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“The Spirit of the Builder”

THE LIBRARY CAREER OF JULIA CARSON STOCKETT

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ABSTRACT: The personal history of Julia Carson Stockett contributes to and interweaves with the larger story of American women professional librarians in the early twentieth century. Stockett's experiences illuminate the achievements made by professional women in support and encouragement of one another. Throughout her career, Stockett sustained a commitment to her professional status and responsibilities and her vision of librarianship. The diversity of libraries and populations she served, notably in the West and Midwest, mark her work as exceptional. At the heart of her vocational choices were her facility for organization and her desire to bring books and reading to those lacking access. An examination of her correspondence, her published articles, contemporary newspaper accounts, and other sources expands the historical scholarship on the central and diverse roles of early professional women librarians as they carried forward the work of developing libraries and shaping a profession.

KEYWORDS: Women librarians, librarianship, library extension, libraries and soldiers, libraries and institutions

Librarian Julia Carson Stockett loved a challenge. “I believe I shouldn’t enjoy stepping into a library where things went too well,” she declared in November 1916.¹ Stockett was an expert organizer and possessed what Wisconsin Library School preceptor and mentor Mary Emogene Hazeltine described as the spirit of the builder.² Stockett’s library career began in 1914 and spanned nearly three and a half decades, primarily in the western United States and Canada. Her experiences ranged widely, including heading a state library commission, supervising traveling libraries on the Mexican border and in Hawaii, and overseeing hospital and prison libraries. She encountered inequities due to her gender, but realized benefits as well, especially as experienced through the network of professional women she drew upon. Stockett’s story is important to tell. It shines a light upon the unique blend of abilities and passion she brought to the profession: specifically her aptitude for organization, her

continuous quest for new vocational experiences, and her commitment to extend library services to unserved populations. And it provides firsthand evidence of the vital support and mentorship that professional women received and shared as they performed the essential work of building up libraries and carved out meaningful careers, particularly in the open and developing West.³

Stockett was born in Collinsville, Illinois, on June 6, 1889, the third child and only daughter of Lewis Stockett and Mary Elizabeth Carson Stockett. Her Stockett forebears had long established roots in the eastern United States, and she herself graduated from Wellesley College in Massachusetts. Stockett found her deepest affinity in the West, however, where she spent her formative years. Her father's position as a mining engineer and railroad executive took the family to Montana in the 1890s, where Lewis Stockett managed coal mines for the Great Northern Railway Company in Stockett, a community named for him, a few miles southeast of Great Falls.⁴

Independent and self-motivated, Julia Stockett was able, within the societal strictures of her era, largely to chart the course of her own career. Gender considerations factored into her decisions, as evidenced by her comment, upon retirement, that she might have been an architect if conditions for women had been different. Though she came from a family of relative wealth, Stockett was raised to make her way in the world. Propelling her vocational choices were her organizational ability (a consequence, perhaps, of growing up in an engineering household), professional ambition tempered by adaptability, and a firm belief in the essential role of reading. Her organizing skills contributed toward her holding a number of short-term library positions during the early years of her career. Other contributing factors included the disruption of World War I, taking time off to care for an ailing mother, a determination to find work that met her professional and salary expectations, and her adventurous spirit. Inefficiency and bureaucracy filled Stockett with impatience, but she was scrupulous in following through with her work commitments. Supporting her throughout her career was a network of women mentors and colleagues. All of these influences would intermingle to guide her in her library journey.⁵

Stockett discovered her vocational calling on a spring day in 1913 in Calgary, Alberta, where she and her parents lived. As she passed the city's recently built public library, she immediately knew it as a place where she would like to work. The library fortuitously had an opening, and after gaining a few months' library experience, Stockett applied to library school in Madison, Wisconsin. In accord with the emerging professional standards of library education, the school required applicants to take an entrance examination testing

their knowledge of history, literature, and current events and to supply their college transcripts and several references. The library school favored applicants with a college education in the liberal arts, and all incoming students completed a required reading list. Stockett passed muster on all counts and was accepted into library school. The Wisconsin Library School (WLS), like other library schools of the era, offered a curriculum focused on the book and a vision of the socially transformative powers of literary reading. Students absorbed the creed that by selecting and making available the “best reading,” libraries created a morally responsible, progressive, and cultured citizenry.⁶

At WLS, Stockett came under the guiding influence of Mary Emogene Hazeltine, head of the school from its opening in 1906. Hazeltine and other women library directors considered it part of their mission to provide personal and ongoing guidance to their students. They acted as staunch advocates for their graduates, keeping them informed of job opportunities and providing references and encouragement. Following her graduation in 1914, Stockett remained for two years to work as an assistant at the library school and as a field worker for the Wisconsin State Library Commission, utilizing and augmenting her newly acquired skills.⁷ “She has been the most capable junior assistant we ever had on our staff, the most professional in her attitudes toward work, the most ambitious to advance in her profession,” stated Hazeltine.⁸ During her time in Wisconsin, Stockett published the first of what would become numerous articles on library topics that engaged her interest. Themes of these early articles, which appeared in the *Wisconsin Library Bulletin*, included public library development and the establishment of reading rooms for the unemployed.⁹

Hazeltine and Stockett, both Wellesley alumnae, would maintain a career-long correspondence. “The School is like a family rejoicing in the return of its children, and rejoicing also, more than I ever know how to express, in their success,” Hazeltine wrote her former pupil following a visit by Stockett a decade after graduation.¹⁰ Throughout her career, Stockett, too, would serve as a frequent mentor to other young women, recognizing and promoting their abilities and encouraging them to enter library school.

Idaho: Leading a University Library

Fall 1916 brought Stockett an enticing professional opportunity in the West, calling upon her organizational skills and supplying an eye-opening political education. Highly recommended by Hazeltine, she was hired as acting head of the University of Idaho library in Moscow for a year, while incumbent librarian

Belle Sweet took a leave of absence. "As you had expected, the library is backward," Stockett wrote Hazeltine soon after her arrival. The legislature did not always understand the needs of the library, she observed. Appropriations were voted for two years at a time, and the previous legislature had granted only half the sum requested. If the Republican gubernatorial candidate won the coming election, there were high hopes for greater university and library appropriations. If the Democratic governor continued, the financial future was uncertain. "I almost think that, even you Miss Hazeltine, would be a little down hearted at times over the condition of this library," Stockett informed her mentor, "but, in a way, I am glad that it is not too stereotyped and easy running." Though her one-year time limit complicated the situation, she found much to encourage her, including the backing of university president Melvin A. Brannon, who was eager to develop the library if funding became available. Other positives were supportive university faculty and townspeople and a hardworking library staff. Stockett praised staff member Frances Reed as "one of the quickest workers I have ever seen" and advocated that she attend library school.¹¹

Stockett briskly set to work to publicize the library's offerings and to bring order to unprocessed and unsorted collections. She led her staff in arranging the bound periodicals in a single alphabetical file, making documents and newspaper collections accessible, moving reference books and oversize books to their own separate locations, sorting duplicated magazines, pamphlets, and documents, and increasing efficiency of the cataloging process. "I thoroughly expect things to be going better all the time if hard work counts at all," she wrote.¹²

By February the Democratic governor had been reelected, tax cuts and very small appropriations from the legislature were imminent, and President Brannon had resigned. "It seems too bad that the state education is so interwoven with politics," Stockett lamented. "We have worked hard this year and Dr. Brannon was so sympathetic toward the library that I had the feeling that what we started would be kept up in the future but, with his going, it is hard to say what condition the library will get into." She was sorry she could not remain long enough to lead the library to growth and prosperity and took pains to leave it in as good a shape as possible. "It has been a grand experience here this year and I shall never regret that I came. I did not imagine that university library work could be so interesting."¹³ For her next career step, Stockett sought to remain in the West and earn an income equal to or above her University of Idaho annual salary of \$1,350.¹⁴

Salaries proved an ongoing concern for women librarians, leading them to carefully assess and select their positions, and frequently change jobs, in

an attempt to improve their incomes. The increasing prevalence of women in the profession, the dominance of men in the most prestigious positions, competition with nonprofessional practitioners for library posts, and a common assumption that librarians were entering the field out of a sense of sheer public spiritedness factored into depressed salary offerings. A limited survey of mainly women librarians in 1914 found an average annual salary of \$1,081, with heads of departments earning \$1,208, public librarians \$1,189, and private school and small college librarians \$1,000. A later survey showed that women who led libraries earned two-thirds the amount of their male counterparts. Minimum annual subsistence wages in that time were somewhere around \$500, with many workers, especially women, earning less.¹⁵

The issues of gender, pay, and status all served as complicating factors as the library field professionalized in the late nineteenth and early twentieth centuries. The impetus for professionalization grew as mass production techniques increasingly expanded the volume of recorded knowledge and the model of the librarian as a learned scholar primarily tasked with preservation gave way to a new standard focused on organization and access. Professionalization took shape with the establishment of the American Library Association (ALA) and its official publication, the *Library Journal*, in 1876, and the implementation of formal library education a decade later. The emergence of the library field as a distinct profession paralleled the professionalization of other fields in the same era. Unlike medicine and law, however, which tended to exclude women, the library field, with its cultural and public service focus, was welcoming to women. The feminization of librarianship followed the trend of a number of other occupations receptive to educated women, including clerical and social work, nursing, and public school teaching. When Melvil Dewey opened the nation's first library school in 1887, women comprised the bulk of the student population and thus the majority of professionally trained librarians.

Prestigious top library positions remained the province of men, who relied, in many instances, on professional and educational qualifications other than a library school degree. Even as professional training for all librarians became the standard, library schools did not fill with men. In a study of male attendance at library schools from their beginnings through 1921, Joanne Passet found that a mere 3.4 percent of graduates were male. For many, the higher salaries they could earn in relation to women were yet too small to keep them from pursuing more lucrative male-dominated professions. Women armed with professional library credentials therefore had opportunities to land positions in which they exercised authority and shaped library development, even when

under the nominal supervision of men. Women like Mary Hazeltine led many of the newly forming library schools in the early years, though this scenario would change as library schools came under the province of research universities and more men completed library programs.¹⁶

A further challenge for professional women librarians was the need to establish their value to potential employers inclined to hire nonprofessional library workers for cost savings and convenience and to discount the specialized knowledge base, broad-view perspective, and networking connections afforded by a formal library education. Even when hired, professional librarians were sometimes regarded as temporary, necessary only until they had organized collections and trained nonprofessional library staff or volunteers to continue the work. In seeking employment, many professional women librarians looked to the West, with its rapidly developing libraries, reputation for being less bound by tradition, and absence of an established male library presence, as a place offering them greater vocational opportunities.¹⁷

South Dakota: Heading a Library Commission

The next library position Stockett chose to pursue met her West-based criteria and appealed to her professional aspirations, though the proposed pay was lower than she had received in Idaho or stood to earn in a proffered lesser position at the University of Wyoming library. The potential post was field librarian, essentially director, of the South Dakota Free Library Commission and combined her organizational abilities and her interest in providing reading access to the unserved. The duties involved supervising and selecting materials for the state's extensive traveling library system and individual loan service and assisting and encouraging communities to establish and build up public libraries. The slow-moving hiring process of the Library Commission board tried the patience of the efficient-minded Stockett, as well as that of her mentor, who had strongly endorsed Stockett for the position.¹⁸ "It is evident that large bodies move slowly even in your beloved and hustling West," Hazeltine observed.¹⁹ Stockett persevered, and at the end of the summer the commission made her a job offer.

Stockett accepted the position, but made clear her discontent with the drawn-out hiring process and the low salary. The commission, in response, promised to raise her salary in the new year and again the following summer if her work proved satisfactory. "There is some politics mixed in," Stockett wrote Hazeltine, "but I believe, under the circumstances, the commission is probably doing the best it can by me. I am extremely sorry to start in a new

Figure 1 Julia C. Stockett, ca. 1917. "There is one splendid recommendation that I can make; Miss Julia C. Stockett; and I hope you will go after her immediately," wrote Wisconsin Library School head Mary Emogene Hazeltine to the South Dakota Library Commission. From *South Dakota Library Bulletin* 3 (September 1917): 27.

place with this emphasis on salary but I felt that the commission and I must understand each other from the beginning."²⁰

The job began in September 1917, with the country now five months into World War I, and immediately called forth Stockett's leadership and organizational abilities and brought valuable fundraising experience. It also brought a whirl of work. Stockett arrived at her new headquarters at the capitol building in Pierre in the midst of a national war library fund campaign. "We are plunged into the Million Dollar Fund which I am working on with all my force and time and which I am very anxious to make go," she wrote on September 9.²¹ South Dakota was striving to raise \$10,000 as its share of the effort to put books and librarians in all the military camps. The drive launched the commission into uncharted territory and demanded resourceful on-the-fly management and coordination. Its success owed much to Stockett's executive ability and industry. Throughout her tenure in South Dakota, she continued to actively solicit books and funds for library war service.²²

In performing her regular commission work, Stockett supervised over 200 traveling libraries, planted in various locales throughout the state, including farmhouses, schools, hotels, depots, churches, and feed stores. South Dakota residents, 80 percent of whom were unserved by a public library, eagerly welcomed the boxes of books, typically loaned to a site for six months. In addition, Stockett worked with the state's public and institutional libraries and traveled extensively to promote library services. She built upon the foundations laid by her two female predecessors in the position. Lilly Borresen had led the commission from its beginnings in 1913 until 1915, followed by Lois Spencer until her marriage in 1917. In South Dakota Stockett continued to act as a mentor to women library workers and endorse their entrance into library school. Despite perpetual monetary limitations, the commission fulfilled the promise made at her hiring and in January 1918 raised her annual salary to \$1,350, and in the summer to \$1,500.²³

The Mexican Border: Providing Books to Soldiers

In the fall of 1918 a sense of patriotism and readiness for adventure and challenge drew Stockett to a new assignment. She had come to love her commission work, finding the people cordial and the work fulfilling, and averred that she would not have left the position for anything other than the inducements of war service. She felt confident she was leaving everything in good order, ready for another person to easily step in. She had registered for library war work the previous spring and, finally, had been offered a position as supervisor of the ALA's Mexican Border Traveling Library Service. "I am much disappointed in not getting to France but have not been able to procure work there, except possibly as a canteen worker, though I have tried every way I know," she reported.²⁴ Stockett's difficulties in entering war service were shared by many women librarians. Despite their majority status in the profession, they were subject to the directives of men in leadership positions. Restrictions on women serving came from various sources, including the ALA's War Service Committee, the Commission on Training Camp activities, and military authorities. Women persevered in pressing their case and succeeded in some measure. ALA War Service records documented that women ultimately comprised nearly half of those in military library service with, by the war's end and aftermath, a number in leadership positions.²⁵

Though stymied in her desire to serve overseas, Stockett found satisfaction and purpose in serving the troops stationed along the Mexican border. Outposts along the border had existed prior to World War I, established to enforce national defense in response to the events of the Mexican Revolution

and paramilitary forces of Francisco “Pancho” Villa. They were repurposed upon entry into the world war and the establishment of training camps. The ALA expanded and systematized work begun by the Young Men’s Christian Association (YMCA) and local libraries in providing books to the soldiers. Stockett’s role, similar to her previous commission work, involved organizing and sending out traveling libraries to dozens of scattered remote stations. Her pay started at \$100 a month, plus traveling and living expenses, a sum considerably larger than Stockett had expected for war work. The length of her appointment was indefinite, requiring two months’ notice from her or from the ALA upon closure of the service. The Mexican Border Traveling Library Service was divided between two supervisors, one headquartered in San Antonio, covering the eastern half of the territory, and the other in El Paso, Texas, overseeing the region from Marfa, Texas, to Yuma, Arizona. Stockett filled this latter position, succeeding Oregon state librarian Cornelia Marvin who, in turn, had succeeded Evansville, Indiana, city librarian Ethel McCollough.²⁶

Stockett reported on her experiences in articles published in the *Library Journal* and *South Dakota Library Bulletin*. She praised the efforts of Marvin and McCollough who had diligently worked to add new library stations. At the time of writing, ninety-five stations existed with others forthcoming. The branches were variously located in YMCA, Knights of Columbus, and War Camp Community Service buildings as well as hospitals, officers’ clubs, and stockades. The largest branch housed 1,700 volumes, and smaller outposts had rotating collections of 50–100 books. The soldiers stationed at the smallest posts were most appreciative of receiving reading material, Stockett observed, and every effort was made by her library service to reach even the tiniest stations of 8–10 men. She noted that some of the men had not heard a train whistle for months, but they were well provided with books. At the Fort Hancock, Texas, outpost, a soldier who had read hardly anything before joining the army reported reading every book sent. The library service strove to fulfill soldiers’ specific book requests and also encouraged men and officers to visit their headquarters when in El Paso to select their own materials. In addition to books, the library service maintained multiple magazine subscriptions and provided additional titles upon request. Books were exchanged from station to station once a month, the library staff taking care to avoid duplication. To bring order and efficiency to the process, each box was marked with a different emblem, usually a stripe or a series of colored stripes, with each book within the box inscribed with that same emblem.²⁷

Though the war ended soon after Stockett's arrival, border library operations continued. Stockett spent half her time traveling, she estimated in August 1919. "When I came last November, I scarcely expected the work to continue more than a few months," she wrote. "Since then . . . it has been increasing steadily and recently we extended the lease on our building to January 11th, 1920."²⁸ Earlier in the year, her salary had grown to \$160 a month plus traveling expenses and uniforms, and in August was raised to \$175 a month. There were fifteen people employed by the ALA on the western section of the border, as well as workers paid from other funds. "The work here has been the most interesting yet and I am very glad I came," she stated. "I only hope that something permanent will develop from all this A.L.A. work in the way of good libraries for the regular army."²⁹ In her letters to Hazeltine, Stockett singled out for praise many of the women she worked with. She received with mixed feelings the decision of a prospective library school student to defer study and remain at her post in Marfa, Texas, a difficult station to fill: "For her own good, I should have liked her to go to Library School but it is a relief that she will continue to carry the work at Marfa."³⁰

Hospital Libraries: Healing Through Reading

During the war, the ALA had begun setting up libraries in military hospitals. With the war's end and the large numbers of injured and sick veterans, the development of hospital libraries accelerated rapidly. Stockett noted the demand for reading growing "by leaps and bounds."³¹ After her border service work ended in 1920, she turned to military hospital library organizing, first in Deming, New Mexico, and, successively, in South Carolina, Minnesota, and Wisconsin. Librarians served under Caroline Webster, who was administrator of hospital library service for the ALA, through its transition to the US Public Health Service and, in 1922, to the US Veterans' Bureau. Stockett supervised veterans' libraries in both general and tubercular hospitals. In Greenville, South Carolina, she spent several months coordinating services for 700 tubercular patients.³² "I know of no class of patients which responds more readily to reading both in increased health and in happiness," she declared. The need for quiet pastimes and the lengthiness of their stays all contributed to reading's popularity for tubercular patients.³³

Stockett's hospital experience made her an advocate for the importance of trained institutional librarians and the healing properties of reading. In articles on hospital library work, she praised the government's policy of allotting a

full-time librarian to veterans' hospitals with at least 300 patients and allowing for separate library rooms. Stockett made the argument for libraries in all the hospitals by presenting the benefits as beyond dispute: "Since the therapeutic value of reading is so generally established a fact, it seems essential that library work should be carried on in every hospital."³⁴ She favored large-print editions and reading aloud by volunteer workers. Current magazines were required in great quantities, she noted. She counseled selectivity in accepting donations, but supported patients' reading of popular fare. Much new light fiction "decidedly worth keeping" found its way to the hospitals, although it fell far short of the demand. Stockett recommended ordering a large number of detective stories and westerns by authors such as Zane Grey, James Oliver Curwood, B. M. Bower, Clarence E. Mulford, William MacLeod Raine, and Charles Alden Seltzer, in duplicate and even triplicate copies. In selecting for women patients, she advised ordering plenty of romances.³⁵

In thus endorsing reading for entertainment, Stockett was diverging from the disapproving attitude toward nonliterary books in which she had been schooled. The special circumstances of the hospitalized and other such populations guided her in supporting lighter reading, although she always maintained her belief in the educative function of books. She stressed that hospital librarians must continually keep in mind that patients' reading was above all therapeutic. Instilling readers with a growing appreciation for "better types of literature" remained the ultimate goal, and Stockett applauded the reading of nonfiction by longer-staying patients. Reading of any type pleased her, however, if it brought increased health and happiness.³⁶

In her hospital library work, Stockett found support and mentors. In Minnesota, where she organized ex-service libraries in Minneapolis, she gratefully acknowledged the help of trailblazing female director of the Minneapolis Public Library Gratia Countryman who readily provided supplies and loaned any books needed. Stockett recalled with appreciation her prior experience working with Countryman during the Million Dollar campaign in 1917: "I should have been losing a good deal of time, if she had not come to my rescue with supplies."³⁷ The slow wheels of bureaucracy still could not be avoided. While she celebrated the advancement of library services, Stockett chafed at the red tape that had to be gone through, even in ordering essential medical supplies.³⁸

Stockett wrapped up her hospital library work in 1922. Since November 1918, when she entered war service, she had never known what to expect from month to month. Now her organizing work was almost complete and she began planning a return to civilian librarianship. She was sorry, though, to

leave the “wonderful” chiefs she worked for, especially administrator Caroline Webster. Stockett’s aspirations included heading a college or public library or one of the smaller library commissions, with pay of at least \$175 a month.³⁹ In January 1923 her financial aims, at least, were fulfilled in a position as library branch organizer at the Osterhout Free Library in Wilkes-Barre, Pennsylvania, at a monthly salary of \$183.33. There Stockett successfully organized the North Branch Library, which opened in April 1923. Plans for additional branches and other extension work had to be put on hold, however, given the limited number of staff and resources. Stockett recommended a children’s librarian to succeed her at the North Branch, and by fall 1923 she was again in the job market, desiring to head back west. Even as she looked for a new situation for herself, Stockett took time to encourage a fellow worker to apply to library school. “Miss Tracy is hoping she may be allowed to try the examinations in the fall and I do hope that she will be a member of next year’s class,” she wrote Hazeltine. “I am sure you would find her a great credit to the school.”⁴⁰

Iowa: Bringing Books to Orphans and Inmates

Stockett’s next career move did take her westward, and made use of her organizational skills and interest in bringing reading to the unserved in a challenging new way. In October 1923 she became supervising librarian of Iowa’s state institutions under the Board of Control. She oversaw fifteen libraries, located in three charitable institutions for children, seven state hospitals, and five correctional facilities. In 1905 Iowa had become the first state to create an institutional supervising librarian position, hiring Miriam E. Carey in the pioneering role. After three years Carey had moved on to Minnesota to supervise the institutional libraries in that state. In Iowa, after a three-year vacancy, Julia A. Robinson had filled the post, serving until July 1913 when she resigned to become secretary of the Iowa Library Commission. Two other women had briefly served in the position, prior to a four-year lapse that preceded Stockett’s employment. Stockett entered the job knowing it was likely to be short term, with her organizational work to be completed in a year or more. In that interval, there was much to do, especially given the long vacancy. In her new role, Stockett benefited from the advice of Robinson, as well as from her own prior hospital and extension experience. She greatly enjoyed straightening out the libraries, she wrote, but was sorry that they had been allowed to run down so badly.⁴¹

Stockett traveled from institution to institution, with no central headquarters. “So far, I have been to the Women’s Reformatory, Cherokee State

(Insane) Hospital, Woodward Home for Epileptics and Feeble-minded, Orphans' Home, Girls' Training School, State Tubercular Hospital, and Boys' Training School," she reported to Hazeltine in March 1924. "I like the work and the travel and do not find the atmosphere depressing in the least."⁴² At each library, she carefully examined the collections, directing the rebinding of worn and damaged books and discarding those beyond repair. She catalogued unprocessed books and selected new materials suited to the interests of the individual institutions. The slowness of governmental systems was as inescapable a factor as ever, she noted, with book orders taking from two to four months to move through the Board of Control. At the institutions, Stockett trained workers in library techniques and worked to stimulate interest in reading.⁴³

The job fueled Stockett's passion to instill the reading habit in all who could benefit. She contended that for people in institutions, books were often more necessary than for those outside with diversified interests and opportunities. This view was shared by her predecessor Robinson, who argued that the value of reading was many times magnified for those "shut off from the occupations and recreations of normal life," bringing them enjoyment, inspiration, and healing.⁴⁴ In published articles Stockett described institutional library work for children, prisoners, and hospital residents. In observing the reading choices of youth, she noted the demand for cookbooks at the Iowa Training School for Girls and books on the trades at the Training School for Boys, and celebrated the great amount of reading done at the Juvenile Home and the Soldiers' Orphans' Home. "Too much stress cannot be laid on the value of reading for these younger populations," she wrote.⁴⁵ "We wish to form the reading habit so strongly that, when the children go out into the world, they will be familiar with books and libraries and have increasingly as part of their lives the help which literature may bring them."⁴⁶

Stockett similarly advocated reading for prison populations. She saw prison libraries as powerful agents in improving discipline and morale and fostering rehabilitation.⁴⁷ "That a well organized, up-to-date library should be an important part of every penal institution is past argument," she insisted, presenting her ideal of a trained resident librarian in every prison, adequate budgets, and, most Utopian, prisoners allowed direct access to library shelves in a comfortable, well-lighted reading room.⁴⁸ Stockett described the Iowa Men's Reformatory as one of the best places for reading in the state. A supply of over 8,000 volumes for 1,000 inmates kept four male workers busy with library duties. The library placed a classified catalog in every cell and the borrowers prepared lists of books they wished to receive. A library worker interviewed

each new inmate and explained the system. Magazine lists were largely comprised of inmates' suggestions, with 100 copies of the *Saturday Evening Post* received and circulated weekly.⁴⁹

Stockett acknowledged that the correctional facilities, orphans' home, and training schools saw the greatest quantity of reading, but she viewed the amount of reading in all the state institutions as large enough to make the work worthwhile. She cited the case of a severely troubled psychiatric patient who had become drawn to books. A year later, the patient was a constant reader and well on her way to recovery, her reading benefiting both herself and her ward attendant, who was able to devote more time to other patients. "In a greater or less degree books are important as mental medicine," Stockett concluded.⁵⁰

In December 1924 the Iowa Board of Control of State Institutions met for its quarterly conference. Among the submitted reports on the agenda was Julia Stockett's paper, "The Growth of Institution Library Work." She, along with board members, superintendents of the institutions, state librarian Johnson Brigham, Library Commission secretary Robinson, and other interested librarians used the report as a base for discussion on the value and outlook of the institutional library system. Stockett had rebuilt the libraries, affirmed Board of Control member J. B. Butler, leaving them in good order. But now what was the next step for the libraries? Would a supervising librarian continue to be of substantial value to the state? The consensus of the superintendents and others present was yes. They upheld the desirability for a trained and skilled librarian to provide an overarching strategic vision and individual attention to each library. What was needed was someone to carry on the work, assented the superintendent of the Training School for Boys, while the superintendent of the Independence State Hospital predicted that his institution's library would deteriorate without a supervising librarian. Matrons, inmates, and other local library workers could perform invaluable work, but this work was sustainable only in conjunction with a permanent librarian to oversee system-wide library functions and to increase reading. "It seems . . . that what the board needs in these institutions is not less of Miss Stockett, but more, to be employed in taking the books to the patients," librarian Grace Rose of Des Moines concluded. "Books soon become furniture if unused." Books should be opened up and brought to the people, echoed Mary Rosemond of the state library. "This is the work of the librarian." The Board of Control was unsuccessful in obtaining state funding, however, and the position remained unfilled after Stockett's departure in 1925.⁵¹

Stockett's institutional work had brought her an initial salary of \$100 a month, plus maintenance, including room, board, laundry, and travel, that

had been raised to \$125 after three months.⁵² Her application to the Los Angeles Public Library for a position in the summer of 1925 raised a discussion between Hazeltine and Everett R. Perry, director of the library, regarding Stockett's salary and peripatetic work history. Hazeltine, Stockett's unfailing champion, rose to her protégée's defense with a wholehearted recommendation and personal testimony. In a lengthy letter, she outlined Stockett's abilities and accomplishments. She explained that for the past three months Stockett had been working for Hazeltine as a temporary member of her library school staff to fill an urgent short-term need. "There was no one on our list of more than 500 graduates whom I was so eager to secure for this important work," she wrote. "In my judgment there is not a better person in the country to be in library work." To Perry's questioning of Stockett's moving around so often and what he perceived as receiving a low current salary, Hazeltine responded that Stockett's pay was higher than it appeared, totaling around \$200 a month when maintenance or living expenses were added in. She granted that Stockett's holding so many positions might seem like restlessness, but asserted that the jobs were all part of a larger whole.

Hazeltine rejected an imputed gender bias in Perry's query of whether Stockett might be "strong minded" and apt to leave a position if her views did not prevail. Stockett never left a job until completed to her entire satisfaction and to those with whom she was working, Hazeltine declared. She could be impatient of government delay and critical of institutions not sufficiently organized to accomplish adequate work, but this was a natural response in one who was such a capable and efficient "engineer in library work." Perry, his concerns allayed, offered Stockett a position in the library school connected with the Los Angeles library, with future prospects of a job for which she was more qualified, such as a head of a department or a large branch, or "something even better." But, by the time of his offer, Stockett had elected to follow a different and, typically, more venturesome route.⁵³

Hawaii: Overseeing Library Stations

Stockett's wayfaring spirit drew her to Hawaii in September 1925. She began as assistant loan and reference librarian at the Library of Hawaii in Honolulu, headed by Edna Allyn. In January 1926 Stockett was promoted to stations librarian upon the retirement of incumbent Bess McCrea. During her time in Hawaii, her starting monthly salary of \$150 grew to \$190.⁵⁴ Stockett found

herself entranced by the beauty and diversity of her new locale. "There are dozens of interesting things happening all the time, which could not possibly occur any other place than here," she enthused.⁵⁵ She described Hawaii as "a land of flowers and sunshine, cool breezes, mountains, and surf, a home of many races, and a center of fascinating religious, social, and civic problems."⁵⁶ Stockett relished the "melting pot" of nationalities and age groups who visited the library. She wrote of the Hawaiian, Japanese, Chinese, Portuguese, Korean, Filipino, Samoan, and haole (white) children who flocked into the children's room and noted the high school and college students, researchers, and tourists from around the world who kept the reference department continually busy.⁵⁷

Stockett provided an overview of Hawaii's rapidly growing library system in articles in the *Bulletin of the American Library Association* and *Library Journal*. Hawaii, annexed by the United States in 1898, comprised four counties spread over the eight inhabited islands. The Library of Hawaii's extension, or stations, department was instrumental in developing and deploying traveling library systems throughout the territory. Library stations operated in territorial institutions, sugar and pineapple plantations, and cable stations. With the passage of the County Library Law of 1921, each county had its own central library and multiple stations. As the largest of the county libraries, the Library of Hawaii maintained a supervisory role over the other counties, but increasingly focused its attention on its own stations in Oahu County.⁵⁸

When Stockett took charge of station librarianship in 1926, Oahu County had 97 branches: 58 in English-speaking schools, 22 in communities, 10 in institutions, and 7 in welfare centers, including the Young Men's Buddhist Association. She highlighted Midway Island as a unique branch. The physical isolation of the fifteen inhabitants of the remote telegraph cable station on the North Pacific was broken only by the arrival of the cable ship every three months, performing network repairs and delivering supplies. Each boat brought a rotating collection of books. "That our secluded spot should be favored with such library service is to be considered one of the blessings of our present monotonous existence," Stockett quoted an appreciative reader. "I, for one, shall find plenty of pleasurable hours in which to forget myself."⁵⁹ In March 1927 the declining health of Stockett's mother caused her to return home after eighteen months in Hawaii. "I liked my position in Honolulu very much but any place so far away is out of the question now," she wrote.⁶⁰ She remained at her parents' home in Calgary until her mother's death in May 1928, glad that she had been there "all through."⁶¹

Vancouver: Culminating a Career

In September 1928 Stockett accepted a position as head of the Reference Department at the Vancouver Public Library in British Columbia, where she served for the last twenty years of her career, fulfilling a deepening wish to stay in one place and see things grow. In an article in the *Library Journal* she chronicled the growth of the busy urban library, which had so overflowed its original quarters in 1929 that it took over the building next door when City Hall moved.⁶² Stockett headed a staff of twenty-five full- and part-time workers, primarily women, all kept busy answering telephones and handling a multitude of questions. "Theoretically, there are few questions we cannot answer," she stated. "From camels in the Cariboo to foreign policies of government."⁶³ Stockett's carefully kept statistics showed a steady increase in reference transactions, with the totals more than tripling during her tenure. She began at the library with a monthly salary of \$150 and, in 1948 ended at \$275, illuminative of the generally lower pay of librarians, particularly women, in comparison to more recognized, male-dominated professions.⁶⁴

In her reference work, Stockett was at the center of a changing library mission. As the production of information proliferated through technological and communications advances, librarians' earlier approach of guiding readers' choices shifted to an emphasis on finding and dispensing the information users sought. All questions were important to the person asking them, Stockett emphasized. A sign of the emerging philosophy was the Library Bill of Rights, first adopted in 1939, with its statement of principles declaring the fundamental right of individuals to seek and receive information from all points of view without restriction. To promote the library and its collections and to distill and share information, Stockett took advantage of the new technologies becoming available. She gave book talks on the radio as that device became a household staple and used the library's "multigraph machine," a cross between a typewriter and printing press, to produce mass copies of book lists and bibliographies.⁶⁵

Throughout her time in Vancouver, Stockett continued to support the causes she had long embraced. She maintained her advocacy for library services in institutions and actively helped bring the men's and women's libraries at British Columbia's Oakalla Prison up to standards and furnished with books from provincial funds. Inmates eagerly took to reading, Stockett reported, and, as attested by the prison matron, were replacing their former talk about crime and narcotics with reading and discussion of books. Stockett advised that the crucial next step would be hiring a supervising librarian and

setting up a library department to care for all provincial libraries in institutions. In the 1940s she served for several years as a member of the Institution Libraries Committee of the American Library Association. During World War II, she once again became involved in war service work, helping in the effort to collect and organize books, headquartered in the basement of the Vancouver Public Library, and to distribute them to soldiers stationed in British Columbia. Stockett championed women's rights and civil rights, and believed in equal opportunities for all in business or professional fields. In Vancouver, as she had since her earliest days at the University of Idaho, she gave frequent talks on library work as a vocation. She highlighted the key requirements for librarians: a genuine love of books, a liking for people, a good deal of tact and courtesy, and a willingness to serve others. Stockett organized and for eight years chaired the library's adult education lectures. The lectures on contemporary and foreign literature, music, art, sociology, history, and current events proved so popular that people had to be turned away.⁶⁶

During these years, Stockett played an active and creative role on numerous professional and public organizations. She was elected president of the British Columbia Library Association in 1934 and president of the Pacific Northwest Library Association (PNLA) in 1941.⁶⁷ Presiding over the PNLA in the midst of the war, she stressed the critical role of libraries. Books and education would win the war and help in the aftermath to build good local and world citizenship, and it was librarians' "heavy responsibility" to make available the expert knowledge needed in every field to ensure the continuation of democracy.⁶⁸ Always interested in politics, Stockett was a member of the Co-operative Commonwealth Federation (CCF), a Canadian political party organized during the Great Depression. She was a founding member of the Women's School for Citizenship in Vancouver and the British Columbia Civil Liberties Association. Other groups in which she was active or held office included the Vancouver Women's Branch of the Canadian Institute of International Affairs, United Nations Society in Canada, Vancouver Institute, and Soroptimist Club.⁶⁹

Upon Stockett's retirement in June 1948, the tribute paid by Irene McAfee, long-time assistant and soon-to-be successor, substantiated how Stockett's work in Vancouver augmented and completed the pattern of her whole career. Given a free hand in developing the Reference Department, Stockett had established an outstanding public service and a name for herself synonymous with progressive librarianship. McAfee wrote, "She has

Figure 2 Julia C. Stockett, ca. 1948. “[Stockett’s] name has become so interwoven into the fabric of library service in Vancouver [and] with progressive librarianship in the Pacific Northwest that it is very difficult to think of that world without her active leadership,” wrote reference librarian Irene McAfee upon Stockett’s retirement. From *PNLA Quarterly* 12 (1948): 136.

never hesitated to tear down so that she might build up, or to experiment with new ideas.” In Vancouver Stockett had continued to build up careers as well as libraries. “She had the great gift of allowing a junior person to grow, of developing self-confidence and a certain eagerness in less-experienced people, and she has always made every-day living and working tremendously interesting. . . . Not one of us would have changed places with any person on earth.”⁷⁰ A local newspaper story honoring Stockett underscored her great capacity for organization and her font of knowledge and experience, describing her as a living index to the *Encyclopedia Britannica*. Stockett traveled after retirement, including an extended tour of New Zealand and Australia. She died April 7, 1979, two months short of her ninetieth birthday.⁷¹

Julia Carson Stockett’s lifework and experiences interweave with and broaden the story of women librarians in the late nineteenth and early twentieth centuries. With enthusiasm and initiative, she took advantage of emerging opportunities and proudly carved out a professional identity. She relied upon and mentored other women as she and they negotiated challenges related to work, gender, and society. Through this network of support, she was able to carry out her own distinctive and diverse work and vision for librarianship. Central to her career was her commitment to bring library services to

unserved populations in varied locales and settings. As she organized libraries and facilitated the connection of people with books, she built on the work of women before her and paved the path for those who followed.

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NOTES

1. Julia C. Stockett to Mary E. Hazeltine, November 4, 1916, Library School Student Records, Box 38, University of Wisconsin–Madison Archives (collection hereafter cited as LSSR).

2. Hazeltine to Everett R. Perry, August 6, 1925, LSSR.

3. For studies of women librarians and their contributions to library development in the early twentieth century, see, for example, Laurel A. Grotzinger, “Invisible, Indestructible Network: Women and the Diffusion of Librarianship at the Turn of the Century,” in *Women’s Work: Vision and Change in Librarianship*, ed. Laurel A. Grotzinger, James V. Carmichael, and Mary Niles Maack, Occasional Papers, Graduate School of Library and Information Science, University of Illinois (Chicago: University of Illinois Press, 1994), 7–26; Joanne E. Passet, *Cultural Crusaders: Women Librarians in the American West, 1900–1917* (Albuquerque: University of New Mexico Press, 1994); Suzanne Hildenbrand, ed., *Reclaiming the American Library Past: Writing the Women In* (Norwood, NJ: Ablex, 1996); Mary Niles Maack, “Gender, Culture, and the Transformation of American Librarianship, 1890–1920,” *Libraries and Culture* 33, no. 1 (Winter 1998): 51–61; Debra Gold Hansen, Karen F. Gracy, and Sheri D. Irvin, “At the Pleasure of the Board: Women Librarians and the Los Angeles Public Library, 1880–1905,” *Libraries and Culture* 34, no. 4 (Fall 1999): 311–46; Jacalyn Eddy, “‘We have become too tender-hearted’: The Language of Gender in the Public Library, 1880–1920,” *American Studies* 42 (Fall 2001): 155–72; Cheryl Gunselman, “Cornelia Marvin Pierce and Mary Frances Isom: Leaders of Oregon’s Library Movement,” *Library Trends* 52, no. 4 (Spring 2004): 877–901; Suzanne M. Stauffer, “‘She speaks as one having authority’: Mary E. Downey’s Use of Libraries as a Means to Public Power,” *Libraries and Culture* 40, no. 1 (Winter 2005): 38–62; Clare Beck, *The New Woman as Librarian: The Career of Adelaide Hasse* (Lanham, MD: Scarecrow Press, 2006).

4. Julia Stockett’s ancestors immigrated to Maryland in the mid-seventeenth century. Her great-great-grandfather, Thomas Noble Stockett, was a surgeon during the Revolutionary War, serving at Valley Forge during the winter of 1777–78. Joshua Dorsey Warfield, *The Founders of Anne Arundel and Howard Counties, Maryland: A Genealogical and Biographical Review from Wills, Deeds and Church Records* (Baltimore: Kohn and Pollock, 1905), 95.

5. Clare MacGillivray, "Miss Julia Stockett, Reference Library Head, Retires Today," *Vancouver News-Herald*, June 30, 1948; Julia M. Johnson to Hazeltine, May 16, 1913, LSSR. Stockett's early mentors included her aunt, Julia M. Johnson, who served as the first woman professor at Macalester College in St. Paul, Minnesota. Jeanne Halgren Kilde, *Nature and Revelation: A History of Macalester College* (Minneapolis: University of Minnesota Press, 2010), 88.

6. Application for Admission, Library School of the University of Wisconsin, Madison, Wisconsin, LSSR; Hazeltine to Stockett, April 18, 1913, LSSR; Passet, *Cultural Crusaders*, 22; Christine Pawley, "'Missionaries of the Book' or 'Central Intelligence Agents': Gender and Ideology in the Contest for Library Education in Twentieth-Century America," *Libraries: Culture, History, and Society* 1, no. 1 (2017): 73, 78–80; Valmai Fenster, "The University of Wisconsin Library School: A History, 1895–1921," PhD diss., University of Wisconsin–Madison, 1977, 174; Wayne A. Wiegand, *Part of Our Lives: A People's History of the American Public Library* (Oxford: Oxford University Press, 2015), 76; Wiegand, "United States and Canada," in *A History of Modern Librarianship: Constructing the Heritage of Western Cultures*, ed. Pamela Spence Richards, Wayne A. Wiegand, and Marija Dalbello (Santa Barbara, CA: Libraries Unlimited, 2015), 88–89.

7. P. W. Luce, "Always Had an Answer," *Vancouver Province*, July 10, 1948; Stockett to F. W. Nichols, March 13, 1917, LSSR. For an examination of the efforts library directors made on behalf of their students, see Joanne Passet, "Entering the Professions: Women Library Educators and the Placement of Female Students, 1887–1912," *History of Education Quarterly* 31, no. 2 (Summer 1991): 207–28.

8. Hazeltine to Belle Sweet, May 20, 1916, LSSR.

9. Stockett, "Starting a Public Library," *Wisconsin Library Bulletin* 11 (March 1915): 68–71; "Wisconsin's Newest Library," *Wisconsin Library Bulletin* 12 (March 1916): 127–28; Stockett, "Workingman's Reading Room," *Wisconsin Library Bulletin* 11 (July 1915): 220–22.

10. Hazeltine to Stockett, February 24, 1925, LSSR.

11. Stockett to Hazeltine, November 4, 1916, LSSR. A destructive fire in 1906 was a significant factor in hindering library development. For a study of women librarians' experiences at land-grant colleges, see Georgia M. Higley, "College, Community, and Librarianship: Women Librarians at the Western Land-Grant Colleges," in *Reclaiming the American Library Past*, ed. Hildenbrand, 53–98.

12. Stockett to Hazeltine, November 4, 1916, LSSR. See also Stockett to Hazeltine, February 7, 1917, LSSR.

13. Stockett to Hazeltine, February 7, 1917, LSSR.

14. *Ibid.*, February 19, 1917, LSSR.

15. Passet, "'You Do Not Have to Pay Librarians': Women, Salaries, and Status in the Early 20th Century," in *Reclaiming the American Library Past*, ed. Hildenbrand, 207–19; Josephine Adams Rathbone, "Salaries of Library School Graduates," *Library Journal* 39 (March 1914): 188–90; O.R.H. Thomson, "Recent Salary Figures: Need for Extension and Interpretation," *Bulletin of the American Library Association* 23 (April 1929): 71; Leslie Woodcock Tentler, *Wage-Earning Women: Industrial Work and Family Life in the United States, 1900–1930* (New York: Oxford University Press, 1979), 18–19.

16. Passet, "Men in a Feminized Profession: The Male Librarian, 1887–1921," *Libraries and Culture* 28, no. 4 (Fall 1993): 385–402; Maack, "Women in Library Education: Down the Up Staircase," *Library Trends* 34, no. 3 (Winter 1986): 406–12.
17. Passet, *Cultural Crusaders*, 4–6.
18. Biennial Reports of the South Dakota Free Library Commission; Stockett to Hazeltine, April 27, 1917, LSSR; Hazeltine to Stockett, April 30, May 30, June 9, July 12, 1917, LSSR; "Introducing Miss Stockett," *South Dakota Library Bulletin* 3 (September 1917): 27–28.
19. Hazeltine to Stockett, May 30, 1917, LSSR.
20. Stockett to Hazeltine, September 9, 1917, LSSR.
21. Ibid.
22. William H. Powers, "South Dakota's Contribution to Library War Service," *South Dakota Historical Collections* 10 (1920): 248–68.
23. *Fourth Biennial Report of the South Dakota Free Library Commission* (Pierre: The Commission, 1920), 4; "Good-Bye to Lois Spencer," *South Dakota Library Bulletin* 3 (September 1917): 28; Stockett to Hazeltine, September 9, 1917, and January 19 and 26, 1918, LSSR; Julia Stockett, typed page with handwritten notes titled "Positions Held," on file at LSSR.
24. Stockett to Hazeltine, November 17, 1918, LSSR.
25. American Library Association, War Service Committee, *Report of the War Service Committee of the American Library Association for the Year Ending June 30, 1919* (Albany ALA, 1919), 28; Arthur P. Young, *Books for Sammies: The American Library Association and World War I* (Pittsburgh: Beta Phi Mu, 1981), 34–35; Caroline Daniels, "'The feminine touch has not been wanting': Women Librarians at Camp Zachary Taylor, 1917–1919," *Libraries and the Cultural Record* 43, no. 3 (2008): 286–307.
26. Charles H. Harris III and Louis R. Sadler, *The Great Call-Up: The Guard, the Border, and the Mexican Revolution* (Norman: University of Oklahoma Press, 2015); David M. Hovde, "YMCA Libraries on the Mexican Border, 1916," *Libraries and Culture* 32, no. 1 (Winter 1997): 113–24; Stockett to Hazeltine, November 17, 1918, LSSR; "Miss M'Collough's Work on the Border," *Evansville (Indiana) Courier and Press*, May 22, 1918; *Statesman Journal* (Salem, Oregon), October 17, 1918.
27. "Outpost Work on the Mexican Border from the El Paso Station," *South Dakota Library Bulletin* 5 (June 1919): 148–50; Stockett, "On the Mexican Border: At the El Paso Library Station," *Library Journal* 44 (March 1919): 168–69.
28. Stockett to Hazeltine, August 26, 1919, LSSR.
29. Ibid. See also Stockett, "On the Mexican Border," 169.
30. Stockett to Hazeltine, August 26, 1919, LSSR.
31. Stockett, "On the Mexican Border," 168. For a history of prison libraries, see William J. Coyle, *Libraries in Prisons: A Blending of Institutions* (New York: Greenwood Press, 1987).
32. Stockett to Hazeltine, November 29, 1921, LSSR; Young, *Books for Sammies*, 56, 89; Stockett, "The Growth of Institution Library Work," *Wisconsin Library Bulletin* 21 (January 1925): 3; Stockett, Hospital Library Service reports, War Services Committee, World War I, War Service Correspondence, 1917–1923, Record Series 89/1/5, 127:542–65, American Library Association Archives, University of Illinois Library, Urbana.

33. Stockett, "Growth of Institution Library Work," 3–4.
34. Stockett, "Hospital Library Work," *Wisconsin Library Bulletin* 18 (May 1922), 112.
35. *Ibid.*, 109–13.
36. Stockett, "Growth of Libraries in State Hospitals," *South Dakota Library Bulletin* 11 (September 1925): 30–31.
37. Stockett to Hazeltine, November 29, 1921, LSSR. For a profile of Countryman, see Nancy Freeman Rohde, "Gratia Alta Countryman, Librarian and Reformer," in *Women of Minnesota: Selected Biographical Essays*, ed. Barbara Stuhler and Gretchen Kreuter (St. Paul: Minnesota Historical Society Press, 1998), 173–89.
38. Stockett to Hazeltine, November 29, 1921, LSSR.
39. *Ibid.*, November 29, 1921, April 29, October 21, December 14, 1922, LSSR.
40. *Ibid.*, June 23, 1923, LSSR. See also Stockett, "Positions Held."
41. Stockett to Hazeltine, October 18 and November 4, 1923, November 21, 1924, LSSR; "Supervision of Libraries in Iowa State Institutions," *Iowa Library Quarterly* 5, no. 5 (January 1906): 79–80; "The Commission's Secretary-ship," *Iowa Library Quarterly* 7, no. 3 (July–September 1913): 36–37; Julia A. Robinson, "Libraries in Iowa State Institutions," *Iowa Library Quarterly* 6, no. 16 (October–December 1912): 252–56; Stockett, "Progress of the Prison Library," *South Dakota Library Bulletin* 11 (March–June 1925): 12; Julia A. Robinson, *Biennial Report of the Iowa Library Commission, 1918–1920*, 14–15; G. S. Robinson, "Institution Libraries of Iowa," *The Modern Hospital* 6, no. 2 (February 1916): 131–32; *Iowa Libraries of State Welfare Institutions* (Des Moines: IA State Planning Board, 1930). In 1911 Nebraska became the third state to hire an institutional librarian. Charlotte Templeton, "Institution Library Administration in Nebraska," *The Modern Hospital* 6, no. 3 (March 1916): 211–12. In Iowa Eliza Townsend served as supervising librarian from December 1913 through 1916 and Grace Shellenberger from April 1917 until May 1919. *Iowa Library Quarterly* 7, no. 4 (October–December 1913): 62; *Iowa Library Quarterly* 8, no. 1 (January–March 1917): 12.
42. Stockett to Hazeltine, March 3, 1924, LSSR. See also Stockett to Hazeltine, October 18, 1923, LSSR.
43. Stockett to Hazeltine, November 21, 1924, LSSR; "Proceedings of the Quarterly Conference of the Board of Control of State Institutions," *State of Iowa, Bulletin of State Institutions* 27, no. 1 (January 1925): 24.
44. Robinson, *Biennial Report of the Iowa Library Commission, 1918–1920*, 18. See also Stockett, "Growth of Libraries in State Hospitals," 31.
45. Stockett, "Progress of the Prison Library," 13.
46. Stockett, "Growth of Institution Library Work," 7.
47. Stockett, "Progress of the Prison Library," 12.
48. Stockett, "Growth of Institution Library Work," 5, 6.
49. Stockett to Hazeltine, February 17, 1925, LSSR; Stockett, "Progress of the Prison Library," 12–13.
50. "Proceedings of the Quarterly Conference of the Board of Control of State Institutions," 31.
51. *Ibid.*, 19–32.
52. Stockett to Hazeltine, November 4, 1923; Stockett, "Positions Held."

53. Hazeltine to Perry, August 6, 1925, LSSR. See also Perry to Hazeltine, July 28 and August 15, 1925, August 3, 1928, LSSR.

54. "Library of Hawaii Greatly Handicapped for Lack of Room, Report Indicates," *Honolulu Advertiser*, January 23, 1926; Stockett to Hazeltine, September 15, 1925, LSSR; Stockett, "Positions Held."

55. Stockett to Hazeltine, January 21, 1926, LSSR.

56. "Hospital Libraries Round Table," *Bulletin of the American Library Association* 21 (October 1927): 373.

57. Stockett, "County Library Work on Oahu Island, T.H.," *Library Journal* 51 (May 15, 1926): 463.

58. Stockett, "Hawaii's Libraries," *Bulletin of the American Library Association* 21 (October 1927): 370–71; Stockett, "County Library Work on Oahu Island, T.H.," 463–65.

59. Stockett, "County Library Work on Oahu Island, T.H.," 464, 465.

60. Stockett to Hazeltine, January 9, 1928, LSSR.

61. *Ibid.*, May 26, 1928, LSSR.

62. Stockett, "The Vancouver Public Library: A Six Years' Record of Growth," *Library Journal* 55 (November 1, 1930): 861–63.

63. Quoted in MacGillivray, "Miss Julia Stockett, Reference Library Head, Retires Today." In the early 1860s, camels were briefly used as pack animals during the gold rush in the Cariboo district of British Columbia.

64. Annual Reports of the Reference Department, Vancouver Public Library, 1928–1947; Stockett, "Positions Held."

65. Pawley, "Missionaries of the Book," 73, 83; Luce, "Always Had an Answer"; Monthly Reports of the Reference Department, Vancouver Public Library, December 1931, October 1932.

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67. "Alumni News," *Wisconsin Library Bulletin* 30, no. 8 (October 1934): 173; *Daily Colonist* (Victoria, British Columbia), August 30, 1941.

68. Stockett, "President's Address," *PNLA Quarterly* 7 (October 1942): 25–26; Stockett, "An Institute on the Library in the Community for Librarians in Service," *PNLA Quarterly* 8 (October 1943): 10.

69. Luce, "Always Had an Answer"; "Julia Stockett Quits Library; Politics Next," *Vancouver Sun*, June 30, 1948; Irene McAfee, "Miss Julia Stockett Retires," *PNLA Quarterly* 12 (1948): 137.

70. McAfee, "Miss Julia Stockett Retires," 136–37.

71. Luce, "Always Had an Answer"; *Vancouver Province*, April 11, 1979.