

STAFF

Editor

Andrea Kross
Catalog Librarian
Captain John Smith Library
Christopher Newport University
1 University Place
Newport News, VA 23606
(757) 594-8702
akross@cnu.edu

Editorial Board

Fran Freimarck
Director
Pamunkey Regional Library
P.O. Box 119
Hanover, VA 23069
(804) 537-6212
ffreimarck@pamunkeylibrary.org

John Kneebone
Director, Publications and
Educational Services
Library of Virginia
800 E. Broad Street
Richmond, VA 23219-8000
(804) 692-3720
jkneebone@lva.lib.va.us

Nan Seamans
Director of Instruction
Virginia Tech, University Libraries
Blacksburg, VA 24061-0434
(540) 231-2708
nseamans@vt.edu

Barbie Selby
UVA Law Library
580 Massre Road
Charlottesville, VA 22903-1789
(804) 924-3504
bms8z@virginia.edu

Lydia C. Williams
Longwood College Library
Farmville, VA 23909
(804) 395-2432
lwilliam@longwood.lwc.edu

Antoinette Arsic
Corporate Business Development
Specialist/Librarian
EER Systems, Inc.
(703) 375-6488
antoinette.arsic@eer.com

Molly Brennan Cox
Librarian
Floyd County High School
721 Baker St.
Floyd, VA 24091
(540) 745-9450
coxmf@floyd.k12.va.us

Editor, *Virginia Books*
Julie A. Campbell
Library of Virginia
800 E. Broad Street
Richmond, VA 23219-8000
(804) 692-3731
jcampbell@lva.lib.va.us

Virginia Libraries

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Virginia Libraries is a quarterly journal published by the Virginia Library Association whose purpose is to develop, promote, and improve library and information services and the profession of librarianship in order to advance literacy and learning and to ensure access to information in the Commonwealth of Virginia.

The journal, distributed to the membership, is used as a vehicle for members to exchange information, ideas, and solutions to mutual problems in professional articles on current topics in the library and information field. Views expressed in *Virginia Libraries* are not necessarily endorsed by the editor or editorial board.

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The guidelines for submissions to *Virginia Libraries* are found on page 4.

OPENERS

Take Care, Ya'll!

by Andrea Kross

I am surrounded by boxes and, more ominously, items that need packing as I write this. The movers come tomorrow and the day after that I will be driving across the country to California where I will begin a new career with Innovative Interfaces, Inc. I am leaving behind much that has become dear to me: friends, colleagues, and the opportunity to communicate with all of you. Virginia has been such a welcoming, friendly place, and the library folk at the Virginia Library Association have been especially welcoming and friendly. When considering the move to Emeryville, I asked a former library school classmate who now works there whether perfect strangers would say hello to me when I walk down the street as they do in Virginia, always accompanied by warm smiles. Probably not, I was told. But they do have wonderful strawberries and artichokes and pistachios and—the list goes on and on. It almost makes up for the loss.

At the last VLA Council meeting, we learned that Read Aloud Virginia is on its way to becoming a separate organization. This program was described in the July-August-September 2000 issue of *Virginia Libraries*. Their web site is <http://readaloudva.org>.

We also heard a report on the upcoming VLA Annual Conference, to be held in Chesterfield County this October. The exhibits will be enlivened by Henrico County's bookmobile, which will be parked just outside the exhibit hall. Mike

Hatchett will be present to give tours and answer questions. Read more about how this bookmobile was designed from the tires up in this issue.

While the state budget has been balanced, much that had been promised to libraries and discussed in the pages of *Virginia Libraries* has

**While the state budget
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promised to libraries
has fallen by the wayside.**

fallen by the wayside. The Library of Virginia is operating on a shoestring, having already spent most of this year's revised allocation. Other programs that had been promised have been put on hold. Now is the time to help VLA advocate for a special session of the General Assembly to ensure that libraries can take an active role in paving the Information Highway here in Virginia where we are assured that the Internet traffic is so heavy. Now is the time to remind legislators of the important role that libraries play in our communities, such as their support of the governor's read aloud summer program, and of the funding that is needed to allow these programs to happen. Skip Auld maintains a link from the VLA web

page (<http://www.vla.org>) called the VLA Legislative Action Center. From this site, you can read press information, learn about action items, and contact state and federal legislators. I urge you to use this resource to make a difference for Virginia libraries.

Though I still say "ya'll" self-consciously after five years in the South, I might could take some Virginia speech with me to the west coast. Thank you all for this past year and the opportunity to write and edit for you. Thanks especially to the *Virginia Libraries* Editorial Board—Barbie Selby, Nan Seamans, John Kneebone, Fran Freimarck, Lydia Williams, Antoinette Arsic, Molly Brennan Cox, and Pam Tuggle—for their support and knowledge. I would have been lost without them! Take care, ya'll!

Correction

In the January-February-March 2001 issue of *Virginia Libraries*, a photograph of Sam Clay was erroneously identified as Nelson Worley. Sam Clay was recognized at the 2000 VLA Annual Conference for his extraordinary efforts in support of the VLA Legislative Committee to ensure funding for VLA's legislative liaison. Congratulations and apologies to both! **VL**

PRESIDENT'S COLUMN

Being There

by Cy Dillon

*Here I am once again with my
dry mouth
At the fountain of thistles
Preparing to sing.
—W. S. Merwin*

So far as legislative and advocacy issues, the months since Carolyn Barkley handed me the VLA gavel have been a good example of those "interesting times" we have been warned against.

After a series of near misses and tie votes in the Joint Committee on Science and Technology, we were disappointed at the difficulties we had in negotiating an appropriate amendment to the UCITA statute. Preparing to take the fight to the legislative session, we were quite pleased at a last-minute proposal from UCITA advocates to exempt librarians from the law as it concerned tangible items such as CD ROMs and DVDs. We made the most of this opportunity and worked with our opponents to craft language that suited both sides, while issuing a statement agreeing not to propose any amendments not approved by the legislature's Joint Committee on Science and Technology. Our statement also indicated that VLA did not intend the exemption for Virginia libraries and library staff to be a national model.

In the excitement of this resolution of a two-year problem, we were deeply disappointed to hear from American Library Association representatives that they thought

we were selling out in the national battle against UCITA. We made our case with the ALA Washington Office, reworded our statement to emphasize that VLA did not endorse UCITA, and reminded anyone who would listen that UCITA was already law in Virginia, and that VLA's mission to serve the state's library com-

**I cannot recall ever being
more impressed with a
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I have been through this
legislative session.**

munity would best be fulfilled by an exemption if the law could not be repealed.

Just as all this was being resolved, VLA members, led by our Legislative Committee, descended on the state capitol with irrepressible energy to advocate for State Aid, Infopowering, and other issues as directed by VLA Council. I cannot recall ever being more impressed with a group of librarians than I have been through this legislative session. Seeing is believing, and I saw public library directors received as influential old friends by legislators and their aides. Our message was attended to with much more than token politeness, and we got numerous commitments, including

signatures on key amendments.

After a very successful Legislative Day we stayed in touch constantly with key legislators and with Phil Abraham, our exceptional legislative liaison, making sure delegates and senators knew how the library community felt about issues that concern us. But our work did not end with the legislative session. The budget deadlock of '01 has forced us to turn our attention to Governor Gilmore and the secretary of education. Even now, with the governor's budget distributed and appearing to protect State Aid to Public Libraries, we have to be prepared to work with a special legislative session if one is called. That work would be essential because the governor's budget now leaves out Infopowering and cuts the Library of Virginia budget as well as local public library construction funds.

As if this were not enough, ALA decided to go to court to fight the Children's Internet Protection Act, and asked state associations to help. VLA Council agreed on a statement that has been posted on ALA's CIPA page (<http://www.ala.org/alaorg/oif/virginiareolution.html>), and the VLA Executive Committee agreed to contribute financially, as well. We were one of the first states to respond on this issue because an individual VLA member made the effort to bring it to the attention of the VLA Council without delay.

The astute reader will notice far too many uses of the first person plural pronoun in the preceding

paragraphs. The "we" could easily be detailed with an honor roll of VLA members who invest heavily in the future of libraries, but I am honestly afraid of leaving out someone who deserves mention. I hope it will be sufficient to thank all of our advocates as a group. They know very well who they are, and they know the importance of "being there." Showing up may not be a full eighty percent of success, but it certainly beats staying away.

If you are interested in making a difference in library funding, policies, and laws in Virginia, opportunities are always available through VLA. The Legislative Action section of the VLA web page is easy to use and is constantly updated on state and national issues. You can e-mail the governor or any other official in a matter of minutes, expressing your opinion and showing solidarity with VLA members.

If you really want to make a difference, be there. Be there in person, by e-mail, phone, or fax, but be there. Even when it is not easy and you feel less than eloquent, your voice matters. ■

Guidelines for Submissions to *Virginia Libraries*

1. *Virginia Libraries* seeks to publish articles and reviews of interest to the library community in Virginia. Articles reporting research, library programs and events, and opinion pieces are all considered for publication. Queries are encouraged. Brief announcements and press releases should be directed to the *VLA Newsletter*.
2. While e-mail submissions are preferred (in the body of the message, or as text (.txt) attachments), manuscripts may be submitted as text files on 3.5-inch computer disks. VLA holds the copyright on all articles published in *Virginia Libraries*. Unpublished articles will be returned within one year.
3. Illustrations, particularly monochrome images and drawings, are encouraged and should be submitted whenever appropriate to accompany a manuscript. Illustrations will be returned if requested in advance.
4. The names, titles, affiliations, addresses, and e-mail addresses of all authors should be included with each submission. Including this information constitutes agreement by the author(s) to have this information appear with the article and to be contacted by readers of *Virginia Libraries*.
5. Bibliographic notes should appear at the end of the manuscript and should conform to the latest edition of the *Chicago Manual of Style*.
6. Articles should be 750-3000 words.
7. Submit e-mail manuscripts to bselby@virginia.edu.
8. *Virginia Libraries* is published quarterly: Jan/Feb/Mar (no. 1); Apr/May/June (no. 2); July/Aug/Sept (no. 3); and Oct/Nov/Dec (no. 4). Contact the editor for submission timelines. ■

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Virginia Database for African-American History and Culture

*by Gail McMillan
for the VIVA Special Collections Committee*

Since the settlement at Jamestown, Virginia has played an important role in American history and it has an especially important part to play in African-American studies. Until the mid-nineteenth century, Virginia had a larger African-American population than any other state, and its economy and culture differed from the large cotton plantations of the Deep South. What African-Americans attempted and achieved after Emancipation revealed, among other things, the nature of the slave and free black communities before 1865, showing both what was present to enable a people to act quickly on their freedom and what was withheld under the slave regime. Many of the priceless documents that provide evidence of that history, literature, and political thought reside in the special collections of Virginia's college, university, and other research libraries.

The VIVA Special Collections Committee (SCC) has worked since 1994 to support and enhance the efforts of the state library and each public academic library in the Commonwealth, and to make their unique resources available online. The Special Collections Committee, now called the Virginia Heritage Project Task Force (VHPTF), received a \$250,000 grant from the National

Endowment for the Humanities, which will enable them to update, extend, and enhance access to unique resources documenting African-American history and culture in Virginia's research libraries. Called the Virginia Heritage Project, it is a collaboration among eleven

Until the mid-nineteenth century, Virginia had a larger African-American population than any other state....

VIVA institutions' Special Collections departments to create a web-accessible union database of finding aids marked-up according to the nationally recognized Encoded Archival Description (EAD) standards.

Survey

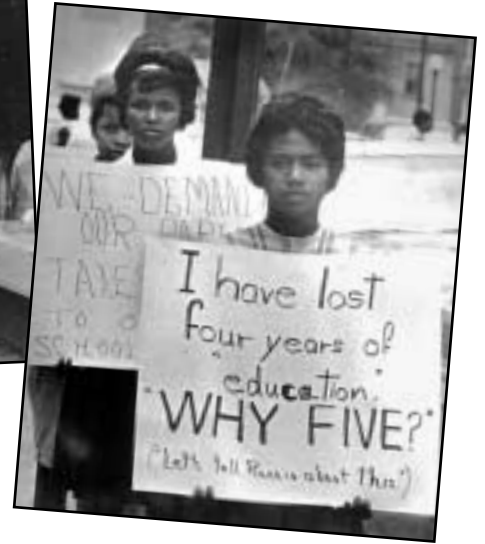
The VIVA Special Collections Committee (SCC) began to work towards the Virginia Heritage Project (VHP) in the summer of 1998 by gathering information on subject areas, finding aids, time periods, equipment, and institutional progress on digitization. After extending the survey

to include the independent institutions, it became clear that within VIVA there were more than one hundred million manuscripts and archival records documenting Virginia's history, and, therefore, the history of the United States. Given this nearly overwhelming amount of material, it was important to find a unifying focus for the development of a fundable project. The SCC decided to pursue the theme of African-American history and culture because of the extent of material available in VIVA libraries, the theme's potential national impact, and the fact that this theme could include appropriate material from several other major categories such as the arts, literature, and the Civil War.

The Virginia Heritage Project focuses on more than one thousand collections and fifteen thousand pages of finding aids. Five institutions committed significant time and resources prior to receiving the grant to assure the success of this ambitious undertaking: the College of William and Mary, the University of Virginia, Virginia Commonwealth University, Virginia Polytechnic Institute and State University, and Virginia State University. Since the funding began in July 2000, staff at participating institutions have coded over 170 finding aids. The second year of the project



PHOTOGRAPHS COURTESY OF RICHMOND TIMES-DISPATCH/MEDIA GENERAL.



In 1951, students at the R.R. Moton School in Prince Edward County protested the disparity in quality between their school and the white school. The protest triggered an NAACP lawsuit that led in part to the Supreme Court order to integrate schools. Prince Edward officials responded by closing their public schools for four years.

will bring in additional VIVA Special Collections departments, and the eleven NEH-funded institutions will in turn provide their VIVA neighbors with training and support in EAD processing and conversion. One of the goals of the grant is to have at least twenty-two archivists, librarians, and staff across Virginia proficient in the use and application of EAD.

The Whole Is Greater Than the Sum of Its Parts

Traditionally, the principal means of determining what was in these collections was to travel to each institution and page through a variety of often highly specific and idiosyncratic finding aids. The VHP union database will enable researchers worldwide to search online, in a seamless, integrated fashion, standardized finding aids from all par-

The database will enable researchers worldwide to search online, in a seamless, integrated fashion, standardized finding aids from all participating institutions.

ticipating institutions. A researcher interested in the history of education, for example, will discover that documents about the Christiansburg Industrial Institute are housed both at Virginia State University and at Virginia Polytechnic Institute and State University. Those doing research on Virginia's policy of "massive resistance" to school

integration will find resources on the Prince Edward County school closings at Virginia State University, the University of Virginia, and the Library of Virginia. Together, the collections held by the VIVA institutions document the full span of Virginia's history, and are a treasure trove for historical research on many aspects of African-American history and culture.

For the grant the SCC decided that highest priority should be given to converting to EAD the great number of existing finding aids (many only available as typed documents), and to providing worldwide access to them over the Internet via a union database. The release of version 1.0 of the EAD Document Type Definition (DTD), the lack of experience in using EAD at the academic institutions other than the University of Virginia, and the need for a standard for the preparation of digi-

tal surrogates influenced the SCC's priorities. By upgrading finding aids in need of clarification or refined formatting, and by providing uniform EAD markup and application of standards, the SCC planned to create clear and consistent presentations of content, and integrated, consistent, and expanded online access to information about the collections held within VIVA.

Goals of the Virginia Heritage Project

(1) Create a union database to improve the discovery of and access to primary source materials.

- From their desktops researchers will discover new links among dispersed collections.
- The database will be a resource for teachers and students.
- High school students will develop historical analysis skills for Virginia's Standards of Learning.

(2) Develop and implement a model for statewide dissemination of and training in newly emerging library standards and technologies which will result in

- a new level of comprehensive, standards-based intellectual access to a significant body of research materials
- a database of finding aids for archival collections of African-American history and culture in Virginia
- an infrastructure of expertise, hardware, and software to continually add new standardized finding aids to the union database.

The ultimate goal of the Virginia Heritage Project is to incorporate this state-of-the-art approach as an essential operational activity at the eleven participating institutions.



VHP Management

Edward Gaynor from the University of Virginia serves as the project

director and works with project coordinators (and year-one funded participants) from the College of William and Mary, Virginia Commonwealth University, Virginia Polytechnic Institute and State University, and Virginia State University to form the VHP Executive Committee. Together with Bradley Daigle, the grant-support project supervisor, they manage the basic operations of the project. VHP also has a steering committee composed of project coordinators from each of the eleven participating institutions. Because the NEH award was less than the amount requested, VIVA provides financial support for travel and for a consultant, Daniel Pitti (previously the leader of the Berkeley Finding Aids team which pioneered the development of EAD and who is now at UVa's Institute for Advanced Technology in the Humanities).

The focal point for training and disseminating expertise to the other institutions, the University of Virginia serves as the EAD Finding Aid Processing Center for VHP. The primary function of this center is to receive and process the finding aids for VIVA. All of the institutions participating in the first phase of the project will also establish individual processing centers once they have appropriate local expertise. The Virginia Heritage Project will be evaluated as a separate project and as a component of emerging digital libraries at each of the participating VIVA institutions.

The results of the Virginia Heritage Project will be available on the Web at <http://www.lib.virginia.edu/vhp/EAD/Info/Indexfiles/VHPoverview.htm>.

More detailed information from the NEH grant application is available at <http://www.lib.virginia.edu/vhp/intr>.  

Virginia Heritage Project Steering Committee

(Names with asterisks are Executive Committee Members)

College of William and Mary
Susan Riggs *

George Mason University
Paul Koda

Library of Virginia
Lyndon Hart

Old Dominion University
Sandra Beehler

University of Virginia
Edward Gaynor *
(Project Director)

Virginia Commonwealth University
Jodi L. Koste *

Virginia Historical Society
Eileen Parris

Virginia Military Institute
Diane Jacob

Virginia Polytechnic Institute and State University
Gail McMillan *

Virginia State University
Lucious Edwards *

Washington and Lee University

John Jacob
Vaughan Stanley

Elsie Stephens Weatherington
Virginia State University
Chair, Virginia Heritage Project Task Force

There and Back Again, Or, Building a Better Bookmobile

by Mike Hatchett

The time had come, the time was now, to build a new bookmobile, but HOW, HOW, HOW?? The air conditioner was shot, the brakes were coming loose, we felt like we were driving something straight out of Dr. Suess. For fifteen long years we'd been driving that heap, now was the time to put her to sleep. (Actually our vehicle was transferred to the fire department to be refurbished as a mobile command post.)



ity, lighting, and collection arrangement.

We also needed to consider the needs of our staff; after all, we sometimes spend ten hours a day out on the road. Work flow and ergonomic concerns were therefore priorities. Technology was taken into consideration. We wanted access to electronic resources, not just our automated circulation system and catalog but also the vast resources that were available to us through the Internet. And finally, what about

At times, building our bookmobile had a lot in common with a Dr. Suess book. We started our project in late winter of 1998. We knew we were going to get a new bookmobile, thanks to the hard work of our administration and the commitment of our board of supervisors, who saw the continued need for outreach service in our largely suburban community.

We took this opportunity to brainstorm like crazy, visit several other bookmobile operations, and familiarize ourselves with the leading bookmobile vendors. We all recognized the unique opportunity we were given: the chance to design a vehicle from the bottom up that would support our service roles of reading readiness and recreational

Our brainstorming sessions yielded several significant changes from the old bookmobile.

reading. We operate a seventy-two stop biweekly schedule that emphasizes service to day-cares, retirement communities, and nursing homes. We currently provide storytimes to thirty-three day-cares, so a storytime area was essential. Visiting twenty-one retirement communities meant we had to be concerned with issues that affected our senior patrons as well, such as accessibil-

color schemes for shelving, carpets, seat fabrics, and wall coverings? Don't forget those exterior graphics. How about the generator? We could never forget the generator, could we?

Well, we were very lucky; most of our technical specifications were taken care of by our county automotive maintenance staff. Don't allow yourself to get overwhelmed by the details, get help wherever you can and borrow expertise. We couldn't tell you the difference between a Cummings or a Caterpillar 3126B, but our folks at Central Maintenance had definite opinions. Our suggestion is to look at as many bid documents and spec sheets as you can. Some state libraries maintain these kinds of documents and

most vendors are willing, even eager, to share what they have on file.

The ability to farm out technical details will free your staff to concentrate on what you know best, which in our case was vehicle layout. After all, we know our patrons' needs and the services the vehicle will ultimately provide. Our brainstorming sessions yielded several significant changes from the old bookmobile:

1. We designed a children's area in the rear of the vehicle that featured tiered bench seating (with storage under one of the benches), a built in TV/VCR, and a large bulletin board that took up the entire rear of the bookmobile. We've always had the children come aboard the bookmobile, but with this new specially designed area we felt the whole storytime experience would be enhanced.

2. One door. I can almost hear the groans, but for us one large, wide, well-lit door was better than the two small narrow doors on the old vehicle. Steep stairwells are the biggest danger areas on most bookmobiles. Removing one of these areas cut our risk factors in half and it allowed us to allocate space more effectively. Frankly, the single forty-four inch Bodie door is much more welcoming, safer, and easier for young and old alike to negotiate.



The stairs are wide and not as steep as those on the old bookmobile.

3. Raised headroom. The extra eight inches makes all the difference.

4. Stand-up work desks. In fifteen years of bookmobile work, I've never sat at a desk out on the road. We raised the desks, put a book-drop with storage space on one side, and a built-in computer workstation on the other. Since we don't sit at the desks this removed the need to have the driver and passenger seats swivel. Instead they slide forward to give us more room behind the desk and lots of elbow-room.

5. Storage under the shelves. We preselect our day-care materials and

carry them in canvas bags that slide neatly under the shelves, keeping them out of everyone's way.

6. Loading port. We are lucky enough to have a garage and loading dock off of our office. In the past we loaded through the back door using a plank. We now have a port located to the right rear of the vehicle to load and unload materials.

While the library staff primarily worked on the interior layout, we were also given ample opportunity to provide input in many other areas of design and construction. Our major point of interest, at least preliminarily, was the generator. While our old generator was acceptable early on, in later years it was extremely prone to breakdown. And it was loud! To replace our "clatterbox," we chose a 10.0 kw Onan Quiet Diesel, Commercial. It is so quiet, we sometimes forget it's on, and it has very little vibration.

Exterior graphics are important. Or not. In our case, we wanted to jazz up the current graphic scheme, maintain a link to our old bookmobile, convey an excitement about our future services, and provide a nice PR punch for the rest of the library system. We had to walk that fine line, as many bookmobiles do, between providing adult and children's services out of the same vehicle. We wanted the bookmo-



bile to be bright and cheerful, but we didn't want to shout "KIDDIE-MOBILE." We think we achieved a nice compromise. When selecting graphics, bear in mind cost and long term utility. Using popular characters or contemporary themes can date a vehicle before its time.

Climate control is essential to patron and staff comfort. Heaters are fairly standard, as are air conditioners—just remember to specify that you want low profile units to reduce height constraints. The type, size, and placement of mirrors should also be considered. We were surprised that our new mirror arrangement added almost six inches to our total length, an important consideration when backing into an already tight garage.

Depending upon governmental regulations, the bid/RFP process can be long and complicated. Our bid went out in July, closed at the end of August, and was awarded October 1998. The winning bid was \$131,975 and the final cost was just a little more. We were to expect delivery within 270 calendar days; however, that didn't happen. Delays are part of the building process and should be taken into consideration

when planning collateral events. We experienced an unusually long delivery lag because of several factors including a backlog in chassis and transmission production and, more importantly, the takeover and reorganization of our vendor.

During the building process we had numerous telephone, fax, and e-mail contacts with our vendor. As vital as those contacts were, the onsite visits were key to our project's success. A total of four visits were made and every one of them was necessary to iron out problems including fabric selections, desk placement, and even computer wiring issues. We cleared up as many issues on the last visit as on the first. If possible, I strongly suggest that every staff member visit the vendor during the building process, preferably together as a team.

After eighteen months of ups, downs, and all arounds, the bookmobile was delivered on 15 February 2000. The arrival of the new bookmobile was actually a beginning rather than an ending. But, that's a different story.

In conclusion, we would like to offer a few tips that might help others who are about to design or build a new vehicle:

1. Gather as much information as possible.

2. Utilize staff and patron input.

3. Realize that no bid document is perfect. Things get overlooked, no matter how many sets of eyes read the document. If possible, budget for change orders.

4. Communicate your ideas and concepts clearly in writing, with drawings, and face-to-face.

5. Ensure that your vehicle is wired for computers, telephones, and other technologies as needed. The wiring must be certified by the vendor before delivery.

6. If you have cabinets specially designed to hold equipment, require the vendor to show you the equipment installed prior to delivery.

7. Inspect the vehicle from all angles. Often when staff visit the vehicle, it is in a garage, so it can only be viewed up close. Have the bookmobile moved out to where it can be completely inspected.

8. Measure twice. And again.

9. Build the cost of your onsite visits into the bid. Be sure to include transportation, lodgings, and meals. We recommend at least four visits.

10. If you don't think you are hearing from your vendor often enough, you're not. Call at least once a week to check on progress. Some vendors are helpful, some are more helpful. Don't look for them to go out of their way to offer solutions. No one looks out for you better than you do. Your project is your priority, not theirs.

11. No one vehicle is perfect for every situation. Develop a bookmobile that reflects your mission and patron needs.

For our staff, building the bookmobile was a dream come true. It was frustrating at times, but in the end we got a vehicle that is attractive, supports our mission, and will be reliable for years to come. **VL**

Internet Reference Resources

by Scott Silet

U.S. Blue Pages

<http://www.usbluepages.gov>

This handy directory of federal, state, and local government office listings for all fifty states and the District of Columbia as well as hundreds of cities and metropolitan areas throughout the U.S includes listings grouped by twenty different topical areas, from "Consumer Services and Safety" to "Money and Taxes" (though an individual state must first be chosen to view listings). It also includes useful "America Anywhere" listings for toll-free and other frequently called customer service federal government numbers. Provided by the Government Services Administration.

The Pluralism Project Directory of Religious Centers

<http://www.fas.harvard.edu/~pluralism/html/database.html>

The Pluralism Project is a searchable and, to a lesser extent, browseable directory of over three thousand non-Christian and non-Jewish religious centers across the United States. Faiths included are Buddhism, Hinduism, Jainism, Zoroastrianism, Bahaism, paganism, Islam, Sikhism, and Taoism. Search by center name, religious tradition, city, state, and more. The project, established in 1991 with funding from the Lilly Endowment, was developed by Diana L. Eck, professor

of comparative religion and Indian studies at Harvard University.

The American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera

<http://memory.loc.gov/ammem/rbpehtml/>

This digitized collection contains thousands of primary source items from all fifty states and the District of Columbia from the 17th century to the present. Ephemeral items (digitized in high-quality .jpg and .tiff formats) include advertisements, broadsides, catalogs, clippings, leaflets, menus, pamphlets, proclamations, programs, timetables, and other printed ephemera like notices, leaflets, propaganda, manifestos, and business cards. It is searchable by keyword, author, title, genre (format), and geographic location of printing. Another great collection from the Library of Congress's American Memory Project.

Homeglossary.com

<http://www.homeglossary.com/>

Homeglossary is a browseable dictionary from Informedia Group of over ten thousand terms related to residential real estate and home construction from "aaron's rod" (molding) to "zoning variance." The glossary covers terms for both renters and buyers and includes legal

and home financing issues as well as agent-speak. The site does not currently offer searching capabilities.

Movies.com Fact City

<http://movies1.factcity.net/factcity/go-imdb/>

This site is a user-friendly search interface to the wealth of information contained within the Internet Movie Database (<http://www.imdb.com>). Movies.com allows users to access information about actors, their films, film characteristics (genres, ratings, release years, etc.), and academy awards. From the Walt Disney Internet Group.

Britannica's Lives

<http://www.eb.com/people/>

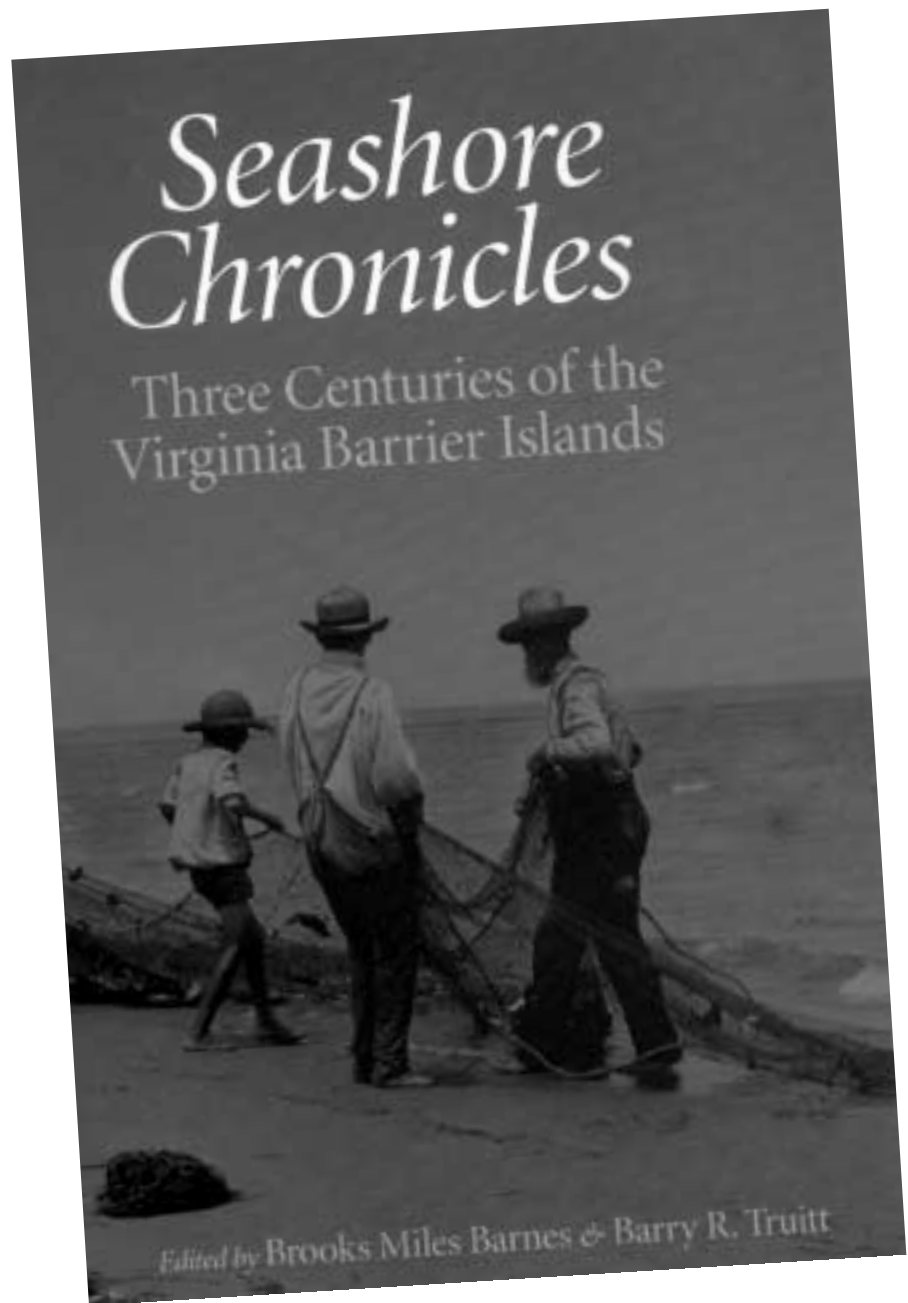
So who was born on December 8th? Well, among others, Sammy Davis Jr., James Thurber, Amy Brazil, Camille Claudel, and Mary (Queen of Scots). Search for the birth dates of thousands of notable historical figures around the world. Entries include brief biographical blurbs (typically between 25 and 75 words), birth and death years, and selected entries include either a portrait or (for artists) a picture of a notable work of art. Britannica's Lives is searchable by date only. From Encyclopaedia Britannica. **VI**

Chronicles of Virginia's Shore

by Brooks Miles Barnes

In 1997 the University Press of Virginia published *Seashore Chronicles: Three Centuries of the Virginia Barrier Islands*, edited by Barry R. Truitt and myself. *Seashore Chronicles* is a collection of twenty-two travelers' accounts of the islands extending from 1650 to 1993. The accounts include tales of shipwreck, starvation and cannibalism, pony penning on Chincoteague Island, wing shooting, and bird watching. Among the contributors are Robert E. Lee, Howard Pyle, Thomas Dixon, Alexander Hunter, and contemporary essayists Tom Horton and Curtis Badger. Barry Truitt and I edited the accounts, wrote a short history of the islands, and supported the text with numerous photographs and drawings. William W. Warner, author of the Pulitzer Prize-winning *Beautiful Swimmers*, graciously provided a foreword.

Seashore Chronicles is modeled on the late Roland Van Zandt's *Chronicles of the Hudson: Three Centuries of Travel and Adventure* (1971), which I read in the fall of 1994. The descriptions of the Hudson River Valley gathered by Van Zandt immediately brought to mind the accounts of the Virginia islands in the collections in the Eastern Shore Room of the Eastern Shore Public Library, Accomac, where I am the librarian. Suddenly, in an uncharacteristic moment of perspicuity, I conjured the idea for a book. In late December I sent a one-page book proposal and photocopies of a half dozen of the best accounts to Edward L. Ayers, my



former Ph.D. adviser in the history department at the University of Virginia. I asked Ed if he thought the idea a good one and, if so, would he recommend a publisher. Ed soon e-mailed the happy news that he liked the idea and, happier still, that he had turned the photocopies over to Nancy C. Essig, director of the University Press of Virginia. In a few days Nancy wrote expressing her interest in the project and asking to see additional travelers' accounts.

While Nancy was reviewing the new material, I happened to mention the project to Barry Truitt. For more than twenty years he has been the director of science and stewardship at the Nature Conservancy's Virginia Coast Reserve. During this time, Barry accumulated a tremendous store of knowledge about the barrier islands. It soon became apparent to both of us (and to Nancy when I broached the idea) that *Seashore Chronicles* would be a much better book if we collaborated. Barry and I are possessed of differing talents and temperaments, but we work well together. By September 1996, we had the manuscript in such promising shape that Nancy offered and we signed a contract for the book.

Barry and I divided the work equally. For the most part, we were in agreement about the selections included in the text. Barry, a biologist, would have liked to have added another ornithological account or two but I argued successfully that the book was "birdy" enough as it was. I wrote most of the short history of the islands and most of the introductions to the selections while Barry located photographs

and obtained permissions. Most of the people and institutions with whom Barry dealt were accommodating. One elderly man, however, not only refused us permission to

***Seashore Chronicles* was
the first book that
her husband had read
cover to cover.**

use his article on Chincoteague but subjected Barry to a profanity-ridden tirade as well.

Once *Seashore Chronicles* was published, we vigorously promoted the book. Guided by Mary Kathryn Hassett of the University Press of Virginia, we attended receptions and book signings in Onancock, Onley, Chincoteague, Cheriton, Richmond, Newport News, Virginia Beach, and Salisbury, Maryland. On the Eastern Shore we manned a booth at the Willis Wharf Annual Festival (we sold fifty books that day) and gave our slide show to any group that asked. We yammered away on local radio and our mugs appeared frequently in the local newspaper. We made sure that the book stuffed many a stocking that Christmas.

Barry and I are proud of *Seashore Chronicles*. We worked long and hard to make the book both valuable to the scholar and interesting to the layman. It has been favorably received by the press and the public and has sold well enough to merit reissue in a paper edition.

Recently, I was called from my office to the front desk of the library. A middle-aged woman shook my hand and thanked me. She said that in all the years of her marriage *Seashore Chronicles* was the first book that her husband had read cover to cover. She said that it had inspired him to read other books on Eastern Shore topics. Needless to say, I was touched and gratified.

Seashore Chronicles: Three Centuries of the Virginia Barrier Islands (Charlottesville: University Press of Virginia, 1997), is available in hardcover at \$30.00 (ISBN: 0813917484) and in trade paper at \$14.95 (ISBN: 0813918790). ■

“No
libraries.
No
progress.”

Willard Scott

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American
Library
Association

Barcelona: An International Teaching Opportunity

by Larry Thompson

Barcelona!

When colleagues heard I would be teaching in Barcelona, the first question that followed was: "Barcelona! How did you manage to do that?" Answer: "Right time. Right place."

The University Libraries Consortium of Catalonia (CBUC) started an annual workshop in 1999 with a program on "Information Resources in Economics." In 2000 the CBUC continued with "Information Resources in Engineering." The CBUC had contacts with Virginia Tech because both institutions use the VTLS electronic catalog. The CBUC asked if anyone at Virginia Tech had the qualifications and desire to teach the engineering resources course. Right time. Right place. This is a workshop series, so it's possible other librarians will have a chance to go.

The schedule

The class met for one week, Monday through Friday, from 9:00 A.M. to 2:00 P.M. The participants and I had an ongoing discussion trying to determine who had the more difficult schedule. They thought I did, because I was talking for five hours. I



Bisbe Irurita Street in the Gothic Quarter of Barcelona. The walkway connects the House of the Canons with the Generalitat de Catalunya Palace.

thought they did, because they had to listen to me teach in the English language for five hours. No doubt about it, they had the harder part.

The material

All of the basic engineering resources were covered in the workshop: databases, online full text, reference materials, patents, material safety data sheets, and more. If it was related to engineering, I tried to include it.

IEEE, SilverPlatter, OVID, Cambridge Scientific Abstracts, and ISI provided password access to their sites. Some vendors responded quickly, had passwords to me within a few days, sent materials directly to Barcelona, and even volunteered to send a representative to the workshop to do the teaching. Others took weeks to respond. I contacted vendors six weeks before the workshop. If I did it again, I'd start eight weeks ahead of time.

One of the biggest challenges was gauging how much material would be needed to fill a twenty-five hour time slot. Having never taught a twenty-five hour course before, it was a guesstimate. I wasn't absolutely sure until Thursday that the quantity would be correct.

Teaching methodologies

PowerPoint was my primary presentation tool. I provided handouts for the PowerPoint slides and



Left, Boqueria Market (Mercat de la Boqueria), off of La Rambla, one of the main avenues in Barcelona.

Right, participants were encouraged to help each other. From left to right: Anna Rovira Fernández, Roser Gómez Enrich, Consol García Gómez, Marta López Vivancos.

also provided detailed notes for everything I covered. Some participants used the PowerPoint handouts and took their own supplementary notes, while others followed along in the detailed lecture notes. Lotus ScreenCam and Adobe Acrobat were used for canned search demos so that if live connections were not available demos could be given.

Although the participants were familiar with Acrobat, they had not used it to capture WWW pages. ScreenCam was entirely new to most of them. I had the complete Adobe and ScreenCam software on my laptop (not just the viewers) and I "volunteered" some of the participants to use the software and create their own demos.

The participants

I was told that the twenty-four librarians were smart, computer literate, and adept at general reference tasks, but they didn't have an in-depth knowledge of engineering resources. I found that this wasn't entirely accurate. Some of them had considerable knowledge of engineering resources and I wondered just how much they were learning from the course. We talked

about this, and they acknowledged that yes, they knew some of the material, but they felt it worthwhile to get an overview of the material and to learn about those materials with which they were not familiar.

While some participants worked at universities in Barcelona, others worked on campuses outside the city and commuted for up to an hour each way. A few worked at more distant campuses and stayed in Barcelona for the week. Those who worked on Barcelona campuses often had scheduled work hours in their libraries that lasted until 6:00 P.M. The days were long for everyone.

The facilities

I brought my laptop so that all my material and software would be loaded and ready to use. Fortunately, the lab had very good computers and a ceiling-mounted projection unit rather than a clunky LCD panel. There were sixteen computers in the lab, so some participants doubled up but it wasn't a problem. Although I would sometimes become impatient with the slower Internet response, they were accustomed to it and it wasn't an issue with them.

The language

The primary language of the participants was Catalan. I speak neither Spanish nor Catalan, so everything was taught in English. I believe that if the course had been taught in Catalan, there might have been more class discussion.

Although some database vendors provide Spanish interfaces, the searching itself must be done in English. This is something they work with daily.

From the beginning of the course there was an understanding that talking among the participants was fine. Some had a better grasp of English than others, and it was quite all right for them to help each other understand what I was saying.

Things to consider with this type of teaching

This was my first experience with international teaching, so I was a bit uncertain of what to expect. Looking back, I realize that there were three elements that contributed to the workshop's success: having a contact person, interacting with the participants outside of class time, and planning the class logistics ahead of time.

Contact person

I can't stress enough the importance of having a capable contact person. I was fortunate to have someone who did an outstanding job, Marta López Vivancos. There are dozens of questions that can only be answered by someone on-site, such as:

- What resolution will the projector handle?
- What are the IP addresses for the computers, in order to obtain IP access to databases?
- Have the handouts that the vendors promised to mail arrived yet?
- Have the handouts I've sent as attachments been received and are they photocopied?
- Will there be a computer technician available on the first day of class to troubleshoot problems?
- What databases and what vendors are you currently using?

All of these questions and more were answered by Marta in a timely manner. After the class sessions started, Marta gave invaluable feedback concerning the pace of the class, whether there were language difficulties, etc. Although the capabilities of the contact person probably won't make or break a class, I'm convinced that having a contact person can greatly influence the smoothness and effectiveness of the class. When you're 4000 miles from your class site, you want someone you can count on.

Interaction with participants outside of class

Aside from the enjoyment of learning about another country and culture, I found the break times, lunches, and tours of libraries with the participants to be very helpful. We toured two branch libraries of the Universitat Politècnica de Catalunya: the Library of the Industrial Engineering School of Barcelona and the Rector Gabriel Ferraté



Paella at a seaside restaurant. From left to right: Dídac Martínez, Marta López Vivancos, Dolors Mas, Àngel Beumala Raventós, Anna Magre Ferran, Núria Comellas, Anna Rovira Fernández, Larry Thompson.

Library. These activities gave me insight into the participants' knowledge of the material, the resources they had in their libraries, and how much they were learning from the class.

Class logistics (on preventing an aching back and a frazzled mind)

Send handouts on ahead. All the handouts were sent to Barcelona as e-mail attachments and photocopied there. There were well over one hundred pages of handouts for each of the twenty-four participants. That's five reams of paper that I didn't need to carry with me.

Distribute handouts as needed. I was unsure what the pace of the class would be, the exact topic order, or even if all topics would be covered. Because of this, I requested that the handouts not be compiled into course packets, but that handouts for each topic remain separate so I could distribute them as needed.

Make backups of backups of backups. My greatest fear was that I'd somehow lose the data on my laptop. In addition to floppy backups I placed all of the data on a WWW server. The WWW server also gave backup to the ScreenCam files that were too large to be saved to a floppy.

Moments of pure panic—only one

I'd been given directions on how to get to the classroom. After taking the subway from the hotel and walking four blocks from the stop, I found what I believed was the correct building. Then it hit me. I'd left the building name and classroom number at the hotel room. I asked the security guard at the reception desk if he knew where the course would be taught. No, but perhaps someone in the office down the hall would know. Unfortunately, the lone worker in the office spoke no English. OK. It's now time to indulge in pure panic. I walked back toward the reception desk, and noticed that the guard was talking to a woman and pointing my way. The woman turned and said, "Larry, I am Marta." Let me repeat, a capable contact person is indispensable.

Would I make the trip again?

In a heartbeat! It was thoroughly enjoyable teaching the workshop to a wonderful group of librarians. Of course there were other enjoyable experiences, too, the sunny weather, the paella at a seaside restaurant, the Gothic Quarter, the Mediterranean Sea, the Roman ruins.... **VI**

Virginia Books

Reviews prepared by staff members of the Library of Virginia
Julie A. Campbell, Editor



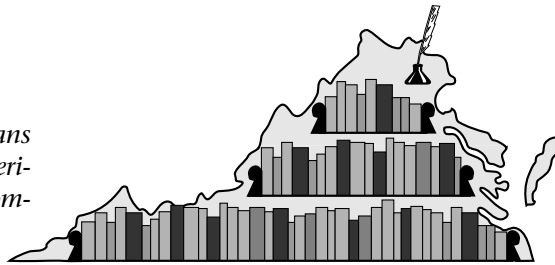
Samuel R. Cook, *Monacans and Miners: Native American and Coal Mining Communities in Appalachia*.

Lincoln: University of Nebraska Press, 2000. xv + 329 pp. \$65.00 (hardcover), \$29.95 (softcover).

Using anthropological theory, author Samuel R. Cook studies the effects of outside influences on two divergent communities: the Monacan Indians of Amherst County, Virginia, and the coal-mining community of Wyoming County, West Virginia.

Their home, Appalachia, has been broadly defined as a poverty-stricken region and is therefore treated as a whole, especially with regard to programs aimed at eliminating social problems. Cook argues that because so many culturally, ethnically, and socially diverse communities exist there, it cannot be broadly defined and its problems cannot be solved with a single program.

Using historical context to illustrate his points and prove his theories, Cook undertakes the story of the Monacans, a once powerful indigenous group, in his early chapters. He discusses their encounters with Europeans, the toll of Virginia's eugenics and miscegenation laws on the group, and the growth of Monacan pride and identity. From very early on in Amherst



County, the Monacans were marginalized and placed at the bottom of a de facto caste system. Many Monacans could not buy land, go to school, or otherwise exercise their rights as citizens. They were often relegated to working in apple

Cook's study adds a new perspective to the study of Appalachian communities.

orchards for a subsistence existence. Despite the hardships, the Monacans maintained a sense of peoplehood that, in recent decades, has enabled them to assert their identity and independence.

A similar colonizing effect occurred in the isolated area of Wyoming County, West Virginia. After the Civil War, Southern speculators looked to Northern capitalists for investment west of the Blue Ridge Mountains. Thus began a trend of absentee landownership

that still exists in Wyoming and other counties. Due to its rugged location and a lack of infrastructure, Wyoming County, unlike many others in the state, did not come under the influence of the coal interests until after the Great Depression.

Originally, the closely knit Scottish and Irish settlers maintained subsistence farms and had little need for anyone outside the community. However, as transportation into Wyoming County increased, so did the extractive and timber industries. Mining and logging camps dotted the landscape. Coal companies exercised absolute power in the coalfields to maintain order. Gradually, the inhabitants of Wyoming County became more and more dependent on the coal companies for nearly all aspects of their lives.

Cook contends that both the Monacans and the miners maintained a strong sense of family and community before and after the entry of these external forces, but the miners of Wyoming County did not identify as a people, as did the Monacans. Cook's study adds a new perspective to the study of Appalachian communities.

—reviewed by Vince Brooks, Research Archivist



Catherine Allgor, *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government.*

Charlottesville: University of Virginia Press, 2000. 299 pp. \$29.95 (hardcover).

Allgor, an assistant professor of history at Simmons College, weaves a tale of the power of women who worked within their "proper" sphere to direct the outcomes of political battles in the nation's capital. Political wives, mothers, and daughters helped shape the United States into the first modern democracy with a strong central government and a powerful capital.

Allgor examines how these elite white women used their social networks and command of etiquette and manners to establish Washington, D.C., as the capitol of the new nation between 1800 and 1828. "Like other women on farms and in shops, they participated in the family business," she writes. "In this case however, the family business was politics." She teases out the story through letters, diaries, calling cards, and invitation lists, for "if we can listen to what they have to say...it will demonstrate that a smoke-filled backroom and a lady's parlor are both political spaces."

Although a core population of women lived in the city full time, most women came to Washington for the social season that corresponded to the congressional session. Wives stayed in boardinghouses with their husbands, who served in Congress. With an unusual degree of freedom from domestic duties, they ventured into all areas of the city, made calls, and attended congressional debates and votes.

Allgor explains the importance of making calls by both women and men. The practice allowed for exchange of information, for introductions, and for planning larger social events. It also served as a method of screening newcomers;

to pursue acquaintance signaled a degree of social acceptance. Women kept calling cards and lists of persons who called to keep track of who was in and who was out. In a city that lacked museums, lecture halls, or other cultural amenities, politicians and their wives engaged in a whirl of parties, balls, dinners, and other social events that assumed unusual importance.

Official documents present only one facet of historical events. Those on the periphery and those who record the minutiae of daily life

**"...a smoke-filled
backroom and a
lady's parlor are both
political spaces."**

offer the human face. Allgor's Washington women are intelligent, educated, and powerful. These were not women who loved to party or shop or make calls. Rather, they understood the essential power of social gatherings to advance social and political aims. For Allgor, "answering the question, Where are the women?" produces not politically correct history but correct political history."

—reviewed by Barbara Batson,
Exhibits Coordinator



Robert N. Rosen, *The Jewish Confederates.* Columbia: University of South Carolina Press, 2000. xxiii + 517 pp. \$39.95 (hardcover).

Rosen focuses on a topic that has long languished in the thickets of Southern history. Historians (including Jewish scholars) have overlooked or ignored the subject of Southern Jewish combatants in the Civil War, concentrating instead on other aspects of Jewish life in the

South. At first glance, the book's title comprises self-contradicting elements that, like oil and water, refuse to mix together. But Rosen has produced an impressively researched and stimulating account of a surprising subculture of Southerners who, despite their own unique and tragic history, loyally fought in the armies of the Confederacy and after Appomattox joined in support of the Lost Cause.

After his earlier research on a book titled *Confederate Charleston: An Illustrated History of the City and the People During the Civil War* (1994), Rosen expected to concentrate on the older Jewish communities prominent in Richmond, Savannah, and Charleston. Jewish settlers had been in the South for some time, having moved into the Carolinas by the 1690s. To his surprise, Rosen's investigation led him away from the established families that supported the Confederacy to the Jewish immigrants of various nationalities that settled across the South in the 1840s and 1850s. Although they encountered anti-Semitism, the immigrants generally found a welcome from white Southerners and suffered less from their religious beliefs and ethnic background in Southern armies than did their counterparts who marched beneath the Union flag (an occurrence much at variance with the modern stereotype of the antebellum South).

Living in a slaveholding society, the Jewish community accepted the institution as a part of everyday experience. Many owned slaves, training African Americans as domestic servants or employing them in trades, but they did not possess nearly so many slaves as did the free black population. In fact, few Jewish Confederate soldiers owned slaves, since most of them earned their living as tailors, peddlers, shopkeepers, and small merchants.

Rosen's book is filled with numerous stories of Jewish men and

women caught up in the war. His gallery ranges from Judah P. Benjamin, a wealthy Louisiana lawyer and former United States senator who rose to be Jefferson Davis's friend, ally, and Secretary of State, to the volunteers who served as commissioned officers and in the ranks. Distinguishing between the chief cause of the conflict, slavery, and the reasons why Confederate soldiers risked their lives and the welfare of their families to go to war, Rosen demonstrates that the motives of Jewish patriots were not so very different from those of their Christian comrades-in-arms.

The Jewish Confederates widens the lens to include a people whose wartime contributions have been omitted from the published record. Their story, unexpected in a field so deeply plowed, will influence the way we think about that war and about the South. Rosen's provocative study deserves a prominent place in the library.

—reviewed by Don Gunter, Assistant Editor, Dictionary of Virginia Biography



Alice Fahs, *The Imagined Civil War: Popular Literature of the North & South, 1861–1865*. Chapel Hill: University of North Carolina Press, 2001. xi + 410 pp. \$39.95 (hardcover).

The Civil War resulted in an outpouring of popular literature—articles, short stories, poetry, humorous sketches, juvenile fiction, and sensational novels. Historian Alice Fahs examines these writings (largely dismissed at the time by literary critics) in thoughtful detail.

During the war, the Southern states boasted scores of writers and poets but were woefully short on paper. Among the advertisements in the *Daily Richmond Enquirer* in January 1862 was a plea for paper and ink “wanted immediately.” A printer was almost frantic in his

demand for papermaking supplies: “Attention Everybody!... I want to buy ten thousand pounds of well cleaned Cotton and Linen Rags.” The antebellum South had few printing presses and book publishers, and even fewer bookbinders and paper mills. The region had no facilities for making wood-pulp paper, which was manufactured in the North during the war as a substitute for paper made from cotton rags. With ports blockaded and federal mail service discontinued, Southerners found their efforts to

“Attention Everybody!... I want to buy ten thousand pounds of well cleaned Cotton and Linen Rags.”

create an independent literature during wartime nearly impossible.

Although material resources allowed for more printing in the North, the South created a literary culture of its own, motivated by patriotism and by a desire to create a record of the war in print. Newspapers were at the center of this besieged literary culture. Meanwhile, in the North, enterprising printers produced paper soldiers and war games, in addition to books, periodicals, poems, songs, and stories. On both sides, popular literature allowed readers (and writers) to cope with the unprecedented suffering and slaughter.

Literature likewise described the role of women during the war. Southern writers largely praised women's domestic contributions, while Northern writers (including women like Louisa May Alcott) stressed the practical importance of women's work in hospitals and benevolent organizations. Women figured in sensational novels, which featured romance and adventure

for a reasonable price. While Northern publishers issued new children's magazines, Southern publishers created Confederate schoolbooks with their limited resources. Popular literature reached out to all readers, including soldiers, politicians, women, children, farmers, and city dwellers. People were hungry for news and anxious for stories of the war.

After the surrender, the literary energy was channeled into histories of the conflict. Readers North and South wanted to learn about, remember, and memorialize the war. In addition, Southerners were nostalgic for slaveholding society and anxious to sentimentalize it.

The Imagined Civil War is a readable, interesting history of American literary culture. It ends with a bibliography listing the repositories the author visited, as well as an extensive list of the periodicals, songbooks, and other contemporary sources she examined. A handy index and illustrations round out the volume, which will be an invaluable resource for readers interested in wartime literature both North and South.

—reviewed by Jennifer Davis Mc-Daid, Archives Research Coordinator



Gary W. Gallagher, ed., *The Richmond Campaign of 1862: The Peninsula and the Seven Days*. Chapel Hill: University of North Carolina Press, 2000. xv + 272 pp. \$34.95 (hardcover).

Gary Gallagher edited this volume for the Military Campaigns of the Civil War series published by the University of North Carolina Press. Nine historians examine the Peninsular Campaign and the battles of the Seven Days and analyze their effects on the military, social, and political landscapes. Gallagher offers an overview of the entire campaign, placing it in the context of the Civil War.

John T. Hubbell and William J. Miller evaluate General George B. McClellan's performance during the campaign and conclude that his shortcomings resulted in the failure of the Union's attempt to capture Richmond. Robert K. Krick details how the usually spectacular Stonewall Jackson suffered his worst performance of the war, while Peter S. Carmichael discusses why John Bankhead Magruder was transferred from the army despite performing no worse than Jackson during the campaign.

James Marten discusses the ramifications for white and black residents in the region of the Union's advance up the Peninsula. William A. Blair analyzes how McClellan's failure drove Northern moderates to support a "harder" war. R. E. L. Krick and Keith S. Bohannon present the view of the soldiers on the lines in their essays on William H. C. Whiting's brigade and on the artillery duel at Malvern Hill, respectively.

While *The Richmond Campaign of 1862* is by no means an exhaustive study of the Peninsula and the Seven Days, it offers fresh analysis of important aspects of the campaign. For those who are familiar with the Civil War, it is an interesting and informative addition to the scholarly debate.

—reviewed by Trenton Hizer, *Private Papers Archivist*



Jane Dailey, *Before Jim Crow: The Politics of Race in Postemancipation Virginia*. Chapel Hill: University of

North Carolina Press, 2000. ix + 278 pp. \$39.95 (hardcover), \$17.95 (softcover).

Jane Dailey, a historian at Johns Hopkins University, has produced a remarkably illuminating analysis of the "politics of race" in Virginia during the Readjuster era. Reconstruction ended early in Virginia, and the Conservative Party, by insisting that all white men must stand together, controlled government during the 1870s. The party's leaders also determined that the state's public debt, mostly accumu-

**...the Readjusters
created the most
successful, interracial,
political coalition in the
nineteenth-century South.**

lated before the Civil War, had to be repaid in full despite the havoc that policy wreaked on the new public school system and other government services.

Whites who instead favored scaling down the public debt formed a coalition with black Republicans, called the Readjuster Party, and for four tumultuous years in the 1880s controlled state government. Under the leadership of former Confederate general and former railroad magnate William Mahone, the Readjusters created the most successful, interracial, political coalition in the nineteenth-century South.

The central political problem in

the South after the Civil War, Dailey writes, was the creation of interracial democracy. Its failure led to the Jim Crow South of segregation, disfranchisement, and one-party politics. The book is not a narrative history of political events. Rather, Dailey's concentration on how racial issues functioned in politics shows that the Readjusters built their coalition by insisting on a complete separation between the public sphere of male political equality and the private sphere of relations between men and women.

The coalition's success became the grounds for its downfall. Black Readjusters insisted on and received public offices and patronage positions, which white Conservatives condemned as violations of honor and of traditional relations of domination. In such an environment, simple acts—such as a black person's refusal to step into the street to permit whites to pass on the sidewalk—became politicized. Dailey brings together all the elements of her analysis in an account of the violent race riot that occurred in Danville in 1883, just in time for the Conservatives successfully to exploit it for victory in that year's state elections.

The book is analytically sophisticated, but that should not put off general readers. Dailey writes clearly and with verve. Most important, her attention to Virginians' lived experiences enables readers to understand the beliefs and emotions of a different era.

—reviewed by John T. Kneebone, *Director, Publications and Educational Services* 