NPS Form 10-900-b
(Jan. 1987)

United States Department of the Interior
National Park Service

National Register of Historic Places Multiple Property Documentation Form

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This form is for use in documenting multiple property groups relating to one or several historic contexts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. For additional space use continuation sheets (Form 10-900-a). Type all entries.

A. Name of Multiple Property Listing

Carnegie Libraries in Nebraska, 1899 to 1922

B. Associated Historic Contexts

Education: Enrichment: Libraries: Carnegie Libraries in Nebraska

C. Geographical Data

Carnegie grants were awarded to 68 communities, townships, or counties in Nebraska. The communities in which the libraries were located are: Albion, Alliance, Alma, Arcadia, Ashland, Aurora, Beatrice, Blair, Bloomfield, Broken Bow, Burwell, Chadron, Clarks, Clay Center, College View (now part of Lincoln), Columbus, Cozad, Crete, David City, DeWitt, Fairbury, Fairfield, Franklin, Fremont, Fullerton, Geneva, Gibbon, Gothenburg, Grand Island, Hartington, Harvard, Hastings, Havelock (now part of Lincoln), Holdrege, Kearney, Lexington, Lincoln, Loup City, McCook, Madison, Neligh, Norfolk, North Bend, O'Neill, Pawnee City, Pierce, Plainview, Plattsmouth, Ponca, Randolph, Ravenna, Schuyler, Scottsbluff, Seward, Shelton, Sidney, South Omaha, Spencer, Stanton, Stromsburg, Superior, Sutton, Tecumseh, Tekamah, University Place (now part of Lincoln), Wayne, and Wymore.

☐ See continuation sheet

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards for Planning and Evaluation.

James A. Hanson — 5-17-91

Signature of certifying official — Date

Director, Nebraska State Historical Society

State or Federal agency and bureau

I, hereby, certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Beth Boland — 7/3/91

Signature of the Keeper of the National Register — Date

E. Statement of Historic Contexts

Discuss each historic context listed in Section B.

The Carnegie Library Program

Libraries have been present in American towns since the mid-eighteenth century. Most of these libraries were proprietary and subscription libraries, serving only selected portions of the population. Often called "social libraries", these institutions peaked in importance shortly after the turn of the nineteenth century. Soon after, citizens and legislators alike began to recognize the need for libraries serving the general populace, and began defining the role of government in providing them. Legislation was passed by various states in the vanguard of the public education and library movement beginning in 1835 with a law that provided for tax-supported, free library service in each school district in New York. The first state enabling legislation for public libraries was passed in Massachusetts in 1848. The philosophy of progressivism, the rapid spread of free public education, the growth of democracy, industrialization, urbanization, and rising prosperity all influenced the burgeoning of public libraries. State library associations and state library commissions were organized and became guiding forces helping to build library services. By 1900 public libraries were an established--although young, and struggling--institution in the United States.

It was during this period of enthusiasm for the establishment of public libraries that philanthropist Andrew Carnegie began his program of giving libraries to communities. Although he had indicated a leaning toward philanthropy as early as 1868, he did not formalize his philosophy of the trusteeship of wealth (or the Gospel of Wealth, as it came to be called) until 1898 when he began writing essays on the subject. While Carnegie endowed many worthwhile causes in his lifetime, libraries were among the first and foremost of his benefactions. He himself divided his gifts of libraries into two periods, which he called "retail" and "wholesale."

The "retail" period covered the years 1886 to 1896. During this time Carnegie gave a total of $1,860,869 to six communities, five located in Pennsylvania and one in Iowa. Fourteen buildings were erected as a result of these gifts. Many were community centers as well as libraries and Carnegie's gifts included books, swimming pools, organs and, most importantly, endowments for continued support of the facilities.

The "wholesale" period of library philanthropy lasted from 1898 to 1919. During this period Carnegie gave $39,172,981 to 1406 communities for the sole purpose of constructing library buildings. Every state was represented in the list of awards except Rhode Island and Delaware. Fifty nine cities received main library buildings and/or branch libraries. The 1,349 other communities received only one building and the vast majority of those were small towns obtaining small structures. Awards of

[X] See continuation sheet

$10,000 or less were given to 698 communities, while 404 communities received awards in the $10,001 to $20,000 range, totalling 1,102 buildings, or two-thirds of the buildings erected and 78 percent of the total number of communities receiving libraries. The top ten states in both number of buildings erected and number of communities served were located in the Midwest, with the exception of California. Several eastern states topped the list of total amount of money contributed, due to the many large single gifts received (several in the "retail" period).

To apply for a Carnegie library award a community had to first send a formal inquiry or request. The reply from Carnegie (or, in the later years, James Bertram, his secretary) was comprised of a brief letter asking the community to fill out and return a "Schedule of Questions", which included questions on town population, a library site, amount of money guaranteed from taxes for building support, and amount of money already collected for a library. Barring complications, a decision was made based on this information. The amount of the award was based on the town's population. Small towns, particularly those with a population under 1,000, were not eligible for grants. However, it was urged that such towns join together with other towns or governmental units to form a township or county library. If a town was awarded money for a library, it had to agree to meet certain stipulations. The community had to make an annual maintenance pledge that totalled ten percent of the Carnegie gift amount. The site for the library had to be purchased and paid for, although Carnegie interfered little with the selection.

Other restrictions, primarily involving library plans, placed on communities applying for Carnegie grants during the "wholesale" period varied considerably as the award process evolved. On this basis, the "wholesale" period can be broken down into three distinct phases: 1898 to 1907, 1908 to 1910, and 1911 to 1919.

Townspeople who obtained gift funds between the years 1898 and 1907 had few obstacles from Carnegie once their pledge was made and site purchased. They were free to build their library utilizing any design and style they wished. Since few public library buildings had been built prior to 1898, particularly in small towns, there were no architects experienced in library design. Many of the Carnegie libraries from this period were planned with expensive and elaborate exteriors, often employing the Beaux Arts style, and inefficient and uneconomical interiors.

In 1908, James Bertram decided to attempt to prevent what Carnegie and many of the nation's librarians perceived to be "building blunders." Bertram began requiring that building plans be submitted for approval before construction began. He rejected plans that used interior space inefficiently, such as incorporating large foyers or wide stairways, and that placed too much emphasis on ornamentation. An early plan for the Denver library, for example, was rejected for "too many pillars."

By 1911 Bertram had formalized his ideas about library design into a leaflet entitled "Notes On Library Bildings" (sic), which was based on suggestions from librarians and his own common sense ideas concerning efficiency. Beginning in that year the leaflet was sent as a guide to all communities when funds were promised. The leaflet, in combination with pressure from Bertram, usually resulted in a desirable building. The year 1911 also marked the formation of the Carnegie Corporation and the move of Bertram from Andrew Carnegie's private secretary to corporation secretary.

Carnegie actually stopped making library grants in 1917 with the advent of World War I, but extended the date of his "wholesale" period to 1919 to cover the completion of the buildings begun prior to the war. Grants to towns for library buildings were not resumed following the war. The period 1920 to 1945 was a time when the corporation emphasized education. It funded college libraries, books and furnishings for college libraries, and educational programs for librarians. Two $6,000 grants were made for "library development" (most often book purchases) in Nebraska: one to Doane College and one to the Nebraska State Teachers College at Kearney.

After World War II Carnegie library funding declined. The nation's library needs were being met by other sources, especially after the 1956 passage of the Library Services Act and the 1964 passage of the Library Services and Construction Act, which provided federal funds for public library services and construction.

Nebraska Carnegie Libraries

In Nebraska, public libraries were part of the effort to bring culture and educational opportunities to the people of the state from its early days. In 1872, for example, the city of

Omaha established its first circulating library. Smaller towns, such as Pawnee City, often had reading rooms. The local efforts to establish reading rooms or libraries were often initiated by community organizations, such as women's clubs, fraternal organizations, and commercial clubs. Most facilities, even when they were full-scale libraries, were not housed in their own building. They were located instead in such diverse locations as office building blocks, city halls, millinery shops, and buildings owned by fraternal organizations. In 1877 the state passed legislation that enabled towns to establish and maintain public libraries. Omaha was the first community to take advantage of this opportunity, completing its public library building in 1894. However, few communities followed suit, due perhaps in part to the economic depression of the 1890s.

The offer of grants for public library buildings made by Andrew Carnegie was the catalyst for a boom in library construction in Nebraska. The first award, and the largest made in Nebraska, was given to Lincoln in 1899, for a main library building and a branch library. During the first phase of the "wholesale" period, awards were approved for 19 Nebraska communities for Carnegie libraries, 18 of which eventually erected buildings. One community, Holdrege, was unable to meet the population requirements at the time of their application, so in 1904 the award was made for the Phelps County Library, to be built in Holdrege. The smallest grant--$3,000 to DeWitt--was also made during this time.

In the transition years of 1908 to 1910, six communities received Carnegie awards. The majority of Nebraska's Carnegie libraries were built during the last phase of the "wholesale" period--between 1911 and 1919. Forty-six communities were approved for awards, with 44 actually constructing libraries. Most of these awards went to small communities, with seven of them being township libraries. The last awards in Nebraska were made in 1917, to Clarks Township, Cozad, and Scottsbluff. The Scottsbluff Carnegie Library was not completed, however, until 1922.

The construction of library buildings in Nebraska communities had an impact beyond the provision of reading material to the public. In fact, many of the communities already had that service available to them prior to the Carnegie grants. The buildings were designed to provide facilities for other educational activities as well as the library. Most had a lecture room, often

with a podium on a raised platform at one end, or an actual stage. These rooms provided the opportunity for cultural and educational activities that might not otherwise have been offered, due to lack of facilities. This was especially true in the smaller towns where, at best, there may have been a church lecture room available on a very limited basis.

All of the 68 Carnegie libraries built in Nebraska served their intended purpose for several decades. In 1981, 46 were still in use as libraries, 14 had been adapted for other uses, and 8 had been demolished.

F. Associated Property Types

I. Name of Property Type Carnegie Libraries in Nebraska

II. Description

Carnegie giving in Nebraska began in 1899, during the first phase of Carnegie's "wholesale" period. Eighteen buildings were erected during this period. In the second phase of the "wholesale" period six libraries were built, and forty-four were constructed during the last phase. Andrew Carnegie felt that his gifts could be maximized if libraries were limited to towns of a minimum population of 1000 (or a township or county with 1000 people). Carnegie Libraries, therefore, are found in towns throughout the state, but are predominant in the more heavily settled portions in the eastern half of the state.

III. Significance

Carnegie Libraries in Nebraska have the potential to be significant under three criteria and on any of the three possible levels. If evaluated on the local level, a Carnegie Library may be significant under Criterion A for its contribution to the education of the community. If no previous library or reading room existed, the Carnegie provided access to reading material for the general public never before available. If such services had been previously offered, the Carnegie was often the first permanent structure to house a library. It also provided facilities for other types of cultural and educational activities, such as lectures or readings, that may not have been possible up to that time.

IV. Registration Requirements

For Carnegie Library buildings to be eligible within this context they must first meet the significance requirements outlined above. That is, a library must be significant under Criterion A for events that are of a historic nature to the particular library in question or within the Carnegie funding program, under Criterion B as closely associated with a person who can be documented to have had historic importance, or under Criterion C as an example of a style or technique, work of a master, or of a specific Carnegie plan.

Secondly, properties must meet integrity requirements to be considered eligible. They must remain in the place where they were during their important association (location and setting), and must retain sufficient historical appearance to recall that association (design, materials, workmanship, feeling, and association). This would include essential physical features such as floor plan, materials, and exterior finishes.

[X] See continuation sheet

[ ] See continuation sheet for additional property types

G. Summary of Identification and Evaluation Methods

Discuss the methods used in developing the multiple property listing.

The multiple property listing includes all Carnegie Library buildings identified by the Nebraska Historic Buildings Survey, an inventory of historic properties which includes locational and photographic documentation and has covered approximately 80 percent of the state to date. The systematic state survey was supplemented in January, 1987, by a letter from the Nebraska Historic Preservation Office to all communities identified as having received Carnegie grants. The letter requested that a survey form, designed specifically for Carnegie Libraries, be filled out and returned.

The typology of significant property types has been based on function and association with education as provided through public libraries. The property type identified is associated with the single historic context, Carnegie Libraries in Nebraska, 1899 to 1922, which has been identified in the statewide planning process as outlined in "Topical Listing. Historic and Prehistoric Contexts in Nebraska." The Carnegie Library building was selected for its obvious close association with the theme and its illustration of structural types and functions related to important aspects of public library education. [x] See continuation sheet

H. Major Bibliographical References

[x] See continuation sheet

Primary location of additional documentation:

- [x] State historic preservation office
- [ ] Other State agency
- [ ] Federal agency
- [ ] Local government
- [ ] University
- [ ] Other

Specify repository: _____

I. Form Prepared By

name/title Dr. Kathleen Pimple, Preservation Consultant
organization _____ date June 15, 1990
street & number 1124 S. 22nd Street telephone 402-474-3747
city or town Lincoln state NE zip code 68502

In the "retail" period, between 1886 and 1896, and during the first phase of the "wholesale" period, between 1898 and 1907, Andrew Carnegie placed almost no restrictions on the design of the libraries for which he granted awards. Few public library buildings had been built prior to this time, so there were no architects available with experience in library design. The early buildings often exhibited uneconomical and inefficient interior spaces, frequently incorporating large foyers into the floor plan. The entranceway, often 12 to 18 feet wide, extended 20 feet inside the building to a distant circulation desk. The exteriors displayed those architectural styles in vogue during this time period, including Beaux Arts, Neo-Classical, and Renaissance Revival. These buildings were, therefore, frequently rendered in a grand and expensive fashion with elaborate ornamentation. Many of the buildings constructed in the earliest years were located in bigger cities, and were quite large, in order to serve the sizeable population. Since there was no consistency in design during these two periods, there are few similarities or shared physical characteristics sufficient to define a property type.

The second phase of the "wholesale" period was a transition between the previous unrestricted years and the time of strict design regulation that was to follow. Carnegie or his secretary, James Bertram, had to approve all plans before construction could be initiated. The majority of the libraries were modest in size to serve the populations of the smaller towns in which they were built. Buildings were compact and efficient users of space, with some general similarities such as small entranceways. There was no common plan or plans. Exteriors were simple, but styles varied, including Neo-Classical, Jacobethan, Renaissance Revival, and Prairie.

In 1911 Bertram published his leaflet "Notes on Library Bildings" (sic), in which he outlined several ideal plans for libraries, as well as giving guidelines for interior spaces. Six plans were suggested, all aimed at small communities. All were rectangular-shaped, although the dimensions varied, as did the orientation to the street. All buildings were to have a raised basement and one story. The main level would be 12 to 15 feet high, with rear and side windows 6 to 7 feet from the floor (to permit shelving). The main entry was most often in the center of the primary facade, but could also be to one side of center or in the corner of the building. There was always a side or rear entrance, usually to the basement. The basement was to be 9 to 10 feet high and about four feet below the natural grade. Larger

libraries could be constructed by adding a small stack room at the rear, about one third the width of the core, resulting in a T-plan. Or an entire rear wing could be added to the plans for larger buildings or to existing buildings in later years if expansion was required.

The key word for interior organization, as always, was efficiency. The circulation desk was to be located close to the entrance and placed so that the librarian could supervise as much of the library as possible. A small vestibule entering into one large room allowed for two well-lighted areas or spaces on either side of the passageway in which readers were undisturbed by patron traffic or circulation desk conversation. Subdivisions could be made by means of bookstacks, with glass partitions built in above them to provide additional noise reduction if desired. In the T-plan, a librarian's office was located between the stackroom and the desk. The basement housed the storage, work, and lecture rooms, as well as the heating plant and restrooms. Care was to be taken so as not to allot too much space to stairs, toilets, cloakrooms, and entries.

Additional rules often conveyed to cities included no fireplaces and no smoking rooms. Building costs were not to include shrubs, walks, or other grounds improvement. The building was to be exclusively for library purposes, and Carnegie would not buy existing buildings for conversion into libraries.

No suggestions were made about the exterior, but it was clear that the goal was a plain, dignified structure. In fact, Bertram warned against building "Greek temples" instead of libraries. Equally favored styles in Nebraska were Neo-Classical, Renaissance Revival, and Prairie, with Craftsman, Jacobethan, and Georgian also represented. With their rectangular plan, the majority of buildings featured hipped roofs, although gable and flat could also be found.

The building materials were brick or stone. Only a very few small libraries were of frame construction.

The majority of the Carnegie Libraries are still standing and should be in good to excellent condition due to continuous use. Integrity may have been compromised on many of the buildings. In some small towns located in areas with declining rural populations, the city has been unable to afford the costs incurred in maintaining a public library. The buildings could

then be left empty and subject to rapid deterioration or could be adapted to another use, possibly suffering alterations in the process. In towns with growing populations, some libraries have been unable to meet the needs of the people and have been expanded, sometimes compromising the integrity of the building. Others, in the process of maintenance, have experienced changes, such as window replacement.

Under Criterion B on the local level, a Carnegie Library may be significant if it was the property that best represents the significant activities of a local person who can be documented to have had historic importance.

A Carnegie Library may be locally significant under Criterion C for its architecture if it is the best example of its particular style as compared to the other buildings in the community. This is more likely to be the case in the earlier time period (1899 to 1907) when communities were free to select their own design and style.

On the state or national level, a Carnegie Library could be significant under Criterion A if it were the best example of a specific event within the Carnegie funding program, such as the establishment of township libraries in low population areas. It could also qualify if an event of historic significance took place in the library. For example, a library association meeting at which an important policy decision effecting the region or state was made could qualify a structure for state or national level significance.

Under Criterion B, a Carnegie could be considered significant on the state or national level if it was the best example of the influence of a significant person within the Carnegie program, such as Carnegie himself, Bertram, Louise Carnegie, Andrew's wife, who took an active role in the early library grants, and Alvin S. Johnson, a Nebraska-educated economist who, in 1916, extensively analyzed and reported upon Carnegie's library giving.

To be considered significant on the state or national level under Criterion C, a Carnegie would have to be the best example in the state (or nation) of the style or construction technique employed, the work of a master, or the design of the building. In the case of the later, there were six different plans suggested by the Carnegie Corporation after 1911. Adaptations were also possible in the form of a rear wing to accommodate the need for more space.

Under Criteria A and B, where significance is derived from associations with important persons or events, integrity must be sufficient to convey the original function and design of the building. A high degree of historical architectural integrity will be required of all potentially eligible Carnegie Libraries under Criterion C. Of primary importance are the exterior plan and style, with secondary emphasis on the building materials and interior layout.

Libraries eligible under Criterion C need to be evaluated within the appropriate time frame within the period of Carnegie awards. The date of the award is the basis for the determination of the time period, for that was the point at which Carnegie or the Corporation did or did not influence architecture. During the "retail" period and the first phase of the "wholesale" period, Carnegie had minimal influence on the design of the library buildings. These buildings will have to be judged as examples of the individual architectural style utilized in their construction as applied to comparable public buildings.

Buildings begun in the second phase of the "wholesale" period must be judged on the basis of the restrictions Bertram applied during this phase, such as efficient use of space and simple detailing.

Libraries built in the final phase should be evaluated on the basis of conformity to the plans and suggestions made in Bertram's "Notes on Library Bildings"(sic), as outlined in the Property Type Description (Section F-II). The retention of the original design is of primary importance.

The standards of integrity were based on the National Register standards for assessing integrity. Information from research literature, survey data, and the Section 106 review process was used to assess the relative condition and scarcity of each property type and to determine the degree to which allowances should be made for alteration and deterioration.

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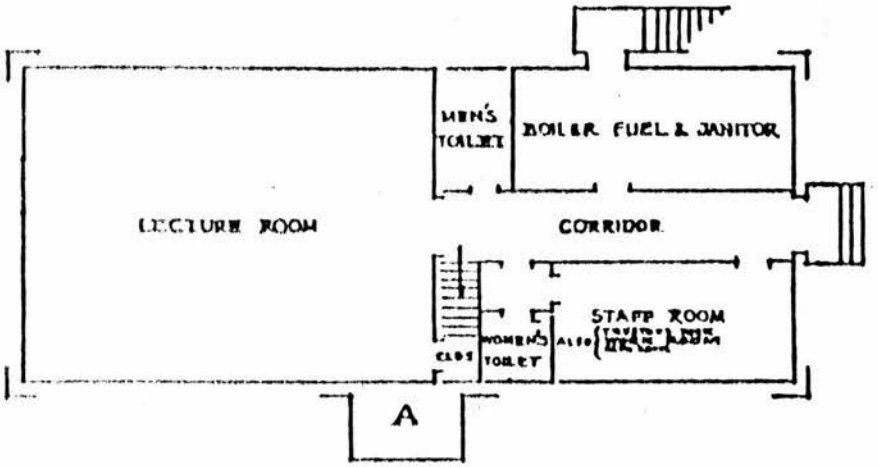
Primary location of additional documentation related to this property type: State Historic Preservation Office



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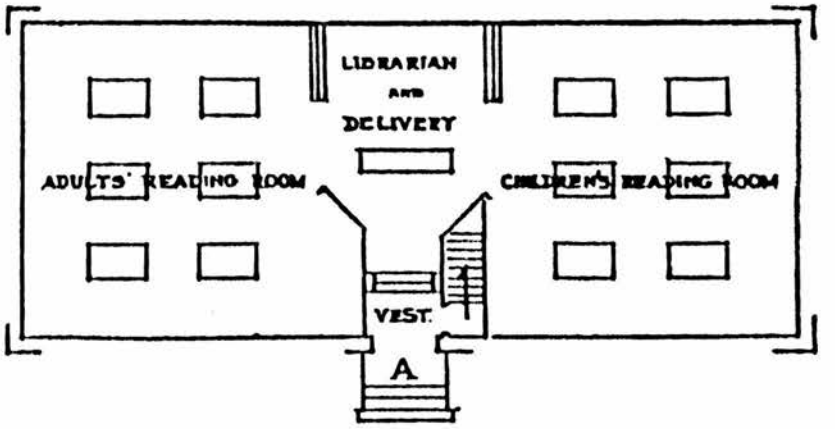

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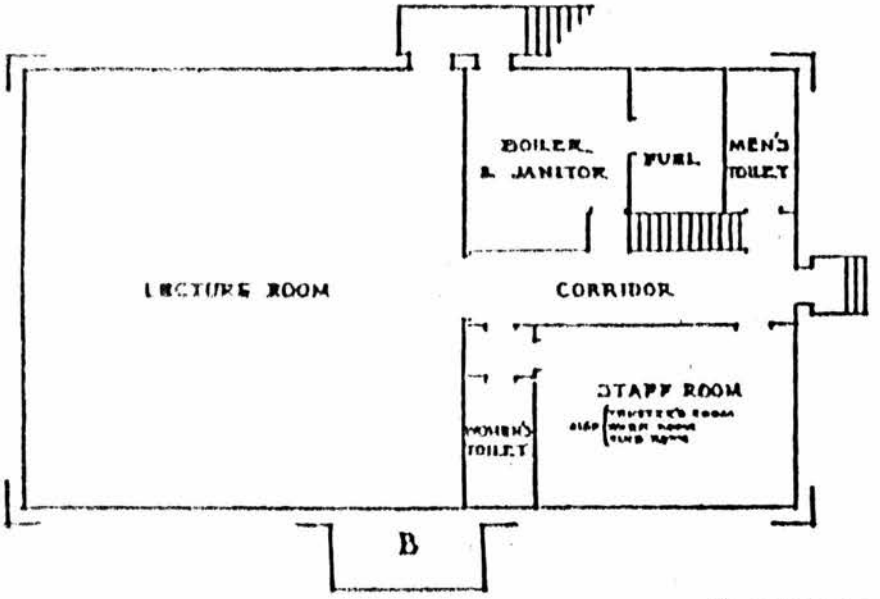

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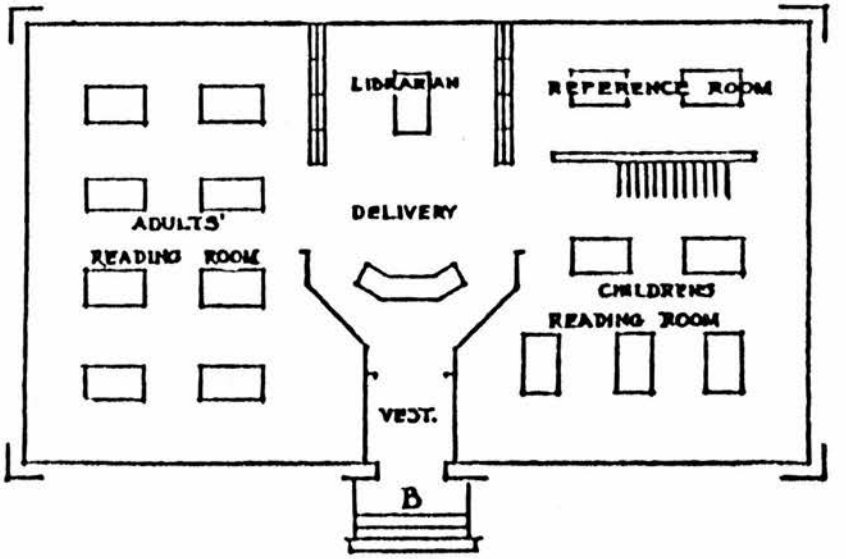

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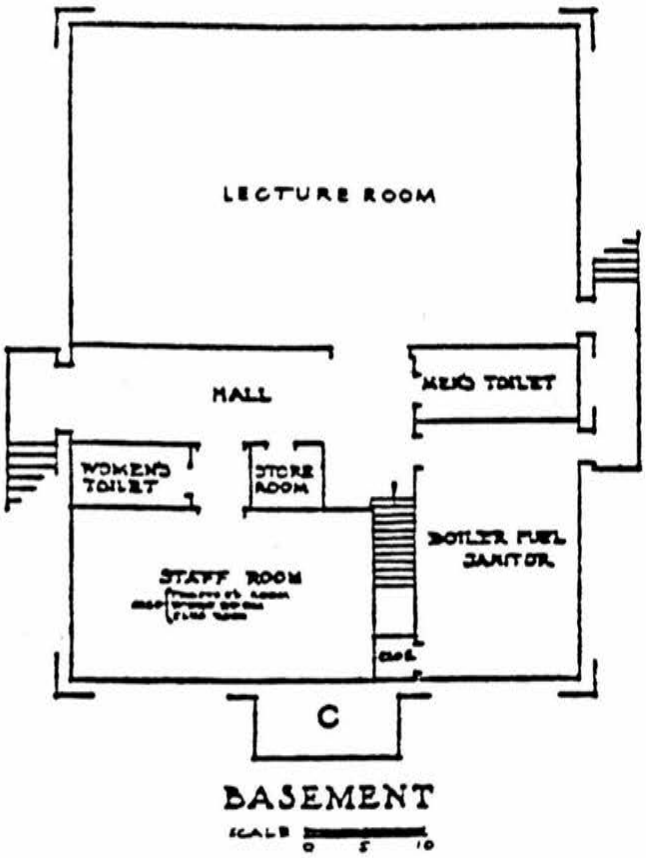
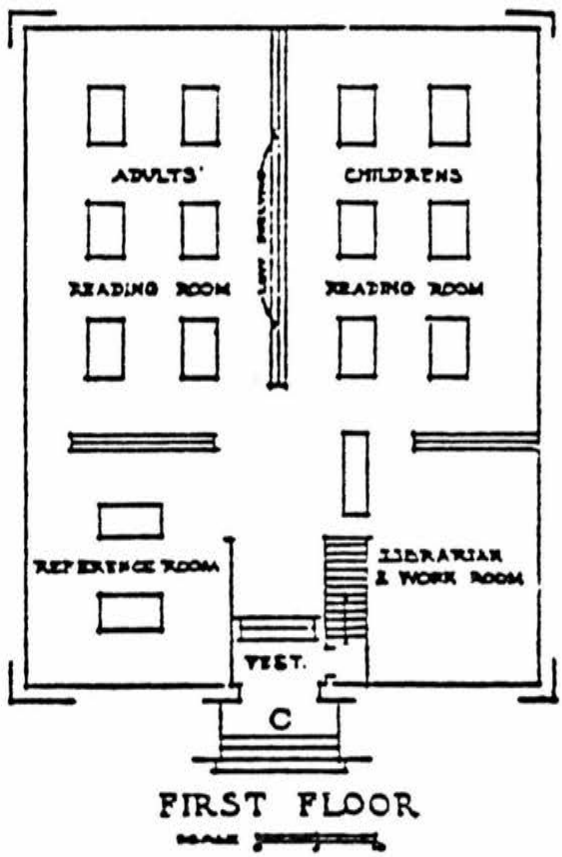
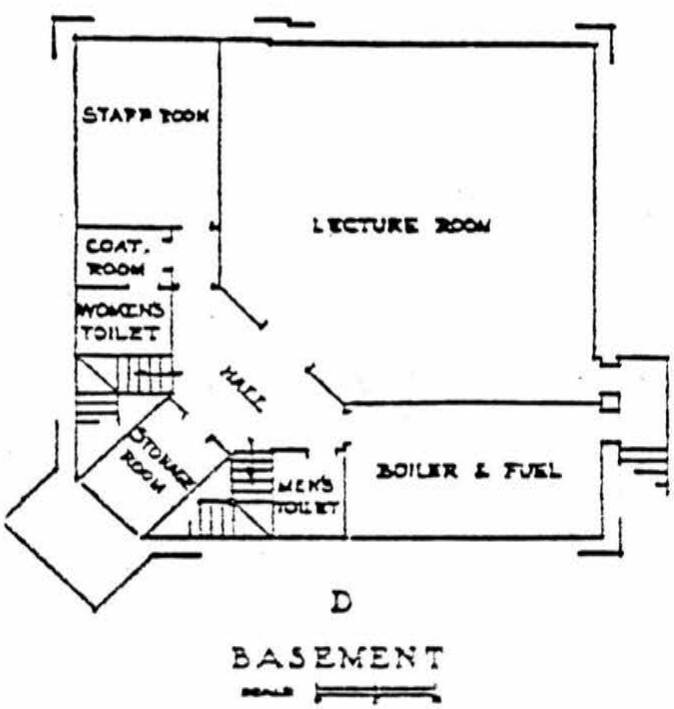
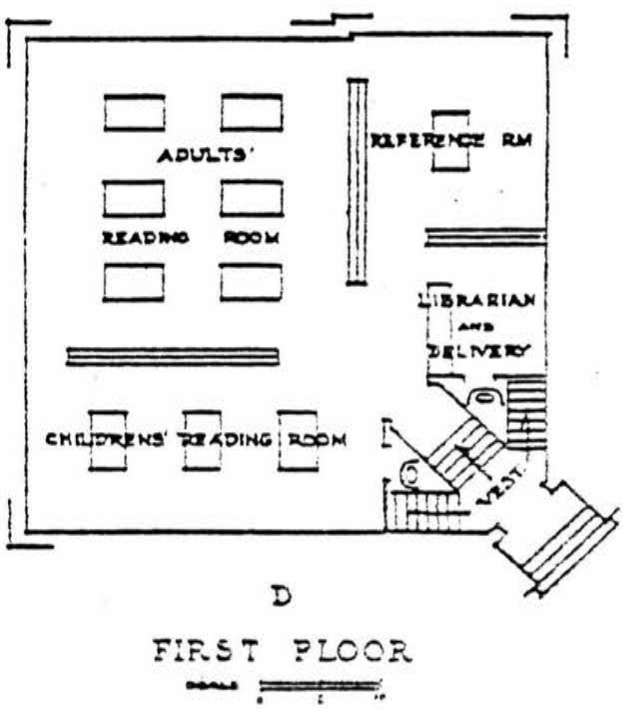


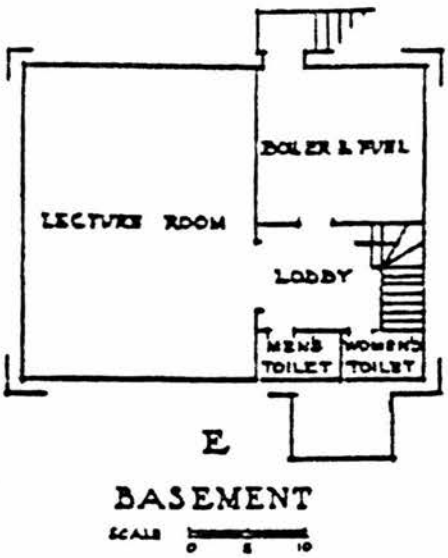


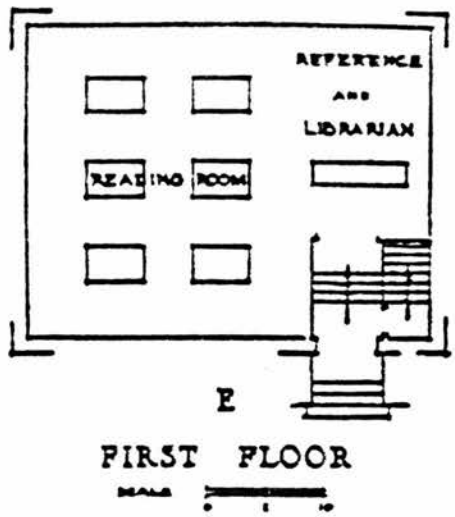


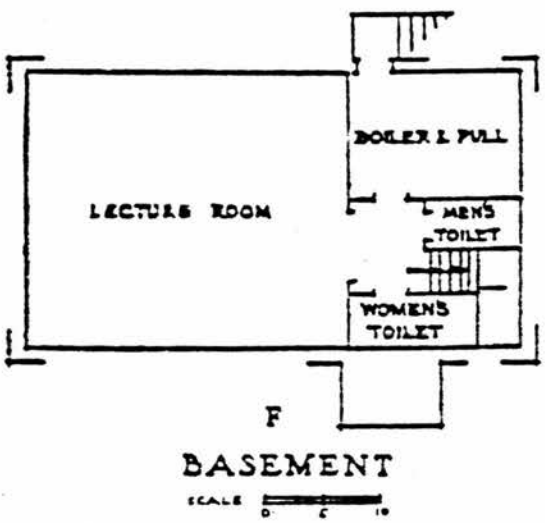


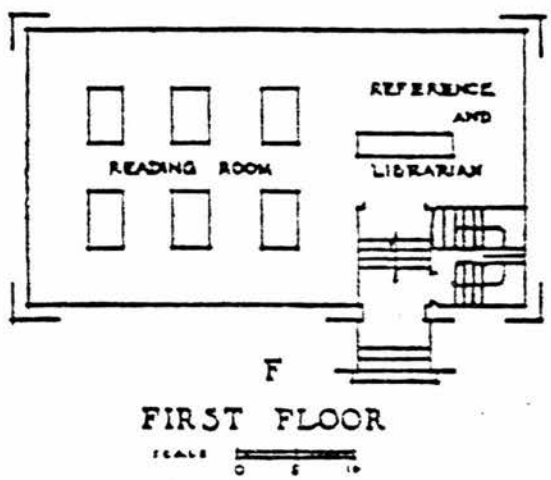
Carnegie Corporation of New York

Sample building plans as presented in James Bertram's *Notes on Library Buildings*









NOTE

Elevations of plans submitted for approval should clearly sho the floor and ceiling lines of basement and main floor, and the natural and artificial grade lines. Floor plans should sho, clearly designated, all roof supports and similar obstructions of the accommodation.

Carnegie Corporation of New York

Sample building plans as presented in James Bertram's *Notes on Library Buildings*

NPS Form 10-900-a
(8-86)

OMB Approval No. 1024-0018

5/22/91

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number _____ **Page** _____

Carnegie Libraries in Nebraska MPS NEBRASKA

	Date Listed
COVER	4/3/91
1. Sidney Carnegie Library	4/3/91
2. Plainview Carnegie Library	2/25/93

National Register of Historic Places

Note to the record

Additional Documentation: 2018

MC 2163

NPS Form 10-900-b
(March 1992)

OMB No. 1024-0018

RECEIVED 2280
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NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

United States Department of the Interior
National Park Service

National Register of Historic Places Multiple Property Documentation Form

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

[ ] New Submission [X] Amended Submission

A. Name of Multiple Property Listing

Nebraska Carnegie Libraries, 1902-1922

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

Library Development in Nebraska, 1854-1902
Nebraska Carnegie Library Development, 1886-1917

C. Form Prepared by

Name/title Laura Wilson, Volunteer Consultant

Organization Nebraska State Historical Society Date December 1, 2017

Street & Number 1500 R Street PO Box 82554 Telephone 402-471-3270

City or Town Lincoln State NE Zip 68501

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register Criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. ([ ] See continuation sheet for additional comments.)

Signature and title of certifying official — Date 1/9/18

Director, Nebraska State Historical Society
State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Signature of the Keeper — Date of Action 2-21-2018

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Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page numbers according to the instructions for continuation sheets in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Fill in page numbers for each section in the space below.

Historical Context of Library Development, 1854-1902

Prior to the nineteenth and twentieth centuries, many significant obstacles stood in the way of library development across the United States. The largest of these problems included the inability to find a stable funding source and the lack of a permanent location to house library materials. Both stemmed from the belief that libraries were not important public institutions and therefore could not and should not be supported through a public tax. Because libraries were extremely expensive and not funded through the government, the only way towns and cities received a library was through a donation from a wealthy benefactor. These philanthropists of the late nineteenth century were attracted to libraries because they believed libraries promoted the ideal of improving oneself from within.[1] This particular belief concerning the virtue of libraries coincided with the philanthropist's personal beliefs about how they made their respective fortunes. For the most part, philanthropists of the time were men who rose to power and wealth by engaging in commerce and industry during the late nineteenth century. Many attributed their success to their own intellect and determination to succeed in life. Therefore, many of these men wanted to invest in institutions that not only reflected this belief in the self-made man, but also encouraged others to take the same course of action in life. Libraries were believed to be one such institution. Towns that received libraries or similar institutions from post-Civil War philanthropists often had a personal connection to the donor. These libraries were viewed in the mind of the benefactor as an extension of the patriarchy and a memorial for future generations.

During the post-Civil War era through the 1890s, typical library philanthropists were educated and male. These men were from a class that included merchants, manufacturers, politicians, and wealthy commercial businessmen. If a wealthy woman decided to fund a library it was generally done to honor a male figure in her life such as her husband or father.[2] Frequently women funded libraries after their husbands died claiming they were just following instructions left to them in the will. Although it was rare, there are a few examples of women funding libraries of their own accord. Usually these women had a profession or actively worked alongside their husbands to support the family by either helping start the family business or make a living in a frontier environment. A second characteristic of late nineteenth century female library supporters was that they lived a long life. Often they outlived their husbands and children and had access to multiple generations of wealth they could spend however they wished.[3]

The ideals of progress and self-improvement that led many wealthy men to support libraries, also led the nation to support public education. Part of this push for education included funding for school libraries. In 1835 New York led the nation with the passage of a state law allowing for a tax supported free library in each school district. While this law proved to be too difficult and expensive for every school district to maintain, it helped spread the ideas of "taxation for free library service, state aid to libraries and the library as an educational agency."[4] The districts hit hardest with the New York law tended to be those in rural locations with a small tax base. Therefore, instead of school district libraries, well-financed county libraries began to be requested. Since county libraries could be open all year, librarians encouraged summer reading programs and promoted various books to help keep education levels up. At the same time states were pushing for libraries to become part of public education, women's groups began to form across the United States and started calling for the formation of libraries as a civic institution.[5]

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[1] Abigail A. Van Slyck, "The Utmost Amount of Effectiv [sic] Accommodation": Andrew Carnegie and the Reform of the American Library," *Journal of the Society of Architectural Historians* 50, no. 4 (1991): 360, http://www.jstor.org/stable/990662 (accessed June 11, 2010).

[2] Paul D. Watson, "Carnegie Ladies and Lady Carnegie: Women and the Building of Libraries," *Libraries and Culture* 31, no. 1 (1996): 166-7, http://www.jstor.org/stable/25548429 (accessed June 11, 2010).

[3] Ibid., 181-2.

[4] George S. Bobinski, *Carnegie Libraries: Their History and Impact on American Public Library Development* (Chicago: American Library Association, 1969), 4.

[5] Paula D. Watson, "Founding Mothers: The Contribution of Women's Organizations to American Public Library Development," *The Library Quarterly* 64, no 3 (1994): 239, http://www.jstor.org/stable/4308944 (accessed June 11, 2010).

Foundation of Women's Groups

The prosperity of the post-Civil War era not only affected the philanthropy efforts of men, but also had a great effect on women of the period. The Industrial Revolution, with its factory-made goods and the availability of cheap domestic labor, created an opportunity for middle and upper class women to pursue education and social clubs dedicated to various social and political causes. Additionally, women during this period were accustomed to banding together in groups and working towards a common goal as they had during the Civil War. For those women with little or no education, part of the post war prosperity meant they could educate themselves by participating in literacy and reading clubs.[6]

During the 1860s and 1870s, a variety of women's clubs were founded all over the United States in support of activities thought to uplift the morality of the nation including prohibition, suffrage, and libraries. In 1889 these clubs were given direction and a united voice with the foundation of the General Federation of Women's Clubs (GFWC) which had a national focus on a variety of women's social and political causes.[7] By the late 1890s nationwide library development was a prominent item on the agenda; mainly due to the fact that it was something that all of the various women's groups could agree on. In comparison to saloons and gambling halls, libraries were believed to be morally pure.[8] It was also believed that the presence of a library could help combat the number of saloons in a town because it provided an alternative location for people to socialize. Additionally, libraries were favored in the belief that the growth of democracy depended upon an enlightened populous which could be achieved through the educational services of a library.[9] As an extension of this belief many thought the more educated the populous, the better the elected officials.

The influence of these women's groups profoundly affected library development across the country. During the progressive era of the late nineteenth century, libraries were started by women's groups as a means of providing education and morally appropriate behavior. As such, they were seen as a natural extension of the mother role.[10] The GFWC provided a system for these groups to become organized and work together. To finance libraries women's groups began to seek money and book donations from well known publishers. They also wrote letters to politicians to secure legislation for state library commissions, sponsored advertisements in newspapers, and allied themselves with teacher associations.[11]

At the local level, women's groups were instrumental in starting a national program that became known as the traveling library movement. In the latter half of the nineteenth century, women formed reading clubs to increase their own education. At these clubs, women read to each other and presented papers on specific topics. When they were done with a particular topic, they would often send the books and any other literature they acquired on the subject, to a reading club in a different part of the state. This practice allowed people in rural areas access to materials that they would have otherwise be unable to acquire.[12] Traveling libraries were seen as a way to improve the lives of people living in harsh isolated environments. As these traveling libraries moved from one community to another, they grew in size. Often when a state created its first public library commission, women's groups would donate their respective traveling libraries to the state. These traveling libraries then served as the foundation for the state library.

As traveling libraries grew in popularity, many women's groups, including the GFWC, called for state support of libraries. The first state library commission was founded in 1890 in Massachusetts. Shortly after in 1893, Melvil Dewey, state

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[6] Ibid., 234.
[7] Ibid.
[8] Oliver B. Pollak, *A State of Readers: Nebraska's Carnegie Libraries* (Omaha: University of Nebraska at Omaha, 2005), 2.
[9] Bobinski, *History and Impact*, 6.
[10] Abigail A. Van Slyck, *Free to All: Carnegie Libraries and American Culture 1890-1920* (Chicago: University of Chicago Press, 1995), 135.
[11] Watson, "Founding Mothers," 242-3.
[12] Watson, "Carnegie Ladies and Lady Carnegie," 161.

librarian in Albany, New York, created the first statewide system of traveling libraries. Any community could request a traveling library; all that was needed was the request of twenty-five taxpayers and $5 for transportation. For their $5, the community would receive a one-hundred volume packet. In the first year nearly twelve-thousand volumes were sent throughout New York.[13] Dewey's system helped elevate the status of traveling libraries and created pressure for other states to support public library commissions.

Public Library Development in Nebraska

The course of library development in Nebraska mirrored the path of development occurring throughout the nation with a few notable exceptions. In 1857 three years after the Territory of Nebraska was created, the Omaha Library Association sponsored a reading room. This reading room was unique as it existed prior to Nebraska achieving statehood. When Nebraska was made a state in 1867, the Office of the State Librarian was immediately formed. By 1877 the state legislature provided for locally funded libraries since the existing university and legislative libraries did not provide good access or material favorable to the general public. With the advent and popularity of traveling libraries, the Nebraska Federation of Women's Clubs was formed in 1894 followed closely by the Nebraska State Library Association in 1895. Compared to other states, library development in Nebraska was unique as the state legislature provided funding for local libraries and created a state library association quite early. The formation of the state library association in Nebraska occurred a mere five years after the first state library commission was created in the United States.

In 1901 legislation was passed that created the Nebraska Public Library Commission (NPLC) out of the Nebraska State Library Association. When the NPLC was founded its duties were to "encourage and to assist in the formation of new libraries and to give advice and instruction as to the best means for establishing, organizing, and administrating such libraries, to purchase books and circulate them; and to collect annually reports from all libraries in the state together with such facts and statistics as might be deemed of public interest."[14] Upon the creation of the NPLC, the Nebraska Federation of Women's Clubs, in keeping with the national pattern, donated their traveling library. The women wanted the three-hundred volumes to be loaned out to other communities on an as-needed basis for study purposes.[15]

At the time of the creation of the NPLC, the two main obstacles to library development in Nebraska were ignorance concerning the importance of libraries and the lack of funding available to build permanent structures. A lack of money corresponded with a lack of professionalism among the librarians which ultimately downgraded the educational effectiveness of the library. The two mill levy in place at the turn of the twentieth century would only supply a town of five-thousand people $700 to completely fund a library including building construction, salaries, maintenance, and the purchasing of books. Additionally, at this time there were very few cities in the state that could boast of a population greater than five-thousand. Therefore, a majority of the communities in Nebraska had even less money to adequately stock a library, repair books, find a permanent location, and hire a librarian.

The primary duty of the NPLC was to establish libraries throughout the state. To help stir interest in library development, the NPLC sent literature about library formation to various women's groups and schools across the state. They also interviewed people in communities that already had a library regarding the positive effects of the library. Library development was promoted as a means to solve social problems and a method to guard against ignorance and social evils.[16] From its foundation, the NPLC believed that traveling libraries could be used as a tool to achieve its goal of establishing and building libraries throughout the state. While the traveling library was in a town, the NPLC believed people would become attached to it, begin it see its value and not want it to leave. To help facilitate these feelings, traveling libraries were kept in prominent locations including drug stores, barber shops, post offices, school houses and

[13] Watson, "Founding Mothers," 239.
[14] Nebraska Public Library Commission, *State of Nebraska Report of the Nebraska Public Library Commission to the Governor August 26, 1935-November 30, 1936* 6-9.
[15] Nebraska Public Library Commission, *Biannual Report of the Nebraska Public Library Commission 1902,* 7.
[16] Pollak, 5.

private dwellings. To help increase funding for traveling libraries, the NPLC turned to women's groups to put pressure on legislatures. By 1902 the Commission had accumulated thirty bundles consisting of forty-volume traveling libraries. Each bundle would stay in a place for three months before being shipped back to Lincoln for inspection and statistic taking.[17]

In addition to supporting traveling libraries as a means of library development, the NPLC also supported librarian education. By 1908 Nebraska boasted of having 43 trained librarians; 15 who graduated from a library science program, 13 who took summer courses relating to library management, and 15 librarians who took a correspondence course offered by the Commission. This correspondence course consisted of twenty lessons covering topics related to running a small library. Participants completed the lessons and sent them back to the Commission for review and comment. The only cost to the librarian was for supplies.[18] As a measure of success, by 1908 there were only five towns in Nebraska with a population over two-thousand that did not have a free public library.

At the same time the NPLC was encouraging the building of permanent structures to house collections, Andrew Carnegie was developing his library building program. In Nebraska alone, Carnegie supplied aid to sixty-nine libraries. Many communities looked into securing a grant from Carnegie after they hosted a traveling library. Women's groups were responsible for securing funding for two-thirds of all Carnegie libraries built in Nebraska. The first Carnegie library was built in 1902 and the last few were completed in 1922. Outside of Lincoln and Omaha, the average population of a town receiving a Carnegie grant was 3,100. A report published in 1930 on the state of libraries in Nebraska commented that Carnegie libraries were "an outstanding bit of good architecture, a center of civic pride and a real community asset. Further more it will be found that the smaller the community, the more valuable is the gift."[19]

Carnegie Library Development 1886-1917

The library building program initiated by Andrew Carnegie from 1886 to 1917, was responsible for constructing nearly 2,500 libraries throughout the English speaking world, approximately 1,700 of which were located in the United States. In addition to the United States, he also built libraries in Great Britain, Canada, Australia, New Zealand, South Africa, and the West Indies. In the United States, the majority of Carnegie libraries were built in the Midwest and the far western states. Prior to the start of the wholesale period of building, which began in 1898, there were only forty-six public libraries west of the Mississippi River, eighteen of which were located in California alone.[20]

Although the library program was never formally announced, it spread quickly throughout the country by means of publications such as *Harper's Weekly* and *National Geographic*. In addition to magazine accounts, the program also spread by word of mouth from people traveling across the country and from newspaper articles featuring towns that received library grants. Due to the immense popularity and success of the building program, Carnegie established the Carnegie Corporation in 1911 to administer the program. Moreover, the grants were popular because it was believed that a library, as a stronghold of moral virtue, would help solve a town's social, educational, and cultural problems.

Carnegie library gifts were divided into two distinct periods. The retail period lasted from 1886 to 1896 and gave a total of $1.9 million for fourteen buildings in six communities. All of these donations had a personal tie to Carnegie and all but one of the libraries were located in Pennsylvania and near a Carnegie industry site. Part of the motivation for building these libraries was to provide leisure opportunities to the employees of Carnegie Steel and to give something back to the community where Carnegie lived when he first arrived in the United States from Scotland. These first buildings were unique in the library building program because they were much more than just a library; often they acted more like a community center and included art halls, music halls, lecture rooms, gymnasiums, and swimming pools. They were also given endowments for operational and maintenance costs. Later, during the wholesale period, Carnegie would turn away

[17] NPLC, *Biannual Report 1902,* 6.
[18] NPLC, *Biannual Report 1908*, 4.
[19] Marguerite Nesbit, Forward to *Nebraska and Carnegie Libraries*. 1930.
[20] Theodore Jones, *Carnegie Libraries Across America: A Public Legacy* (New York: Preservation Press, 1997), 16.

from community center construction and concentrate on building structures for books only. Eventually the building program would be designed to ensure that the participants were legitimately interested in books and not trying to use the money for other purposes.

While the retail period was characterized by Victorian philanthropic elements of patriarchy and personal connection to the site, the wholesale period lasted from 1898 to 1917 and was characterized by a business model approach. Carnegie applied the corporate model to the program in order to eliminate subjective decision making. During this second period of development Carnegie gave a total of $39.1 million to 1,406 communities. Library construction greatly increased during the wholesale period because of Carnegie's shift in philanthropic ideologies and the sale of Carnegie Steel in 1901 to J.P. Morgan which increased the availability of funds and amount of time Carnegie had to spend on philanthropic ventures.

By the time the library building program was shut down in 1917 due to material shortages caused by World War I, the only states not to have a library financed by Carnegie were Rhode Island and Delaware.[21] Once Carnegie made an offer to a community it was rarely turned away. In the few instances of communities turning down grant money after they applied, the most common reasons were the inability to secure the mandated tax support and inability to provide a site for the building. Not every community in the United States was keen on asking Carnegie for help. Some communities flatly refused to ask Carnegie for grant money. These communities were troubled by the manner by which Carnegie made his money and the violence workers were subjected to during strikes; particularly the Homestead strike of 1892 in Homestead, Pennsylvania where a dozen men were killed. Occasionally, asking Carnegie for assistance was seen as charity by civic leaders and it offended their pride because it meant that they were unable to provide for their town.[22] Lastly, there was a small measure of concern related to public health that if a library was constructed the books would facilitate the spread of disease.

Andrew Carnegie and James Bertram

Andrew Carnegie was born on November 25, 1835 in Dunfermline, Scotland; the first born child of William and Margaret. The introduction of mechanical looms caused hard economic times, causing Andrew's father, a textile worker, to move the family to the United States in 1848. His family settled in Allegheny, Pennsylvania where Andrew quickly found work as a bobbin boy in a textile factory. Because of his neat handwriting he moved up in the company to the position of office clerk where he was taught how to keep company records.[23] Eventually, Carnegie learned how to be a telegraph operator and went to work for the superintendent of the Pennsylvania Railroad as a private telegraph operator. It was here that Carnegie learned about the possibilities and applications of steel that would one day allow him to become one of the richest men in the United States.

In addition to being a bobbin boy in his youth, Carnegie was also a messenger boy. Later in life, Carnegie credited his experiences as a messenger boy under Colonel James Anderson as being responsible for instilling a love of reading and acquisition of knowledge. Being a messenger boy left Carnegie little time or money for self-improvement. However, his employer Colonel Anderson, opened his four-hundred volume library to the messenger boys allowing them the opportunity to take one book out every Saturday afternoon and with the promise to return it the following Saturday.

Besides developing a thirst for education, Carnegie's experience with Colonel Anderson facilitated Carnegie's belief that libraries were one of the ideal philanthropic ventures. Carnegie felt that almsgiving was a waste of money because it did not improve the individual and could easily cause the progress of society to become stagnant.[24] His experience with Colonel Anderson taught him that libraries were solid investments as they only helped those who sought self

[21] Author's Note: Alaska and Hawaii did not become states until 1959. However in 1909 there was a Carnegie library constructed in Honolulu, Hawaii, then known as the Territory of Hawaii.
[22] Jones, 49.
[23] Ibid., 5
[24] Van Slyck, "Reform of the American Library," 365.

improvement.[25] This belief was very much in line with the late nineteenth century thought of the self-made man. This principle stated that anyone could achieve success as long as they worked hard enough and developed strength of character. Carnegie and many of his colleagues believed in this American ideology because they felt it mirrored their own rise into wealth.[26]

Coinciding with his belief in the philosophy of the self made man, Carnegie also believed that free public libraries were democratic institutions in of themselves because they were open to all and facilitated a sense of individualism to each community.[27] In addition to spreading the ideals of American democracy, Carnegie thought libraries were part of the solution to the tedious repetitive nature of industrial work. If the worker could distract his mind perhaps it would help solve labor problems in the United States. It was for this reason that Carnegie often said, "The free library is the library of the working classes."[28]

Similar to many men of his social standing in the late nineteenth century, Carnegie operated with the aid of a personal assistant. James Bertram was employed as Carnegie's personal secretary from 1897 to 1914 and served as the secretary of the Carnegie Corporation from its inception in 1911 until his own death in 1934. Bertram, a native of Edinburgh, Scotland worked for mining companies in Scotland and South Africa before working for Carnegie. He was given a trial period for the job based on a recommendation from an old teacher, and after three months Bertram had a permanent position.

In 1898 Carnegie placed Bertram in charge of the library building program. Carnegie provided the money and a general sense of direction for the program which Bertram translated into direct action and specific rules. Bertram was a very particular sort of man. It was said "he never used a paragraph when a sentence would do, and a word often served as a sentence."[29] Even though Bertram was in charge of a large and popular program, he personally handled all library requests. He frequently wrote to people requesting a library as if they already knew the procedures for applying for a Carnegie grant. He also believed his correspondence to each town was clear and did not require clarification or further detail. This practice often left communities confused and unsure of how to proceed in securing a library. To complicate matters, Bertram, like Carnegie, favored simplified spelling. For example: "anser" instead of answer, "buldings" for buildings, and "promis" for promise. However, as the program gained popularity instructions on how to apply for grants were published in magazines sponsored by various women's organizations.[30]

At the beginning of the wholesale period, the requirements to secure a Carnegie grant were few. These requirements would increase in number and complication as the program developed into the twentieth century. One of the basic rules was that Carnegie did not fund state libraries, state historical libraries, or subscription libraries. If he thought any existing library in town was adequate to meet the needs of the community he would request pictures and detailed descriptions to help make a determination if a community actually needed grant money. If no library in the town previously existed the basic requirements for a Carnegie building in 1898 were: an English speaking town of one-thousand people or more, the town had to provide the site, and it had to tax itself at an annual rate of 10 percent of the total gift. The tax money would pay for maintenance, general operations, to purchase books and pay salaries. The system Bertram and Carnegie created followed a business model and was designed to be administered by anyone and implemented in any town.

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[25] Andrew Carnegie, *Autobiography of Andrew Carnegie* (Cambridge: Riverside Press, 1924), 47-8.
[26] Peter Mickelson, "American Society and the Public Library in the Thought of Andrew Carnegie," *The Journal of Library History* 9 (1974): 118.
[27] Ibid., 122.
[28] Ibid., 125.
[29] George S. Bobinski, "Quiet Power Behind the Carnegie Throne: The Secretary who Made the Decisions," *American Library Association Centennial Vignette* 6 (1975): 592.
[30] Watson, "Carnegie Ladies and Lady Carnegie," 164.

As the program grew, Bertram required more information about each town in order to assess the proper grant amount and to ascertain the sincerity of the town applying. Carnegie only wanted to fund libraries and did not like it when town boosters tried to get his money solely to facilitate growth in their town. In order to accurately judge how much a town wanted a library versus a community center, Bertram had applicants fill out a questionnaire. Questions on this form included the population of the town, information on the existence of a library including number of volumes, circulation statistics and finances for the most recent year, availability of a site and how much a community could provide for a library through taxes.[31] The question of whether a town could tax itself to support a library was vital information because it was a requirement for the grant. In the early years of the program, many towns, especially those further west, had no laws enabling communities to tax themselves. Libraries were not seen as important civic institutions that required public support. As a result of Carnegie's library program, many communities changed their tax laws to provide for a library. By 1896, 29 of 45 states and the District of Columbia had passed legislation allowing cities to establish a tax to support libraries.[32] In addition to the problem of the 10 percent maintenance tax, several communities were hindered by the population requirement. To get around this condition, many communities banded together and applied for a county library.

Carnegie grants only supplied money for the building. It did not provide for the purchase or care of books or for the purchase of furniture to shelve the books on. To fill the library Carnegie depended on local leadership. He did not recommend or purchase books because he believed that was the responsibility of the leaders of each community to choose appropriate materials. Grant money also did not pay for the salaries of the librarian or maintenance staff or any landscaping done around the structure.

Once a town decided it wanted a Carnegie building, many people from the town would attempt to write to Carnegie inquiring about grant money. Occasionally, even though some women had worked for more than a decade to bring a library to their community, they viewed it as beyond their place to petition Carnegie and had a male relative or associate do it for them. Even though many people wrote to Carnegie inquiring about libraries, Bertram only responded to requests for grants from the mayor or elected officials. He adopted this policy in order to create a unified voice for the community in question. This system also prevented him from having to respond personally to each inquiry. Bertram believed that elected leaders were the only ones who could accurately answer questionnaire specifically those questions related to the town's ability to provide the necessary tax support.[33] As soon as Bertram received a request from an elected official he would send out the questionnaire.

Carnegie and Bertram insisted that all inquires about library buildings be carried out in writing and done through the mail. Personal interviews were only granted when it was a person of prominence, a representative of a community near Bertram's office, or in an instance where complications dictated the necessity of a meeting. Carnegie preferred written communication to formal personal meetings because it allowed him to manage the program on his own time and not be held up by circumstance and other people.

Once a town completed and returned the required questionnaire, Bertram would double check the town's population based on the most recent census. Grant money was generally calculated at $2-3 per person. Therefore, in order to get more funding, towns would often inflate their population. Bertram was keenly aware of this booster trick; however, if a town could supply sufficient reasons for its population increase and the vast difference between their number and the census figures, Bertram would calculate what he believed to be an accurate increase of the population based on the annual average population increase in the United States. Because Bertram did not calculate for population growth, libraries were often too small for their community shortly after being built. This caused many towns to request money for additions only a few years after the original library was completed. Bertram often turned down these requests for

[31] Bobinski, *History and Impact*, 44.
[32] Ibid., 5.
[33] Ibid., 38.

additional funding; believing that towns should reorganize the interior of their library to create a more efficient use of space. In larger cities Carnegie favored the establishment of branch libraries instead of additions. He believed that they were actually more important than the main library because they served more people while main libraries tended to become monuments to civic pride instead of public education.

After tax money was assured, it was up to the community to choose an architect. Bertram did not interfere with or make recommendations about appropriate architects or architectural style. Similar to questions related to appropriate books for the library, Carnegie believed that architectural style was a personal choice for the community and should reflect what the community felt was important. Even if the architect had a question concerning style or funding Bertram did not correspond with them. He mandated all correspondence go through elected community officials. Once the architect was chosen funds for the library were released through Carnegie's financial secretary Robert Franks. The money was released in equal thirds: at the groundbreaking, when the foundation was completed and "when the building was accepted as completed by the architect and library board."[34]

As the library program matured, the preliminary questionnaire became more detailed in nature because both Carnegie and Bertram believed that architects were wasting money by spending too much on exterior ornamentation instead of designing a functional structure. The problem was so prevalent by 1908 Bertram required library plans to be submitted for approval and by 1914 the mayor of a town requesting a grant was required to sign a pledge stating that the town would not go over the allotted grant. To solve the problem of going over the allotted grant amount, Bertram consulted with state library commissioners and state librarians and produced a publication called *Notes on Library Buildings* which suggested six potential and efficient floor plans for Carnegie buildings based on the shape of the site. Published in 1911, Bertram believed that *Notes* was needed because town library committees and architects were unaware of the science of library planning. He maintained that libraries needed to have functional layouts and be designed in such a way that one librarian could monitor the whole building.[35]

Site selection was vital to securing a grant. Carnegie did not want to buy existing buildings or turn residences into libraries. Outside of securing 10 percent tax support, locating and acquiring a suitable site were often the largest problems for a community. Carnegie stipulated the library be located on site a satisfactory to the community, owned by the community and that the lot be large enough to allow for potential expansion. However, outside those stipulations, Carnegie did not interfere with the selection of a site. Carnegie was an advocate of home-rule, and as one reporter observed, "a site which is satisfactory to the people and their representatives is satisfactory to him."[36]

When choosing a site many communities followed the established pattern of churches and selected a location near the edge of the commercial district coinciding with the beginning of the town's wealthy residential district. This location was ideal as it would attract people going into town while at the same time be associated with elements of culture and moral virtue. Parks, cemeteries and old schools were also popular choices because the city already owned the land and could save money by avoiding purchasing costs. For cities divided by water, the site battle became very important as townspeople believed the side with the library would have a greater economic standing in the town. Boosters often used new libraries to attract businesses and residents to a town and it was feared that the losing side would suffer financial ruin. Occasionally, the river situation resulted in two libraries being built; one on each side of the river.[37] Site selection was an important part of the grant process for women as they were allowed to participate in the process which was often done by ballot. A woman taking an active role in site selection through the process of voting is an important aspect of

[34] Jones, 28.
[35] Van Slyck, "Reform of the American Library," 377.
[36] Isaac F. Marcosson, "Giving Carnegie Libraries." In *The World's Work volume IX November 1904-April 1905: A History of Our Time* (New York: Doubleday, Page & Company, 1905), 6093.
[37] Author's Note: An example of this can be found in Waterloo, Iowa.

women's history. Occurring a decade or more before women legally secured the right to vote, women across the United States cast votes for library sites.

A second method for choosing an appropriate site was based on a community's desire to start or complete a City Beautiful project. Urban planning done according to City Beautiful guidelines usually occurred in larger cities and urban environments. Carnegie money could be used to enact such planning ideals by extending important streets, eliminating blight or utilizing prominent vacant sites. Even if a City Beautiful plan was not in place, libraries in larger communities were frequently placed in prominent locations next to city hall, museums, streetcar lines, and schools. Although site selection produced many heated battles, the unwillingness to provide the 10 percent maintenance fee condemned a majority of Carnegie Library buildings.[38]

Library Architectural Style

Prior to the twentieth century and the beginning of the wholesale building period, Romanesque was a popular architectural style for small library buildings because it served as a monument to the donor and reinforced Victorian paternalistic ideals. Other characteristics of the Romanesque library included the use of alcoves or small rooms for books and a series of separate rooms for various different functions such as museum space and meeting rooms. While this style reinforced the Victorian ideals of the period, the design was impractical from an administrative standpoint. Buildings were often multi-story which meant endless running up and downstairs to retrieve and reshelf books. The alcoves or small rooms the books were kept in did not easily accommodate growth in a particular section or in the number of sections. Additionally, these alcoves could not be monitored which meant the librarian would have to retrieve and reshelf selections. The buildings themselves were also difficult to heat properly; often what was appropriate on the ground level would be too hot for books on the upper stories.

The wholesale period of development broke away from the Romanesque and Victorian ideals of design and incorporated the theories of library science into building design. While Carnegie refused to build frame structures due to the risk of fire, the masonry buildings designed during this period were based on public access to the materials instead of glory to the donor. Design emphasis was placed on one librarian being able to monitor the entire building from a centralized desk. This meant that bookshelves would have to be designed to accommodate patron access and visibility from a centralized desk. Smoking rooms and fireplaces with their mantels above were replaced by spaces designed for multipurpose public uses such as children's rooms and reference rooms. Removing the fireplace from the library helped eliminate the paternalistic donor connection to the library by taking away the temptation to make the fireplace a shrine by means of a portrait above. Moving the trustee's meeting room to the common room in the basement signaled that the public's right to use the space was as equally important as the trustee's right to the space.

The most common architectural styles for Carnegie libraries across the United States included Italian Renaissance Revival, Beaux-Arts and Classical Revival. Buildings categorized as Italian Renaissance Revival were patterned after McKim, Mead & White's Boston Public Library. The Boston Public Library is not a Carnegie library; however it was constructed in the 1890s and served as a model for many future libraries across the United States. Characteristics of the Italian Renaissance Revival style include clear definition of the base, body and roof, deeply recessed windows and doors, hipped tile roof, smooth stone exteriors and repetition of windows. Carnegie libraries following this style are commonly found in the northeastern United States.

The Beaux-Arts style was a popular choice because of its emphasis on beauty and ornamentation and can be found throughout the Midwest. Characteristics of this style included monumental arched entrances and lavish ornamentation of keystones, paired columns, pilasters, floral swags, shields and escutcheons. Since this style required expensive

[38] Author's note: Out of 225 known communities to reject a Carnegie grant, three were located in Nebraska.

ornamentation, the decoration was often limited to a couple of elements, or else the size of the library was greatly reduced.[39]

In 1893, toward the end of the retail period, the Columbian Exposition was held in Chicago. Many of the buildings for the World's Fair were constructed in the classical revival style because of its perceived connection to democracy.[40] At the same time the World's Fair was taking place, the public education movement in the United States was gaining momentum and the idea that schools were civic institutions began to take root. Due to their educational role in the community, libraries became connected to schools and began to be viewed as a public institution as well. Carnegie's grant requirement that library buildings had to be supported through taxes reinforced the perception of libraries as public structures. Since libraries were viewed as public institutions, community leaders believed they were deserving of an architectural style that identified them as such. The World's Fair provided community leaders with visual representations of what public buildings should look like. With the number of architects trained at the Ecole des Beaux-Arts in Paris which encouraged classical elements on public buildings, public officials did not have a problem finding an architect to design a structure that fit with their ideal of a public building. The Classical Revival style guaranteed a town that the library building would be recognized as an important institution. Characteristics of this style included either ionic or doric columns, centrally placed projecting pediments, grand stairways leading up to the entryway and a domed or hipped roof.

Other popular styles included Tudor Revival which was frequently used in residential settings. Its characteristics included stone, stucco or brick walls, a steep roof with intersecting gables, half timbering in the gables, grouped windows and the occasional parapet. Spanish or Mission Revivals, most commonly found in the Southwest, were made of stucco and sported tile roofs, colonnaded and arched entrances, a bell tower, parapets with stone coping and quatrefoil windows. The Craftsman and Prairie styles were popular in both rural and urban settings and were typically found in the Midwest. They featured a low, horizontal design emphasis, a wide overhanging hip or gable roof, ribbon windows, stucco, brick or wood walls and horizontal bands of contrasting colors and materials. These other styles were often chosen for their inexpensive cost and functional style or as a backlash against the Italian Renaissance Revival, Beaux-Arts and Classical Revival styles as these styles were associated with the wealthy. Occasionally, the selection of a simpler style for a Carnegie library was done to make the working class feel more welcome and to disassociate the library from the wealthy.

Since the Italian Renaissance Revival, Beaux-Arts and Classical Revival styles places so much emphasis on exterior ornamentation, Bertram believed it was causing communities to be more concerned with the exterior of the structure than the functional design of the building. He also believed it was causing architects to go over budget. Therefore by 1908 Bertram mandated that architectural plans be submitted and approved prior to funds being released. The architectural extravagance and the amount of book and storage space lost were so great that by 1911 Bertram created a pamphlet entitled *Notes on the Erection of Library Buildings*. *Notes* was developed in consultation with leaders in the library science community and detailed six different floor plans that Bertram believed were the most cost efficient and functional. Starting in 1911, this pamphlet was sent out with every reply to a community requesting Carnegie funds and it was strongly recommended that a town choose one of the approved designs.

Both Carnegie and Bertram believed that the purposes of a library building were to house and distribute books, and provide comfortable reading space for adults and children. Lecture spaces were viewed as a secondary feature that should not substantially add to the overall cost of the structure. Between 1900 and 1917 state library associations printed pamphlets listing practices of good librarianship and ideas about interior layout, including floor plans. They advised, "The first thing for a board of trustees to do in planning a library building is to get a good librarian; the second to secure a competent architect. In *A Book of Carnegie Libraries*, Koch observed that "librarians and architects are coming to recognize . . . how they can co-operate in building the libraries of the future, which, while beautiful, must first and foremost

[39] Jones, 63.
[40] Ibid., 55.

serve the purposes of the institutions they house."[41] According to *Notes on the Erection of Library Buildings*, when planning a library, it was important to consider many things. First, was it an academic or public library? Secondly, what type of access would patrons have to the materials? Open access required wider aisles than just storage or limited access. Lastly, the overall size of the library was determined by how many shelving units would be required. The types of books to be shelved also played a part in determining the interior layout of a library because different types of books required different size shelves. Art books for example required deeper shelves.[42]

In *Notes on the Erection of Library Buildings,* Bertram advised that buildings should be designed as rectangles because they provided the most efficient use of space. The first floor should be 12-15 feet high and would contain bookshelves, the circulation desk and reading space for adults and children. The rear and side windows had to be 6-7 feet from the ground to accommodate shelves on all four walls. Optional glass partitions could be built above the shelves to provide a quieter atmosphere. Because entrances were where most of the money was previously wasted, Betram advised they should be minimal. The circulation desk was located close to the front to allow the librarian to watch the entire building. For the basement, it was suggested to be located about 4 feet below the natural grade, have 9-10 feet ceilings, and contain space for storage, lecture rooms, and restrooms.[43]

Bertram encouraged specialization in architecture by pressuring communities to hire architects with previous library design experience. The amount of pressure Bertram inflicted on towns increased proportionally as the architectural restrictions increased. Often towns shared architects and blueprints to appease Bertram and help cut down on costs. Additionally, it was easier to choose an architect in smaller towns simply because there were few to pick from. In large cities design competitions were held and the winner was chosen by popular vote, by committee or by the library board. These competitions could be open to architect or firm, local firms only or to invited firms only. The larger the city, the more competitive the competition was, and the higher the expectations of the town officials.

In November 1915, the board of trustees of the Carnegie Corporation authorized the hiring of a person to conduct a study of the successes and shortcomings of the library building program. This evaluation was prompted by claims that the 10 percent required tax contribution was not sufficient enough to support the library after salaries and maintenance costs. The Carnegie Corporation, created in 1911 to administer the program, specifically wanted to know if towns petitioning for grants were genuinely interested in library development or just considered the grant a business opportunity and whether communities benefited from outside aid or would it be better if they came up with all of the money for building construction on their own.[44] Alvin S. Johnson, a noted economist and graduate of the University of Nebraska, was chosen for the job. A professor of economics at Cornell University, a previous employee of the Carnegie Endowment for International Peace, and editor for the *New Republic*, Johnson was uniquely qualified to review the library building program.

Johnson visited over one-hundred Carnegie libraries in several states and produced a ten chapter document that was published in 1919. In his report Johnson analyzed the social significance of the library, efficiency of Carnegie libraries, library location and librarian training. Johnson determined that the free public library was an important social and cultural institution. He thought Carnegie's library philanthropy could be better tailored to meet the needs of cities that range in size and level of need. In order to fully meet the needs of the community Johnson believed librarians must know and understand the occupations of the population to purchase appropriate books and compile relevant reading lists. Johnson surmised that architectural control of the libraries had worked out well but perhaps allocations could be made in order to attract more groups to the library. If more people used the library, they would see its value and increase their support of it. He reasoned that the library should be located in the central business district as to attract the greatest number of people. Occasionally he documented buildings that were difficult for the public to access because the location was all the town

[41] Theodore W. Koch, *A Book of Carnegie Libraries* (New York: H.W. Wilson Company, 1917), 220.
[42] Ibid., 209-10.
[43] Bobinski, *History and Impact*, 61-2.
[44] Pollak, 166.

could afford or it was what was donated. He also determined that more money needed to cover the cost of maintenance, salaries and book repair and purchase. Ten percent in most towns amounted to less than $1,000 per year and was inadequate to cover the expenses of running a decent library.[45]

Overall Johnson recommended closer monitoring of the library program and funding for other areas of library development. Specifically he recommended that when a town petitioned for a library, the Carnegie Corporation should send a representative to prepare a report that would analyze the proposed site and discuss the proposed library with local groups which would allow the representative to ascertain the sincerity of the town. The meeting would also help eliminate confusion on what was required for the grant and provide an opportunity to pass on the ideas of proper library management and design. Johnson also recommended that communities have an educated and qualified librarian prior to requesting grant money. In areas where there were no schools that offered library science programs, Johnson stated that the Carnegie Corporation should send a representative to train local staff or provide scholarships opportunities. To demonstrate the full potential of a library, Johnson recommended Carnegie establish model libraries. He advocated grant money be divided between the purchase of books and building construction. Finally, he also recommended that the Corporation should financially assist the American Library Association in projects of mutual interest.[46] Due to a materials shortage caused by World War I, the library building program officially ended on November 17, 1917. The only libraries built after 1917 were ones that had be initiated prior to the war. According to the November 7, 1917 meeting of the Carnegie Corporation, “no new applications for the erection of library buildings will be considered and that further allotments for the erection of library buildings while the war lasts will be made only in cases where correspondence has already advanced so far as to imply a decision on the merits of the case.”[47]

As of 2017, of the 69 Carnegie libraries constructed in Nebraska, 24 are still used as libraries, 33 have been adapted for alternative uses, 1 is vacant, and 11 are non-extant.

Prominent Architects Associated with Carnegie Libraries in Nebraska

M.N. Bair

Moses N. Bair was a local architect from Hastings, Nebraska. Prior to practicing in Hastings he had an office in Falls City, Nebraska (1894-1907) where he designed their library and City Hall (1901). as well as a Carnegie Library that was never built. He practiced in Hastings from 1909 to 1915 and served as the Hastings City Engineer from 1913 to 1914. Bair is credited with designing seven Carnegie libraries in Nebraska including those in Aurora, Broken Bow, Fullerton, Gibbon, Gothenburg, Shelton, and Sutton.

George A. Berlinghof

George A. Berlinghof, a German immigrant, graduated from the Polytechnic School at Darmstadt in 1879. He moved to Omaha in 1881 and found work with the architectural firm of Mendelssohn, Fisher & Lawrie. Berlinghof moved about the state for a number of years before settling in Lincoln in 1905. He worked for a number of years with Ellery Davis and in 1907 was named the State Architect. In that capacity he designed several governmental buildings. Berlinghof is noted for designed several schools and commercial structures in Lincoln including Lincoln High School, the Security Mutual Building, and the Seward County Courthouse in Seward, Nebraska. He is credited with designing three Carnegie library buildings in Nebraska including Beatrice, Chadron, and the branch library in Lincoln.

Fisher & Lawrie

George Lee Fisher (1856-1932) was born in Pontiac, Michigan and graduated from the University of Michigan with a degree in Civil Engineering in 1880. He came to Omaha in 1882 and became a partner in Mendelssohn, Lawrie & Fisher. This partnership lasted until 1894 when he broke away with Harry Lawrie. Fisher & Lawrie lasted until 1918 when Fisher

[45] Bobinski, *History and Impact*, 146-53.
[46] Ibid., 154-60.
[47] Pollack, 165.

began to practice on his own until his death. Fisher designed many structures in Omaha including the Florence pumping station, the YMCA building and the Paxton block and is considered a pioneer architect for the city.
Henry Lawrie was born and educated in Scotland. He immigrated to the United States in 1883 where he found employment in Chicago as a draftsman with Burnham & Root. He moved to Omaha 1887 to work with Fisher & Mendelssohn and eventually broke away to form a partnership with Fisher in 1918. He was a founding member of the Nebraska chapter of the American Institute of Architects. The firm of Fisher & Lawrie is credited with designing five Carnegie libraries in the state of Nebraska: Ashland, Fremont, the main library in Lincoln, Schuyler, and Sidney.

Fiske & Meginnis
Ferdinand C. Fiske (1856-1930) was born in New York and studied architecture at Cornell University although according to the records from the university he did not graduate. He moved from Iowa to Minneapolis (1884-1887) where he worked as a draftsman and started a firm, before settling in Lincoln in 1887. He designed several schools, churches, commercial buildings and private residences. In 1917 he formed a partnership with Harry Meginnis which lasted until 1924. Meginnis (1877-1943) was born in Iowa and studied business administration and architecture at a school in Indianapolis, Indiana. He started working for Fiske while Fiske was partnered with Charles A. Dieman in Cedar Rapids, Iowa. He worked his way up through the firm and was made a partner in 1917. In 1924 he broke away from Fiske to form a partnership with Edward G. Schaumberg. In Nebraska Fiske and Meginnis are credited with designing six Carnegie libraries: Arcadia, Blair, David City, Loup City, Plattsmouth, and Ravenna.

R.W. Grant
Richard W. Grant (1862-1939) was born in Illinois but moved to Gage County, Nebraska at a young age with his parents. He studied architecture at the University of Illinois and set up a practice in Beatrice in 1889. Most of his works are located in southeastern; however, he is credited with designing public schools in Kansas, South Dakota, and Colorado. In Nebraska he is responsible for designing the Carnegie libraries in Fairfield, Geneva, Tekamah, and Wymore.

Patton & Miller
Grant Miller and Normand Patton designed approximately one-hundred Carnegie libraries from 1889 to 1919 from their Chicago based firm of Patton and Miller. The majority of these buildings are located in Iowa. However the firm also did work in Louisiana, Nebraska, and Wyoming. Because Patton had worked on six Carnegie library buildings prior to 1900, he was considered somewhat of an expert and his advice was regularly sought after. Patton and Miller designed libraries in a variety of architectural styles reflective of restraints placed on architectural styles as the Carnegie library building program matured. Therefore early designs are more likely to use lots of ornamentation akin to the Beaux-Arts style. Later as the grants became more restrictive, they moved onto Tudor and Classical Revivals styles and ultimately ended with the more functional style Craftsman style. In Nebraska the firm is credited with designing Carnegie libraries in Alma, Superior, and Wayne.

I. Property Type Description

The property type, "Carnegie Library," refers to library buildings built in Nebraska associated with the Carnegie library building program. Typically the Carnegie grant was used to construct the first building in town that was designed for the purpose of being a library. Between 1902 and 1922, sixty-nine Carnegie libraries were built across the state with the majority of those being located in the eastern third of the state. In Nebraska, the average size of the town requesting a Carnegie grant was between one- and two-thousand people. Therefore a majority of these libraries are located in small towns. The buildings were generally located close to the central business district and designed in a variety of styles. Examples of Nebraska Carnegie Library Styles include:

Classical Revival

The Classical Revival style is one of the most popular architectural styles for Carnegie libraries in Nebraska. Because of the budget restraints put in place by Bertram, communities often sacrificed architectural details in order to complete the building. Therefore libraries completed in the Classical Revival style only represent a few of the style's character defining features. The main character defining features of this style found on Nebraska Carnegie libraries include a triangular pediment supported by doric or ionic columns, quoins and a symmetrical façade. Libraries featuring this style include Albion, Alliance, Arcadia, College View, DeWitt, Fairbury Grand Island, Harvard, Hastings, Havelock, Kearney, the branch library of Lincoln, Norfolk, Pawnee City, Pierce, Plattsmouth, Seward, Tecumseh, and University Place.

Colonial Revival

The Colonial Revival style rivals the Classical Revival style in popularity for Nebraska Carnegie libraries. Additionally, the two styles were often used together on the same buildings. The main difference between the two styles is that the Colonial Revival style is a simpler and less ornate style with smaller pediments and columns. Often the pediment and columns combine and form a squared projection. Other features of this style include symmetrical and asymmetrical facades, arched entryway and windows, and a parapet wall located above the cornice. Libraries done in this style can be found in Clarks, Columbus, Cozad, Franklin, Fremont, Holdrege, Lexington, Madison, Scottsbluff, and Stromsburg.

Tudor Revival

The Tudor Revival style encompasses buildings decorated in the English tradition. The most recognizable feature of this style is the parapet wall, either located on the sides of the building or as a central projection from the main façade. Other character defining features of this style include decorative brick work and a symmetrical façade. Libraries designed in this style are located in Ashland, David City, Gothenburg, North Platte, Schuyler, and Superior.

Mission/Spanish Colonial Revival

The Mission/Spanish Colonial Revival style draws its inspiration from the architecture of the southwestern United States. All of the libraries that feature this style are located in either western or southern Nebraska. Prominent features of the style include rounded or arched parapet walls and decorative brickwork. Libraries that feature this style can be found in Alma, Chadron, McCook, and Sidney.

Beaux-Arts

The Beaux-Arts style was prominent on Carnegie libraries during the very early years of the Wholesale period of development. Because Nebraska did not receive its first Carnegie library until 1902 and the high costs associated with building a library in the Beaux-Arts style, only two examples of the style were constructed in Nebraska. These buildings were located in Beatrice and Lincoln; only the Beatrice Carnegie Library is extant. Character defining features of this style include ornate columns usually paired and with ionic or Corinthian capitals, domes, symmetrical façade and wall surfaces ornamented with garland, floral patterns, or shields.

Craftsman
The Craftsman style was favored by Bertram because of its cost efficiency. This style appeared late in the wholesale building period as Bertram exercised more control over the architectural style of the building. Character defining features of this style include roofs with overhanging eaves and exposed rafter tails, and windows grouped in threes. Libraries in the Craftsman style include Clay Center, Geneva, Randolph, Ravenna, Spencer, and Wymore.

Prairie School
The Prairie School was another style favored by Bertram because it was more cost efficient than any of the styles requiring columns. The most prominent features of this style include hipped roofs with wide overhanging eaves and banded windows which emphasize the horizontal nature of the building. Examples of this style can be found in Aurora, Bloomfield, Fairfield, Fullerton, Gibbon, Hartington, Sutton, Tekamah, and Wayne.

Romanesque
The Romanesque style only appeared on one library building in Nebraska. The Carnegie library building constructed in South Omaha was constructed out of Bluf Bedford stone and featured an arched entryway and windows accented by columns on each of the opening. The building is no longer extant.

Mixed Styles
Several of the Carnegie library buildings in Nebraska exhibit elements of more than one style and are not easily categorized as one style or another. Common styles to combine included Classical Revival with Colonial Revival and Prairie School with Art Deco which placed an emphasis on geometric ornamentation and design. Libraries featuring mixed styles include Blair, Broken Bow, Burwell, Crete, Loup City, Neligh, Plainview, Ponca, Shelton, and Stanton.

II. Property Type Significance
Carnegie libraries in Nebraska are significant in the areas of education, social history and architecture. With regards to educational history, Carnegie libraries facilitated access to books and other printed materials to sparsely populated areas of the state and allowed new groups of people access to such materials. Prior to Carnegie grants, libraries in the majority of the state consisted of reading rooms or traveling libraries. The few libraries that did exist were located in Lincoln and access was limited to university students and faculty, government officials and lawyers. Access for people living in rural parts of the state was nearly nonexistent. Carnegie grants provided the necessary funding to erect permanent structures and the opportunity for nonacademic and nongovernmental officials to access the materials. During the early twentieth century, in addition to schools, books were the primary means of education. School districts at this time in Nebraska did not have the necessary funds to support a library in each school or in many cases even a district library. Therefore many communities requested a Carnegie grant so the library could act as a school library, as well as the town library.

In the area of social history, library openings were huge events in towns of all sizes in Nebraska. Often schools and businesses were closed and hundreds of people from surrounding areas came in for a celebration which included speeches and bands. The library opening was a demonstration of civic pride and created the image that small towns were keeping up with trends present in larger and more cosmopolitan cities. In addition to the larger social significance, the decision to apply for a Carnegie grant was often spurred by the work of women's groups. In 1930 the American Library Association credited women's groups with founding 75 percent of the nation's libraries. Women were also allowed to participate in the site and architect selections which were accomplished by ballot. This is significant because it occurred in some towns nearly a decade before women were given the legal right to vote. Carnegie libraries were also often the location for community events such as lectures, annual activities, and club meetings.

Carnegie libraries in Nebraska are significant in the area of architecture as they represent the efforts of the Carnegie library building program throughout the state. The various styles implemented on the buildings are reflective of the stipulations required to receive a grant and the evolutionary changes in the library building program itself. Architectural significance of a particular building can be determined by analyzing the architectural style, period of construction and the

year in which the grant was awarded. Carnegie's business orientated philanthropic philosophy and the mounting cost associated with the more ornate styles caused the building program become increasingly restrictive as to what type of style would be acceptable. Therefore, if a building constructed early in the program had a more functional and plain style it would be unique and retain a higher degree of significance. Similarly, an extremely ornate or high style structure built late in the program would retain a higher degree of significance.

III. Property Type Registration Requirements

To be eligible under Criterion A, a Carnegie library building must have been constructed between the period of 1902 and 1922, demonstrate significance to its community in the areas of education or social history. The building should also maintain its integrity in the areas of architecture, location and setting. Libraries nominated under Criterion A are eligible for local, state or national significance.

To be eligible under Criterion B a Carnegie library must be associated with the lives of persons significant to the community. The Carnegie library should illustrate the person's achievements and be the best example of the person's association to the community. The building should also maintain its integrity in the areas of architecture, location and setting. Libraries nominated under Criterion B are eligible for local, state or national significance.

To be eligible under Criterion C a Carnegie library must be constructed between the period of 1902 and 1922 and reflect distinctive characteristics of a type, period, or method of construction, represent the work of a master or possess high artistic value. The building should portray prominent elements associated with the distinct styles characteristic of Nebraska Carnegie libraries. The building may be representative one style or a combination of styles. The library should be in its original location and maintain integrity of setting. Any additions or alterations to the building should not detract from the integrity of the building or significantly alter the exterior appearance. Primary emphasis is placed on the exterior of the building. However, because the Carnegie library building program's stipulations regarding floor plans after 1911, the interior of the building should retain some degree of integrity. If the building in question was constructed after 1911, the interior integrity of the building has a higher degree of importance. Libraries nominated under Criterion C are eligible for local, state or national level significance.

Sixty-nine Carnegie grants were awarded in Nebraska to fifty-one counties. Those counties include: Adams, Antelope, Boone, Box Butte, Boyd, Buffalo, Burt, Butler, Cass, Cedar, Cheyenne, Clay, Colfax, Custer, Dawes, Dawson, Dodge, Douglas, Dixon, Fillmore, Franklin, Gage, Garfield, Hall, Hamilton, Harlan, Holt, Jefferson, Johnson, Knox, Lancaster, Lincoln, Madison, Merrick, Nance, Nuckolls, Pawnee, Pierce, Phelps, Platte, Red Willow, Polk, Saline, Saunders, Scotts Bluff, Seward, Sherman, Stanton, Valley, Washington, and Wayne

The majority of those counties are located in the eastern third of the state.

Resources that are listed in the National Register of Historic Places are in **bold** font.

CITY	YEAR	ARCHITECT	STYLE		FUNCTION	LOCATION
Albion	1908	John P.Eisentraut	Classical Revival	Extant	Library	437 S 3rd St
Alliance	1912	John P.Eisentraut	Classical Revival	Extant	Alternate Use	204 W 4th St
Alma	1911	Patton & Miller	Mission/Spanish Colonial Revival	Extant	Alternate Use	1114 2nd St
Arcadia	1917	Fiske & Meginnis	Classical Revival	Extant	Library	100 S Reynolds St
Ashland	**1911**	**Fisher & Lawrie**	**Tudor Revival**	**Extant**	Alternate Use	**207 N 15th St**
Aurora	1910	M.N. Bair	Prarie School	Extant	Alternate Use	819 12th Street
Beatrice	**1904**	**George A. Berlinghof**	**Beaux-Arts**	**Extant**	**Alternate Use**	**220 N 5th St**
Blair	1917	Fiske & Meginnis	Classical Revival and Colonial Revival	Non-Extant		
Bloomfield	1913	Beuttler & Arnold	Prairie School	Extant	Alternate Use	S Broadway & Grant
Broken Bow	**1915**	**M.N. Bair**	**Mixed**	**Extant**	Alternate Use	**255 S 10th St**
Burwell	**1914**	**T.J. Pryor**	**Classical Revival and Art Deco**	**Extant**	Alternate Use	**110 S 7th Ave**
Chadron	**1911**	**George A. Berlinghof**	**Mission/Spanish Colonial Revival**	**Extant**	**Library**	**507 Bordeaux St**
Clarks	1919	Grabe & Helleberg	Colonial Revival	Extant	Library	108 West Amity St
Clay Center	1916	C.W. Way	Craftsman	Extant	Library	117 W Edgar St
Columbus	1915	Charles Wurdeman	Colonial Revival	Extant	Alternate Use	1470 25th Ave
Cozad	1922	R.A. Bradley	Colonial Revival	Non-Extant		

CITY	YEAR	ARCHITECT	STYLE		FUNCTION	LOCATION
Crete	1914	J.W. Salmon	Classical Revival and Colonial Revival	Extant	Library	305 East 13th St
David City	1919	Fiske & Meginnis	Tudor Revival	Extant	Alternate Use	360 E St
DeWitt	1908	Unknown	Classical Revival	Non-Extant		
Fairbury	**1909**	**James Tyler & Son**	**Classical Revival**	**Extant**	**Library**	**601 7th St**
Fairfield	**1914**	**R.W. Grant**	**Prarie School**	**Extant**	**Library**	**412 N. D St**
Franklin	1916	Alan McDonald	Colonial Revival	Extant	Alternate Use	L & 14th
Fremont	1903	Fisher & Lawrie	Colonial Revival	Non-Extant		
Fullerton	1914	M.N. Bair	Prairie School	Extant	Alternate Use	903 Broadway St
Geneva	1913	R.W. Grant	Craftsman	Extant	Library	1043 G St
Gibbon	1913	M.N. Bair	Prairie School	Non-Extant		
Gothenburg	**1916**	**M.N. Bair**	**Tudor Revival**	**Extant**	**Library**	**1104 Lake Ave**
Grand Island	**1904**	**James Tyler & Son**	**Classical Revival**	**Extant**	Alternate Use	**321 W 2nd St**
Hartington	1915	Beutter & Arnold	Prairie School	Extant	Library	106 S Broadway Ave
Harvard	1916	C.W. Way	Classical Revival	Extant	Library & City Offices	309 N Clay Ave
Hastings	**1904**	**Latenser & Sons**	**Classical Revival**	**Extant**	**Alternate Use**	**Hastings College**
Holdrege	1907	Thomas R. Kimball	Colonial Revival	Extant	Library	604 East Ave
Kearney	1904	James Tyler & Son	Classical Revival	Non-Extant		
Lexington	1919	Alan McDonald	Colonial Revival	Extant	Alternate Use	705 N Washington
Lincoln (College View)	**1916**	**J.G. Cordner**	**Classical Revival**	**Extant**	**Alternate Use**	**3800 S 48th St.**
Lincoln (Havelock)	1907	James Tyler & Son	Classical Revival	Non-Extant		

CITY	YEAR	ARCHITECT	STYLE		FUNCTION	LOCATION
Lincoln (Main)	1902	Fisher & Lawrie	Beaux-Arts	Non-Extant		136 S 14th Street
Lincoln (Northeast)	1909	George A. Berlinghof	Classical Revival	Extant	Alternate Use	2121 N 27th St
Loup City	**1917**	**Fiske & Meginnis**	**Classical Revival and Colonial Revival**	**Extant**	Alternate Use	**652 N St**
McCook	**1908**	**Willis Adams Marean**	**Mission/Spanish Colonial Revival**	**Extant**	Alternate Use	**415 Norris Ave**
Madison	1913	Joe Adams	Colonial Revival	Extant	Library	209 S Lincoln Ave
Neligh	1911	Paul O. Moratz	Classical Revival and Art Deco	Extant	Alternate Use	510 M St
Norfolk	**1911**	**James C. Stitt**	**Classical Revival**	**Extant**	Alternate Use	**803 W Norfolk Ave**
North Bend	**1913**	**J.R. Smith**	**Priarie School**	**Extant**	Alternate Use	**140 E 8th St**
North Platte	1912	Shaeffer	Tudor Revival	Extant	Alternate Use	314 N Jeffers St
O'Neill	1914	J.W. Salmon	Prairie School	Extant	Library	601 E Douglas St
Pawnee City	**1908**	**John P.Eisentraut**	**Classical Revival**	**Extant**	Alternate Use	**730 G St**
Pierce	1912	Falls River Co	Classical Revival	Extant	Alternate Use	Willow & First
Plainview	**1917**	**James C. Stitt**	**Craftsman and Art Deco**	**Extant**	Alternate Use	**102 S Main St**
Plattsmouth	**1916**	**Fiske & Meginnis**	**Classical Revival**	**Extant**	**Library**	**401 Ave A**
Ponca	**1913**	**George W. Burkehead**	**Classical Revival and Prairie School**	**Extant**	**Library**	**201 W 2nd St**
Randolph	1918	J.R. Smith	Craftsman	Non-Extant		111 N Douglas St
Ravenna	1919	Fiske & Meginnis	Craftsman	Extant	Library	121 Seneca
Schuyler	**1912**	**Fisher & Lawrie**	**Tudor Revival**	**Extant**	**Vacant**	**1003 B St**
Scottsbluff	**1922**	**R.A. Bradley**	**Colonial Revival**	**Extant**	Alternate Use	**106 E 18th St**
Seward	**1913**	**James Tyler & Son**	**Classical Revival**	**Extant**	**Library**	**208 S 5th St**
Shelton	1914	M.N. Bair	Prairie School and Art Deco	Extant	Library	313 C ST

CITY	YEAR	ARCHITECT	STYLE		FUNCTION	LOCATION
Sidney	**1917**	**Fisher & Lawrie**	**Mission/Spanish Colonial Revival**	**Extant**	Alternate Use	**740 Illinois St.**
South Omaha	1905	Thomas R. Kimball	Romanesque	Non-Extant		2302 M Street
Spencer	1917	Alan McDonald	Craftsman	Extant	Library	Main & West
Stanton	1915	Unknown	Craftsman and Art Deco	Extant	Library	1009 Jackpine St
Stromsburg	1918	Grabe & Helleberg	Colonial Revival	Extant	Alternate Use	Commercial & 5th
Superior	**1909**	**Patton & Miller**	**Tudor Revival**	**Extant**	**Alternate Use**	**354 N Commercial Ave**
Sutton	1911	M.N. Bair	Prairie School	Non-Extant		
Tecumseh	**1908**	**Eisentraut, Colby & Pottenburg**	**Classical Revival**	**Extant**	**Alternate Use**	**136 N 5th St**
Tekamah	**1916**	**R.W. Grant**	**Prairie School**	**Extant**	**Library**	**204 S 13th St**
University Place	1917	J.R. Smith	Classical Revival	Extant	Alternate Use	2820 N 48th St
Wayne	1913	Patton & Miller	Prairie School	Extant	Alternate Use	419 Main Street
Wymore	1919	R.W. Grant	Craftsman	Extant	Library	116 W F St

The multiple property documentation (MPD) of Carnegie libraries in Nebraska from 1902-1922 was based on research conducted for the original Carnegie library MPD entitled “Carnegie Libraries in Nebraska 1899 to 1922”. It was decided to supplement the original MPD with new research. The additional research was based upon secondary resources that were not available in 1991 when the first MPD was written. These resources include *Carnegie Libraries Across America: A Public Legacy* by Theodore Jones, *A State of Readers: Nebraska’s Carnegie Libraries* by Oliver B. Pollak and a pair of articles written by Paula D. Watson titled “Carnegie Ladies and Lady Carnegie: Women and the Building of Libraries” and “Founding Mothers: The Contribution of Women’s Organizations to American Public Library Development.” Primary resources from the Nebraska Public Library Commission papers were also consulted.

Historic contexts for the document were developed as a result of the additional research performed for the updated MPD. Based upon the additional research it was clear that the original MPD did not address library development specific to Nebraska prior to the Carnegie library building program. This information is vital for analyzing the educational and social significance the Carnegie library building program had in Nebraska. Additionally, with regards to the historic context of the Carnegie library program in the original MPD, several key aspects of the program were left out including the role of James Bertram and the Johnson Report. The role of Bertram is necessary to aid in the explanation of architectural significance of the buildings. The Johnson Report is necessary for the analysis of libraries whose grants were awarded in 1917 at the start of World War I and the end of the building phase of the Carnegie library program. Property types (Carnegie libraries) included in the analysis of this document were complied from official lists of Carnegie grants awarded in Nebraska published by the Carnegie Corporation in 1963.

Architectural integrity for the property types was determined based upon a combined analysis of the Nebraska Carnegie Library Development 1902-1922 historical context and the architecture derived from *American Architecture Since 1780: A Guide to the Styles* by Marcus Whiffen and *A Field Guide to American Houses* by Virginia and Lee McAlester. Educational and social significance is derived from an analysis of both historical contexts and the specific history of the building that is to be nominated.

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National Register of Historic Places
Memo to File

Correspondence

The Correspondence consists of communications from (and possibly to) the nominating authority, notes from the staff of the National Register of Historic Places, and/or other material the National Register of Historic Places received associated with the property.
Correspondence may also include information from other sources, drafts of the nomination, letters of support or objection, memorandums, and ephemera which document the efforts to recognize the property.

WASO Form - 177
("R" June 1984)

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Carnegie Libraries in Nebraska MPS
(COVER)

Working No. 5/22/91
Fed. Reg. Date: 7/3/91
Date Due: 7/3/91 – 7/6/91
Action: ✓ ACCEPT 7/3/91
___ RETURN
___ REJECT
Federal Agency: ___

NEBRASKA

☐ resubmission
☐ nomination by person or local government
☐ owner objection
☐ appeal

Substantive Review: ☐ sample ☐ request ☐ appeal ☐ NR decision

Reviewer's comments:

Recom./Criteria Accept
Reviewer Boland
Discipline Historian
Date 7/3/91
___ see continuation sheet

Nomination returned for: ___ technical corrections cited below
___ substantive reasons discussed below

1. Name

2. Location

3. Classification

Category	Ownership	Status	Present Use
	Public Acquisition	Accessible	

4. Owner of Property

5. Location of Legal Description

6. Representation in Existing Surveys

Has this property been determined eligible? ☐ yes ☐ no

7. Description

Condition		Check one	Check one
☐ excellent	☐ deteriorated	☐ unaltered	☐ original site
☐ good	☐ ruins	☐ altered	☐ moved date ___
☐ fair	☐ unexposed		

Describe the present and original (if known) physical appearance

☐ summary paragraph
☐ completeness
☐ clarity
☐ alterations/integrity
☐ dates
☐ boundary selection

8. Significance

Period Areas of Significance—Check and justify below

Specific dates Builder/Architect
Statement of Significance *(in one paragraph)*

☐ summary paragraph
☐ completeness
☐ clarity
☐ applicable criteria
☐ justification of areas checked
☐ relating significance to the resource
☐ context
☐ relationship of integrity to significance
☐ justification of exception
☐ other

9. Major Bibliographical References

10. Geographical Data

Acreage of nominated property _____
Quadrangle name _____
UTM References

Verbal boundary description and justification

11. Form Prepared By

12. State Historic Preservation Officer Certification
The evaluated significance of this property within the state is:

____ national ____ state ____ local

State Historic Preservation Officer signature

title date

13. Other

☐ Maps
☐ Photographs
☐ Other

Questions concerning this nomination may be directed to _____

Signed _____ Date _____ Phone: _____

GPO 918-

Comments for any item may be continued on an attached sheet

Post Initial Nomination Entries

See individual property file within **Carnegie Libraries in Nebraska MPS** for any entries completed after the original nomination.

Resource Name	County, State	Reference Number
Fairfield Carnegie Library	Clay, Nebraska	01001274
Schuyler Carnegie Library	Colfax, Nebraska	01001275
Broken Bow Carnegie Library	Custer, Nebraska	98000193
Burwell Carnegie Library	Garfield, Nebraska	06000557
Norfolk Carnegie Library	Madison, Nebraska	98001567
Pawnee City Carnegie Library	Pawnee, Nebraska	10001004
Loup City Township Carnegie Library	Sherman, Nebraska	07001326

NEBRASKA STATE HISTORICAL SOCIETY
1500 R STREET, BOX 82554, LINCOLN, NE 68501
DIRECTOR: JAMES A. HANSON (402) 471-3270

May 17, 1991

Ms. Carol Shull
Chief of Registration
National Register of Historic Places
1100 "L" Street, NW
Washington, DC 20240

Re: Carnegie Libraries in Nebraska, 1899 to 1922
Multiple Property Documentation Form

Dear Ms. Shull:

Please find enclosed the National Register of Historic Places Multiple Property Documentation Form, Carnegie Libraries in Nebraska, 1899 to 1922. This form has met the requirements as established in 36 CFR Part 60.

If you have any questions regarding this form, please let me know.

Sincerely,

L. Robert Puschendorf
Deputy State Historic
Preservation Officer

LRP:tlf

Enclosure

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:	COVER DOCUMENTATION
Multiple Name:	Carnegie Libraries in Nebraska MPS AD
State & County:	,

Date Received: 1/18/2018 Date of 45th Day:

Reference number: ~~MC100002163~~ 64500387

Reason For Review:

__ Appeal	__ PDIL	__ Text/Data Issue
__ SHPO Request	__ Landscape	__ Photo
__ Waiver	__ National	__ Map/Boundary
__ Resubmission	__ Mobile Resource	__ Period
__ Other	__ TCP	__ Less than 50 years
	__ CLG	

__X__ Accept _____ Return _____ Reject **2/21/2018** Date

Abstract/Summary Comments: Provides additional historic context to the original MPS cover

Recommendation/ Criteria: Accept / AD

Reviewer Jim Gabbert Discipline Historian

Telephone (202)354-2275 Date _____

DOCUMENTATION: see attached comments: No see attached SLR: No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.

Nebraska
STATE HISTORICAL SOCIETY

January 8, 2018

Jim Gabbert
NPS-National Register of Historic Places
1849 C Street, NW
Mail Stop 7228
Washington, DC 20240

Re: Nebraska Carnegie Libraries, 1902-1922, Multiple Property Documentation Form (Amended Submission), NE

Dear Mr. Gabbert,

Enclosed is the complete nomination packet for the Nebraska Carnegie Libraries, 1902-1922 MPD for the state of Nebraska. The enclosed contents are as follows:

- The signed first page of the Nebraska Carnegie Libraries, 1902-1922 MPD nomination; and
- One (1) archival disk with the true and correct copy of the nomination for the Nebraska Carnegie Libraries, 1902-1922 MPD to the National Register of Historic Places in PDF format;

If you have any questions regarding the submitted materials, feel free to contact me at the phone number or email address below.

Sincerely,

David L. Calease

David L. Calease
National Register and Historic Marker Coordinator
Nebraska State Historic Preservation Office

Phone: 402-471-4775
Fax: 402-471-3100
david.calease@nebraska.gov

Enclosures (1): 1 disk with Nomination

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