Press, 2008. 206 pp. $34.95. ISBN 978-1-57233-621-6.



Lisa Sheets Barricella, East Carolina University

Within the pages of *The Life and Times of Ray Hicks: Keeper of the Jack Tales*, Ray Hicks reminisces that, "It's a pity I didn't live in such a time as when storytellers could make a livin' talkin'. I've thought I'd be a good one to do that." Indeed, North Carolina's celebrated storyteller, winner of a 1983 Heritage Fellowship Award from the National Endowment for the Arts and featured at the National Storytelling Festival since its inception in 1973, would have had an easier time of it had he been able to earn a living telling Jack tales. Instead, as readers of this book will find, life on Beech Mountain was a struggle. It was a struggle to grow enough food to eat, to gather enough firewood to keep warm in the winter, and to find the plants and herbs that could be used for folk remedies or sold for cash.

This biography of Hicks is written in a memoir-style which is appealing and appropriate for describing the life of someone central to the storytelling revival movement. The tale of Hicks encountering a bear while stripping cherry tree bark to earn money to pay the hospital after the birth of his first child is memorable, as are descriptions of the two-room schoolhouse he attended and the handmade shoes that he wore.

Entertainment, a respite from the hard mountain life, came from gathering on the front porch to play groundhog hide banjos or lap dulcimers and to tell stories. Hicks had particular affection for his grandfather John Benjamin and learned storytelling from him. When his grandfather died, Hicks felt it was up to him to keep the Jack tales going, and he believed that if he hadn't lived a hard mountain life then he wouldn't have been so good at telling these tales.

In the years preceding his 2003 death, Lynn Salsi was a frequent visitor to the Hicks home and she accompanied Ray Hicks to many storytelling events. She spent much of the time writing down the Jack tales, but at the same time, she took notes on the personal history that Hicks provided as context to his storytelling. Salsi wrote juvenile titles about Hicks before being inspired to use the personal history notes to write this biography for adult audiences.

Named North Carolina Historian of the Year for 2001, Salsi lives in Greensboro and earned an MA in creative writing from Seton Hill University. The recipient of an American Library Association Notable Book Award for *The Jack Tales* (2000), she is also the author of several community histories and a collection of Appalachian oral history essays.

Readers will appreciate the inclusion of an index and footnotes for terms which might not be readily understood. Also worth noting is that the book contains fourteen pages of photographs. *The Life and Times of Ray Hicks* is an obvious choice for any North Carolina or Appalachian history collection and is highly recommended for academic, public, and secondary school libraries.

Cradle of the Game: Baseball and Ballparks in North Carolina

Mark Cryan. Minneapolis, MN: August Publications, 2008. 383 pp. $18.95. ISBN 78-0-9752706-3-9.

Calvin Craig, Gaston College

It's no wonder that Mark Cryan chose the iconic Durham Bull image for the cover *Cradle of the Game. Bull Durham*, the nostalgic baseball movie, captured a time when minor league baseball ruled over small rural towns across the state of North Carolina. The film tells the story of Crash Davis, a catcher playing with the Durham Bulls who dreams of eventually catching the ultimate trip to "The Show," a term signifying each minor league player's dream of playing in the major leagues.

This wonderful travel volume gives baseball fans a solid guide to ballparks across North Carolina. It includes all minor league baseball stadiums in North Carolina as well as many college stadiums. The reader is given complete information and local trivia about each stadium. Food and drink options are suggested for anyone looking for that classic ballgame favorite, a hot dog and a cold beer. Local attractions are highlighted for fans who want to do a little more than just take in a game. The book also includes nightly lodging information for people that have traveled from some distance.

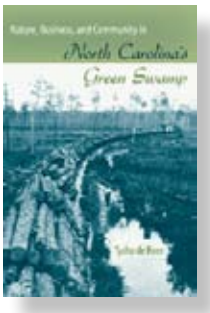
Sprinkled throughout the guide are wonderful stories about the ballparks and those who played in them. Jack McKeon, the retired manager of the Florida Marlins, is interviewed about some of his experiences managing the Wilson Tobs from the Class B Carolina League. McKeon tells the story of one Cuban player who just couldn't hold up at third when the stop sign was given. "So, I'm walking around downtown one day and I see this starter's pistol in the window of this pawn shop, and I get an idea. I buy the pistol and load it with some caps. I put the gun in my pocket. Sure enough, that night here comes this guy running toward third base, showing no signs of stopping, even though I'm giving him the stop sign. So I pull out the gun! He sees it just as he's rounding third, and I aim the thing at him, and he's still running. I fire off four or five shots, scared the living hell out of him. He never ran through the stop sign again!"

Wilson is also the home to the North Carolina Baseball Museum. The museum is adjacent to Fleming Stadium and is a must stop for any baseball fan. Memorabilia from several eras of baseball are displayed including an honored "Walk of Fame."

First time author Mark Cryan is an insider who knows his baseball. He spent four years with the minor league team Burlington Indians and helped establish the summer collegiate Coastal Plain League. Twenty years after *Bull Durham*, Mark Cryan gives baseball fans an excellent travel guide for their own nostalgic trip through small town baseball in North Carolina. *Cradle of the Game* is suitable for all libraries and is a must purchase for baseball fans.

Nature, Business, and Community in North Carolina's Green Swamp

Tycho de Boer. Gainesville: University Press of Florida, c2008. 279 pp. $59.95. ISBN 978-0-8130-3248-1.



Matthew Reynolds, East Carolina University

The history of the Green Swamp, located in the far southeast corner of the state, is in many ways the story of human interaction with the environment in eastern North Carolina writ small. In his work *Nature, Business, and Community in North Carolina's Green Swamp,* Tycho de Boer (Assistant Professor of History at Saint Mary's University of Minnesota) offers a unique history of the region, spotlighting the particular manner in which conservation, commerce, and community have interacted to shape the local landscape.

This case study, originally presented in de Boer's dissertation, "The Corporate Forest: Capitalism and Environmental Change in Southeastern North Carolina, 1760-1940," presents a well-researched snapshot of the cultural and environmental history of the Green Swamp and the surrounding area. Beginning with the area's settlement and the development of regional production of naval stores in the colonial era, de Boer traces this history through the rise of the lumber and paper industries in the region in the nineteenth century, the use of truck farming and ranching to reclaim denuded lands, and the seeds of the movement toward reforestation and more sustainable land management practices in the twentieth century. Throughout this historical narrative, which incorporates texts from manuscripts and local newspapers, this work maintains a close connection with the sentiments of the local populace, without ignoring the impact of forces from outside the region. Much of the focus is on how local people sought to reconcile the desire for local economic development with a commitment to preserving their quality of life.

The narrative itself, though a bit dense at times, is compelling, and de Boer's analysis is thoughtful and respectful of the people whose history he is examining. He often cites the work of other environmental authors such as Wendell Berry and discusses how their thoughts and judgments are relevant to the region's history. The work invites positive comparison to other books that focus on human and cultural interaction with the environment such as Harry Caudill's *Night Comes to the Cumberlands*.

The work's only shortcoming is the manner in which de Boer treats the modern history of the region. Sadly, it is relegated to an epilogue. This epilogue touches upon, but in no way delves deeply into, the rise of the larger national and international environmentalist movements. Nor does it give enough attention to the establishment and maintenance of the Green Swamp Preserve, a preserve of over 15,000 acres that was established in the 1970s and 1980s. Managed by The Nature Conservancy, it has become a showpiece for the success of environmental preservation and outdoor recreation in the coastal plains of North Carolina. However, this shortcoming in no way detracts from the overall value of the work itself. This work serves as an important resource for researchers interested in a part of the state that often seems overshadowed by nearby coastal areas such as Wilmington and its beaches.

This book is suitable for advanced readers and is recommended for academic libraries.

Roanoke: A Novel of Elizabethan Intrigue

Margaret Lawrence. New York: Delacorte Press, 2009. 416 pp. $24.00. ISBN 978-0-385-34237-7.

Arleen Fields, Methodist University

"I tell you the story of Gabriel's voyage as I pieced it together years later...." Robert Mowbray, a spy in the service of Queen Elizabeth I, is the narrator of *Roanoke*, an earthy, vivid work of historical fiction. Mowbrey tells the story of fellow spy Gabriel North, whom he accompanies on the first expedition to Roanoke Island. Known to possess powers that charm women, Gabriel has orders to seduce Naia, the island's Secota "queen" and coax from her the location of the bounteous gold deposits that both the English and the Spanish are convinced exist.

Gabriel, however, is unprepared for Naia's own magnetic power. Gabriel North is a man searching for meaning in life, and he uses the powers he possesses to make the world a nobler place. Disillusioned with the English attempts at colonization, Gabriel's search for love and justice impacts the fate of the "Lost Colony." There are no lackluster characters in *Roanoke*; Gabriel and the other characters are imbued with the depth of purpose and the sense of urgency which accompanies times of distress and hardship.

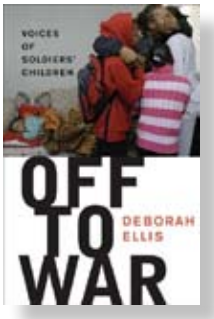
Robert Mowbray spies, he listens, he deduces, and he brings the sensory world of Elizabethan England and America to life with all its stench, cruelty, duplicity, and occasional honor. Using an all-seeing spy to replace the omniscient and omnipresent third-person narrator found in most novels is a creative technique which is generally successful in this novel. Some of the details included most likely would not have been relayed between two friends after the fact, but the tale is so convincingly told that the occasional awkwardness can be overlooked.

Records indicate that there were indeed men identified as "Robert" and "Gabriel North" in the first Roanoke party. The Secota Indians described by the author are an amalgam of the regional tribes. The political machinations of Elizabeth's court are well documented and need no embellishment. Author Margaret Lawrence draws upon the historical facts surrounding the Roanoke Colony and weaves a thought-provoking scenario to account for the settlers' disappearance.

Margaret Lawrence has written *Hearts and Bones*, which was nominated for the Edgar, Agatha, Anthony, and Macavity awards, as well as three other novels. *Roanoke* is recommended for public libraries, libraries with collections of North Carolina fiction, and college and university libraries which purchase popular reading titles.

Off to War: Voices of Soldiers' Children

Deborah Ellis. Toronto, Ontario: Groundwood Books, 2008. 176 pp. $15.95. ISBN 978-0-88899-894-1.



Robin Imperial, District of Columbia Public Library

Author Deborah Ellis has created a unique work by publishing interviews with forty children who have at least one military parent who has been deployed to Iraq or Afghanistan. Ellis has previously published works of fiction for young people, including a number set in the Arab world, all dealing with war, crisis, or conflict.

According to Ellis, over a million young people in the United States have at least one parent in the military. Increasingly, when a young person is missing his or her parent, it is their mother who is deployed. Women constitute 20% of the United States military and 15% in Canada where they even are eligible for direct combat. About 20% of the children in *Off to War* are from six to nine years of age, nearly half (48%) are "tweens" from ten to twelve years of age, and the remaining 30% are teenagers from thirteen to seventeen. Their parents serve in the United States Army, National Guard, Reserves, Air Force, and in the Canadian Forces including the Royal Canadian Air Force and the Horse and Garrison Artillery.

Ellis felt honored to meet these children and she thinks that they have much to tell us. In her words:

> *Their voices remind us that the military is made up of individuals with different viewpoints, beliefs, reasons for joining, and ways of being with their children. They remind us that when we send an army off to war, we are sending human beings with families and friends. And they remind us that in any war, it is always children who are the biggest losers – children whose voices are rarely heard.*

Each interview begins with a concise, italicized paragraph or two that provides explanatory detail and biographical context. Then the children speak—of war and government, adjustments in their daily lives, and their feelings about their parent's service. In one excerpt on whether *he* would be interested in serving in the military, fourteen-year old Patrick says

> *A good thing about joining the military would be that everyone would recognize you as someone who serves their country. They'd look up to you. Leaving your family would be a bad thing, that and having to move all the time. Sometimes I see reports of protesters on the news, saying the war is bad and the president is bad. I try to put them out of my mind. We learned in school that during the Vietnam War there were protests, and the soldiers saw the protests, and that brought down their morale. Good morale is very important in a war. It makes the time pass quicker. If you're sad, it will affect your ability to do your job, and you might make a mistake, and that could lead to people getting killed.*

Off to War: Voices from Soldiers' Children is highly recommended for all audiences and libraries. Public libraries should shelve copies in adult, young adult, and juvenile collections for maximum exposure.

Ralph Scott

Wired to the World

Mozy vs. Western Digital

Losing important files when your computer system fails is something that we can all relate to and taking steps to prevent this problem should be a high priority for WTW readers. Two different technologies that I tried recently were the Mozy system (www.mozy.com) and a one terabyte Western Digital My Book. Mozy requires an Internet connection and works best when connected to a fast broadband network, while the My Book system is a portable USB hard drive that you can carry around with you "like a book." The 1 TB My Book can sometimes be found on sale for as low as $99.00, while Mozy charges nothing for 2GB of storage. Mozy has a fee storage service that allows you to store more files for $4.99 a month. Backups on both systems can take hours the first time you run a machine backup.

Mozy of course since it is Internet based requires a high speed data network connection. After logging on to their home page (at www.mozy.com), you must register using an email account, and download the Mozy software on your computer. After installing the Mozy software, you follow a couple of simple configuration/setup screens. These setup choices determine which files are stored on the Mozy system. You do not have to install all of your files on Mozy, you can restrict the backup to just the important ones you select. I backed up around 350 MB of files which took around four hours to complete. During the software install Mozy asks you to select the encryption method you wish to use. The default is a high level 448 bit security key called "Blowfish." Blowfish prevents anyone but you from reading your files while they are stored on the Mozy system. You can select your own password encryption key, but then if you ever forget the key you are out of luck getting your files back. Better to choose the Mozy key and not have another password to remember. The next step during the installation is to actually select the files you want to back up on the Mozy system. You can backup all files or just some of them. I selected the most important data files and did not save everything. You can select files by type using the basic system (browser favorites, presentations, photos, etc.) or you can select from an advanced menu that enables you to specify which actual folders on your computer you want backed up. Mozy next checks your Internet connection bandwidth and estimates how long the backup will take. The time needed varies depending on how you are using your computer. There is a slider bar that allows you to slow down (or speed up) the backup process. There is also an advanced configuration menu that allows you to customize your backups and the status window on to the Mozy system. A user's guide is available here: http://support.mozy.com/docs/en-user-home-win/downloads/mozyhome_client_guide.pdf. In addition to setup instructions, the guide also provides excellent instructions on restoring the data to a new computer in the event you lose your system. The Mozy system allows you to store information from multiple computers for $4.99 a month each. Only one computer can be backed up on the free Mozy system. One person on the web reported that they started their backup on January 9th and it completed on March 15th, but that was for 446 GB of photos. Also remember that if you reboot your computer you have to log back on to the Mozy system for the backup to continue! Mozy will also make a DVD of your files and ship it to you via FedEx for restoring your computer (but not for free). The Mozy system will backup your computer at set intervals which you can choose from the setup menu. The default is no more than twice a day. One interesting side effect of having Mozy on your computer is that if someone steals your computer their files will be backed up on Mozy and you may be able to find out who they are if they leave their name and address on the backed up files!

The Western Digital My Book portable backup system has the additional advantage for some of not being tied to the web. Others will feel that having access to the web is in itself an advantage. The My Book system connects via a USB cable. The USB system was slightly faster than the Internet based Mozy backup. Basically you plug the My Book into a USB port and you will see the device in your My Computer window. You can then click and drag files individually to the My Book or perform a complete system backup at specified intervals. While you can carry your My Book around with you as a portable drive, you can also attach it to your main computer and if you leave the computer connected to the web, access the files remotely. Security is an issue with the portable drive, in that if you leave it behind you will lose all your files. In addition if you have not password protected the My Book, the files are open to anyone who finds your lost drive. The Western Digital My Book comes with a proprietary backup software called "Memeo AutoBackup" which you can use for the first time backup. There is also a 30 day trial version of encryption software included with a trial automatic synchronization software "Memeo AutoSync." More information can be found at www.memo.com. My Book also comes with a Firewire cable which can improve read/write times on some more modern computers. The My Book drive automatically powers up and down with the main computer power condition. Disconnecting the drive is best done by using the Windows system "Safely Remove Hardware" function or dragging the My Book icon to the trash can in Macintosh systems. Then turn off the power manually by hitting the power LED on Macintosh systems. Windows machines will automatically power down following the "Safely Remove Hardware" routine.

Comparing the two systems, with Mozy you don't have to lug your backup along with you which can be either an advantage or disadvantage. With My Book you have the initial backup system purchase price. Mozy on the other hand is free or $4.99 a month for the deluxe version. With My Book you can designate folders that you want to open to sharing with others. Mozy does not allow for this type of sharing. Google Docs is a better document sharing service (www.google.com) than you can accomplish with Mozy. There are a number of other backup services on the web (Carbonite for example www.carbonite.com), but right now Mozy is the most used and best. All of these systems work with both Windows and Mac platforms.

Lagniappe*

*Lagniappe (ˈlan-yăp,ˈlanˈˇyap') n. An extra or unexpected gift or benefit. [Louisiana French]

by Robert Wolf

Budget Crisis: A Review of Perpetual Access

In years past, prior to the e-journal boom, when times got tough, libraries were forced to cut subscriptions to some of their journal titles. You can see the after effects of these cuts in many print runs. You can almost read the bad budget years by the gaps in a collection much like a biologist can read the rings of a tree to determine the weather conditions of that year. However, in the days of the e-journal subscription things are different and I'm not so sure they have gotten better. Libraries have become more and more dependent on e-journals, e-journal packages, and databases to fill in their journal collections. But what happens when we can no longer afford to pay for these subscriptions? What happens to our access?

Some of our subscriptions have an archival or perpetual access provision but some do not. Most of the journal access through our aggregator databases, such as Ebsco's Academic Search Complete or Gales Academic OneFile, will be lost if we cancel our subscriptions. They are built on a lease model where we pay for access to the information but we never actually own it. These databases make up a significant percentage of many libraries' journal collections. At my library 33,210 out of 38,157 titles or 87% fall under this category.

Another source of e-journal subscriptions is through publisher packages where libraries typically have limited access to all or most of a particular publisher's journal titles, but at a fraction of the cost. Many of these collections have archival provisions which allow you to archive the years you subscribed to. For instance we subscribe to a Wiley title package that gives us access to all Wiley titles back to 1995. Let's say we started this subscription in 2003. If we were to cancel this subscription we would have perpetual access to all journals published between 2003 and 2009. We would lose the added back files which part of the subscription, unless we had purchased them separately.

The third subscription method is on a title-by-title basis directly from the publishers and usually has an archival provision. Since this is done on a title-by-title basis it would be impossible to make a general statement.

So how do we get perpetual access? What format does it come in? What can we do with it? A quick review of your license agreement can give you most of these answers, though they are not always very helpful as you can see from the archival provision for Project MUSE.

"Approximately 90 days after the expiration of an annual subscription term, Project MUSE® will provide the Subscriber, upon request, an archival (non-searchable) file on DVD-ROM or other appropriate media as determined by Project MUSE®, containing the content of all issues published online during the 12-month subscription term."[1]

There is usually a process to follow and a time period in which to do it in order to get your archives. Publisher X might supply an archival copy of your journal holdings on a DVD, but you will have to request this DVD within thirty days of cancellation, while Publisher Y will send the data on a DVD or other unknown format, ninety days after cessation of payment. Some publishers will also give you the option to download the content from their server, will host your content for a specified time period, allow you to use their server and search interface for a fee or free, or even allow a third party to host your data. The data may come in the form of PDFs, html, text, an XML file, or other format.[2,3]

Great so what do you do with it once you get your archival copy? Ideally the publisher would continue to provide access for you, but in most cases you would need to have your own server or server space where you could upload the content. The server would have to be secure and limit access only to your patrons, after all just because you purchased the archival rights does not mean you can offer access to these journals to anyone you please. This would not be a simple process of inserting a DVD and loading some software, rather it would require a certain level of planning and technical expertise on your part.

Let's pretend you were able to load the data to a local server, how do your users access it? More than likely you're not going to have the interface you had when you were a paying customer, in fact you're not going to have an interface at all. You will most likely just have data. If you participate in LOCKSS, CLOCKSS or Portico, you might think you have a solution, but you still don't have access to the search capability of the original interface.

LOCKSS simply allows you to backup data from the publisher's site, but still requires you to have a subscription to the site to use their search interface. It can integrate with your Open URL link resolver but patrons would need to find the citation information another way.[4] CLOCKSS, like LOCKS is another dark archive meant for long term preservation of digital resources, it too is not meant to be a hosting service for your electronic holdings. [5]

Portico only allows access to your archives under very particular circumstances, none of which protect an institution from loss due to a lack of financial difficulties. In order to access your Portico one of the following must happen, the publisher stops operations, or the publisher ceases to publish a title, or publisher no longer offers back issues, or upon catastrophic and sustained failure of a publisher's delivery platform.[6]

Oh and did I mention that LOCKSS, CLOCKSS and Portico only have archive rights to a select group of publishers? Unfortunately, none of these solutions where designed to handle simple subscription cancelation, but rather they act as insurance policies against disaster and provide longer archival integrity. Many smaller libraries like my own will have large archives with no way to access them. If you're library has its own server and someone who can create some sort of access interface then maybe you're ok.

So where does this leave us and why am I bringing this up now? For many libraries this is the first major financial crisis we have faced since the wholesale acceptance of electronic journals as a viable alternative to print. We have spent the last decade building our electronic journal subscriptions without seriously considering the real obstacles to perpetual access. We know publishers offer perpetual access, and that is good, however we have not taken the steps necessary to ensure that it is in a format we can actually use. We need to work with publishers to provide reasonable standards and expectations for perpetual access. Without this we will continue to build our holdings without any assurance for the future.

References

[1] *Project MUSE.* http://muse.jhu.edu/

[2] Stemper, J. Barribeau, S., "Perpetual Access to Electronic Journals: A Survey of One Academic Research Library's Licenses." *Library Resources & Technical Services*, 50:2 (2006): 91-109.

[3] Sam Rogers, "Survey and Analysis of Electronic Journal Licenses for Long-Term Access Provisions in Tertiary New Zealand Academic Libraries." *Serials Review*, 35: 1, (2009): 3-15.

[4] *LOCKSS.* http://www.lockss.org/lockss/Home

[5] *CLOCKSS.* http://www.clockss.org/clockss/Home

[6] *Portico: A digital preservation and electronic archiving service. http://0-www.portico.org.uncclc.coast.uncwil.edu/*

North Carolina Library Association Executive Board Meeting Minutes

January 22, 2009

Attending: Sherwin Rice (President-Elect), Ralph Kaplan (Constitution) Andrea Tullos (Treasurer), Ruth Hoyle (Women's Issues in Librarianship RT), Robert Fisher (Constitution), John B. Harer (Intellectual Freedom), Betty Meehan-Black (SELA), Timothy Owens (Constitution and Codes), Mary Boone (State Library), Sarah Rothstein Smith (NMRT), Robert Burgin (Past President), Phillip Barton (President), Kim Parrott (Admin. Ass't), John Via (TNT), Rodney Lippard (ALA), Betty Garrison (CUS), Janice Pope (CJCLS), Lara Luck (YSS), Jean Rick (Archives), Dale Sauter (RTSC), Ralph Scott (NC Libraries), Mark Sanders (RASS), Anne Coleman (REMCO), Susan Whitt (RTSS), Mimi Curlee (GRS), Susan Neilson (BLINC), Brandy Hamilton (Membership), Dale Cousins (Operations).

Call to Order
President Phil Barton called the quarterly meeting of the NCLA Executive Board to order at approximately 10:20. He noted that he hoped the business of the Board could be accomplished quickly to facilitate a tour of the Greenville Convention center after lunch. With that in mind, Ruth Hoyle moved approval of the agenda with a correction of the spelling of Lara Luck's name; Ralph Scott seconded; motion carried.

Ralph Scott moved approval of the October 16, 2008 minutes with the correction of the spelling of Lara Luck's name; Susan Neilson seconded; motion carried. Report is on the web.

Announcements
1. President Barton reminded everyone to pay $10.00 to Kim Parrott for lunch. Lunch will be a buffet in the Hilton at Christinne's restaurant.
2. Welcomes were given to Susan Whitt, Mark Sanders, and Timothy Owens who were representing Charles Lackey, Jonathon Farlow, and the soon-to-be retiring Bob Fisher, respectively.

President's Report
President Barton gave an overview of the successful Leadership Institute which occurred in October. The program was expanded this year to include 2 tracks (beginning leaders as well as seasoned leaders) and a mentor program. The setting at the Haw River State Park was a great learning environment. The special speakers from the business world on customer service and the customer experience were especially meaningful. A special thank you was given to the State Library for the support to develop a curriculum that can be used in the future at other sessions. The event was most rewarding and the program continues as the seasoned leaders continue to develop statements of leadership purpose.

Treasurer's Report
Treasurer Tullos presented the 2008 financial statements and fielded questions from the Board. The report was accepted by the Board via consensus and will be filed as received.

Section Reports
BLINC: Report will be filed on the web after ALA. (Susan Neilson)

CUS: Report focused on the joint conference with CJCLC on November 17-18 on the topic of Library Instruction 2.0. 122 attendees were enrolled at the Friday Center for the workshop. (Betty Garrison)

CJCLS: Report echoed the comments of CUS above and offered a great thank you to Administrative Assistant Kim Parrott for her invaluable assistance. The section has named a replacement Director at Large, Jason Setzer to fill a vacancy. President Phil Barton approved the change. (Janice Pope)

Government Resources: The section has been meeting about programming for both a summer workshop and for conference plans. They are experimenting with the idea of having participants use the "buy one/get a friend in free" concept to address tough economic times. Mimi Curlee went on to recommend a website of interest to librarians — www.ncedis.com from the NC Dept of Commerce.

LAMS: No report given but John Via did announce that the section, along with the Finance Committee has been working on a survey of Library Directors, the Library Schools, and Library Science students on the need for financial aid.

Literacy Roundtable: No report

New Members Roundtable: Section has met to discuss conference plans and the plans for continued networking dinners across the state. At the last Greenville dinner, 13 librarians met and NCLA netted 3 new members from the experience. Sarah Rothstein Smith also announced that Emily King will be replacing her as Chair of the section when she moves on to Virginia for a new position at the end of February.

NC Association of School Librarians: No report
NC Paraprofessional Association: No report
NC Library Trustees Association: No report

Public Library Section: Mary McAfee is to post the report on the web.

Reference and Adult Services Section: Workshop for "Serving Underserved Populations" in Greensboro was a success with 31 attendees. Meeting on Feb. 9 to begin conference plans. (Mark Sanders)

REMCO: Anne Coleman had no activity to report.

Resources and Technical Services: Susan Whitt reported that they are meeting to plan a spring workshop at Wake County Technical Community College as well as conference activity. Dr. Patrick Valentine has agreed to Chair the Collection Management division of the section.

Special Collections: Section will be meeting soon to begin conference planning. They are thinking of featuring session(s) on Oral History. (Dale Sauter)

Technology and Trends Roundtable: No report given but an invitation to partner with other sections for the conference program planning was issued. (John Via).

Women's Issues in Libraries Roundtable: The section will be working with NMRT to bring Paula Singer to the conference to speak on pay equity. (Ruth Hoyle).

Youth Services Section: Section is busy with conference planning, including offering a major juvenile or young adult author as a program component. (Lara Luck).

Committee Reports
Archives: No report (Jean Rick)

Conference 2009: Sherwin Rice reported that the conference committee has decided to use the theme of diversity in libraries—in customers, services, types of libraries, etc. as the conference theme. The committee will be meeting on Feb 9 or 11 for planning. She also noted that in early February they are issuing a call for proposals for site selection for

the 2011 conference. She responded to questions about the conference by promising to post the conference committee and preliminary information on the web soon.

Constitution: Ralph Kaplan has posted the Handbook on the web for editing. He would like to have edits and updates no later than Feb. 15 in order to have the Handbook posted and available by April 15. Timothy Owens will be replacing Bob Fisher as Chair of this Committee. There were questions about the status of the website. Ralph assured everyone that the webmaster for each section could still update and manage the content for the section's portion of the page. A new page is going to be developed but for the time being, work on the current page should be ongoing by sections and committees.

Continuing Education: No report.

Finance Committee: In Wanda Brown's absence (ALA), Andrea Tullos presented the 2009 budget as recommended by the committee. It included the 2008 actual budget as well as two proposals for the 2009 budget. She extended an invitation for questions and comments. Many members expressed concern about the economy as well as the state of membership and conference attendance as factors to lead us to be cautious. There is also an uncertainty about the State Library's ability to provide support, based on the new rules for LSTA and the restrictions on the state budget. There was discussion about the office cost and the Administrative Assistant cost as well as the cost for the lobbying costs for the upcoming Legislative Day in May. There was also discussion about how this budget compared to past years and the remainder of Conference 2005 and Conference 2007 profits. After a thorough vetting, Robert Burgin moved that the Board accept the Finance Committee's Recommendation of Proposal A for the budget; Ralph Scott seconded and the vote carried 11 to 4 Report is on the web.

Intellectual Freedom: John Harer reported that the committee is attempting to find a sponsor to resurrect the Intellectual Freedom Award for the Conference.

Leadership Institute: Note the President's earlier report on behalf of Lisa Williams and Kem Ellis.

Membership: Brandy Hamilton provided an update for the committee's work on a more portable display fixture. She noted that membership is remaining constant—around 1500 members and that she has conference store items remaining to use as incentives for membership at section workshops and events. She also noted that the nominations for the awards presented at the conference for lifetime, honorary, and distinguished service are due no later than March 11. The committee will also help Rodney Lippard host an informal "meet and greet" for NC librarians at Midwinter.

Nominating: Robert Burgin presented three recommendations to the Board from this committee.

1. A recommendation to use electronic voting via email for elections.
2. The creation of a Treasurer-Elect position to help with continuity in managing the accounts of the organization.
3. The Treasurer's term be decreased by 2 years should the Treasurer-Elect be instituted. After minimal discussion, the recommendation from this committee, requiring no second, was adopted by the Board. Report is on the web.

Operations: Dale Cousins noted that her report was posted to the web, thanks to Diane Kester. Also, an ad hoc committee (Brandy Hamilton, Rodney Lippard, and Dale) are investigating the potential for having an Executive Director for NCLA by surveying the 26 state associations who have such a position in place. The survey results will be tabulated by July with a recommendation forthcoming from the group by the end of the calendar year.

Public Policy: President Barton encouraged the nomination of lay people to the aforementioned Legislative Day project. He would like broad representation from the state and asked members to forward names to both he and Carol Walters who is coordinating the trip.

Scholarships: No report.

Website: Robert Burgin noted that the current site is being maintained while the Website Review Committee's work continues for the restructuring of a new site. There are two issues (both the website design and the ongoing maintenance) that he and the Committee have identified.

Other Reports

ALA Council: Rodney is attending ALA midwinter and will be hosting a meet and greet for NC Librarians in the conference hotel, with the assistance of the Membership Committee. He has a full itinerary of meetings for midwinter.

SELA Representative: Betty Meehan-Black reports that there has been no activity.

Editor of NC Libraries: Ralph Scott reported that the archive of NC Libraries has not been loaded on the server for electronic distribution. Also, the fall issue is being proofed and is almost ready for distribution and on the webpage and work is continuing on the 2008 print edition. The issue of member access vs. world wide access for the online editions is still being debated and worked on.

State Librarian: Mary Boone announced that the new Secretary of Cultural Resources is Linda Carlisle and the new Legislative Liaison for Cultural Resources is Melanie Soles. Both are from Greensboro. She also noted that she and Dale Cousins will be interviewed on NC State Government Radio on the state of libraries in tough economic times in early February.

There being no further business, the meeting was adjourned at approximately 12:15 for lunch which was followed by a tour of the convention center and conference hotels.

Respectfully submitted,
Dale Cousins, substituting for Gloria Nelson, Secretary

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