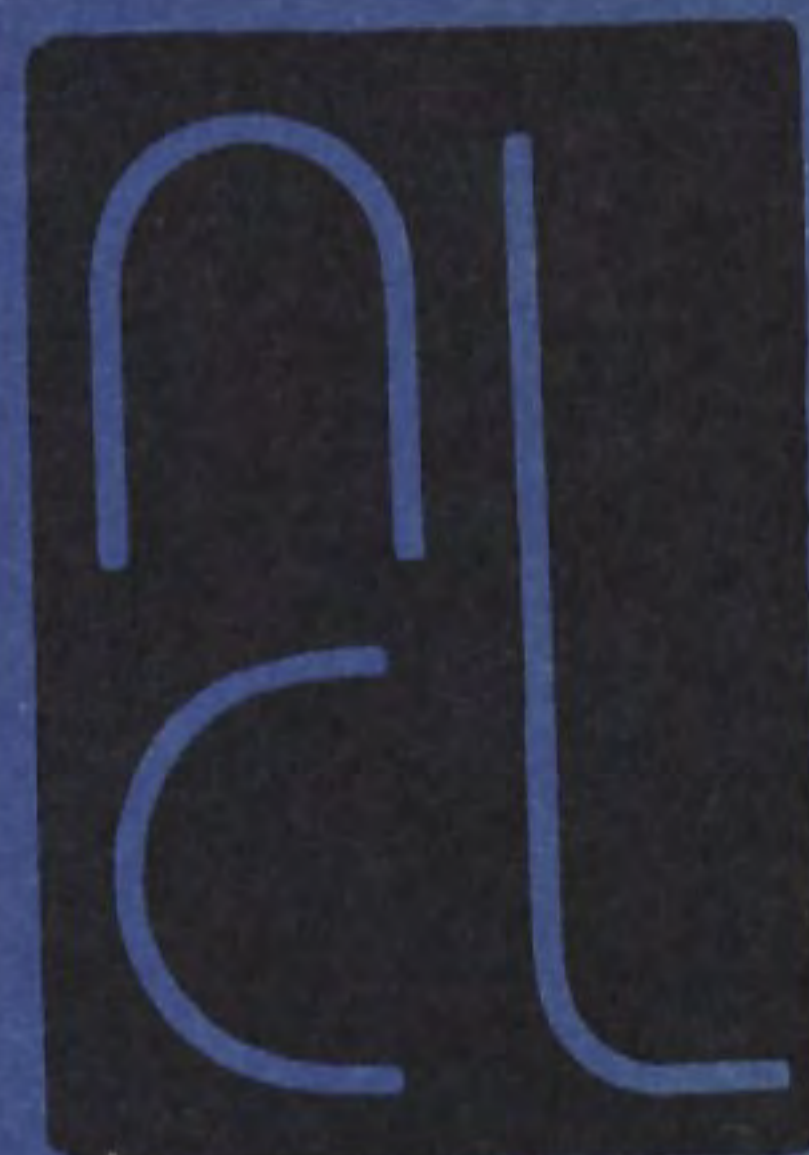


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The library profession, so concerned with amassing and organizing the records of other disciplines, has often shown a curious indifference to its own records.

Edward G. Holley, 1985

LIBRARY HISTORY



Summer 1985

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## TABLE OF CONTENTS

### Articles

- 70 Foreword, *Edward G. Holley*  
72 A Firm Persuasion: The Career of Mary Peacock Douglas,  
*Bud L. Gambee*  
87 The American Imprints Inventory in North Carolina,  
*Maurice C. York*  
98 "North Carolina Archival Program—A Tradition of  
Excellence," *Edited by Morgan J. Barclay*  
108 Libraries, Books, and Culture, *Ralph Lee Scott*

### Features

- 66 Letters  
68 From the President, *Leland M. Park*  
110 New North Carolina Books  
116 NCLA Conference  
119 NCLA Minutes

**Cover:** Edward G. Holley, "Foreword," *North Carolina Libraries* 43 (Summer 1985): 70-71. This issue on library history attempts to correct the profession's indifference to its own past.

**Advertisers:** American Library Association, p. 107; Baker & Taylor, p. 67; Blackwell North America, p. 125; Children's Services Section, NCLA, p. 86; East Woods Press, p. 128; Ebsco, p. 71; Freedom to Read Foundation, p. 71; McGregor, p. 107; National Geographic, p. 126; Phiebig, p. 97; Ruzicka, p. 69; University Microfilms, pp. 66, 71.

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# Letters

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To the Editor:

You and your two contributing editors are to be commended for assembling such a variety of useful observations on the theme of collection development in the Spring 1985 issue.

I found Harry Tuchmayer's lead article of particular interest but wish that he had confined his observations to public libraries, with which he is obviously more familiar than academic libraries.

On the one hand, Mr. Tuchmayer rightly rejects the notion that "the quantity of titles is more important than the appropriateness of the volumes" in any library. Yet, on the other, he supports the acquisition of multiple copies of some books in a college library. My experience both as a reference librarian and library administrator in several academic libraries, leads to the conclusion that there is a positive correlation between a weak book collection and the number of duplicate copies in that collection. Generally speaking, the more duplicate copies, the weaker the collection. Stated another way, you don't build a strong collection by buying multiple copies of books. For this reason most academic libraries have a policy requiring written justification from any faculty member who requests more than one copy of any book. Not surprisingly, such justification is seldom provided.

I am in complete agreement with Mr. Tuchmayer's position that faculty selection of books for an academic library is far from the most desirable method of collection development. In most instances, trained librarians, using such selection tools as *Choice* and *Library Journal*, can do a much more effective job of collection development than faculty members, most of whom approach their task from a narrow perspective. With this kind of perspective, it is impossible to achieve a balanced collection, the professed goal of all librarians.

**Alva Stewart**  
Reference Librarian  
F.D. Bluford Library  
North Carolina A & T

**Harry Tuchmayer replies:**

Mr. Stewart and I obviously agree on the need to make all library collections responsive to the clientele they serve. In addition, we concur that "quality collections" are in fact established by the appropriateness of the volumes held. Our difference seems to revolve around the issue of how best to obtain the appropriate volumes in an academic library.

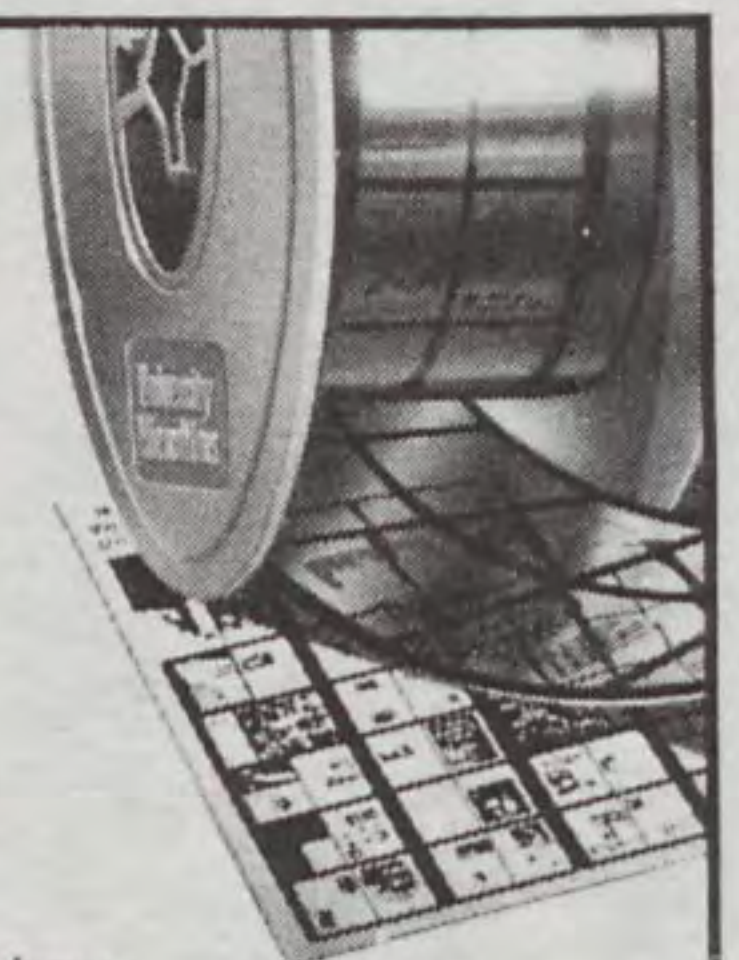
I maintain that in most college and university libraries the basic mission is to serve the undergraduate. Consequently, what makes good collections is the *constant availability* of the *best titles* in a particular field. The surest way to guarantee this is not to think that all scholarly works on a topic are equal but to recognize that standard interpretations exist in all fields and that these titles become the yardsticks by which scholars measure the worthiness of new interpretations. It is these known standard titles that should be purchased in multiple copies to insure to all undergraduates the availability of quality material in preparing papers.

The real need of owning the more obscure and esoteric titles rests with major research institutions supporting Ph.D. programs. The arguments found in these and many other sound titles are often found in the numerous scholarly journals that accompany most academic disciplines. The historiographical needs of the undergraduate and masters level student can therefore be satisfied by the serials holdings of most institutions.

With this in mind, I fail to see the "correlation between a weak book collection and the number of duplicate copies in that collection."

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# stand up for libraries

NORTH CAROLINA LIBRARY ASSOCIATION

## From the President

**North Carolina Libraries.** Robert Burgin assumed the editorship of *NCL* with the Fall 1983 issue. Over three hundred pages have been published, and *NCL* remains one of the top journals in the field in the country. In addition to editing the journal, Robert has become a faculty member at North Carolina Central University's School of Library Science and also a doctoral student at the University of North Carolina at Chapel Hill. With these new demands on his time, he felt it was necessary to relinquish the editorship, and with reluctance but with appreciation for his superior work, the president and the board have accepted his resignation. This is his last issue. Having had a bit of editorship experience, I know what work it can be. Having worked with Robert Burgin, I know how much he put into seeing that *NCL* continued to be an outstanding journal for which NCLA can be proud. He is a real pro in every sense of the word, and he will be missed. Our sincere thanks for an outstanding job and best wishes in his new ventures.

The new editor will be Patsy Hansel, associate director of the Cumberland County Public Library and associate editor of *NCL* for the past two years. The board approved the president's appointment at the spring workshop, and we look forward to her work in this post. She is active in NCLA, a gifted writer, and a first class administrator. And, it should be noted, Patsy is the first woman editor of *NCL* in at least twenty years. Congratulations, Patsy, and welcome.

**Raleigh and the Legislature.** My car seems to be on automatic pilot when I get on Interstate 85 heading to Raleigh, so often have I been there in the last several months. One of the most pleasant occasions was the reception honoring the North Carolina legislators, which was jointly sponsored by the NCLA Public Library Section, the NCLA Trustees Section, the NC Public Library Directors' Association, and the Friends of NC Public Libraries. Over one-half of the members of the NC legislature came to the beautiful reception held on May 2nd in the State Library, across the street from the Legislative Building. Secretary of

Cultural Resources Patric Dorsey was there to join with us in greeting the legislators and to speak to the group. It was proof that librarians are visible and working and lobbying effectively for the betterment of library services in North Carolina.

Another happy note is the introduction of Senate Bill 157, sponsored by Senators Hardison, *et al.*, and House Bill 301, sponsored by Representatives Watkins, *et al.* The bills have around fifty co-sponsors. They support the appropriation of the second three million dollar installment for aid to public libraries. The prospects for this increase look very good, but please make a note to speak with your legislators in support of the bills. North Carolina's public libraries are really coming into their own . . . and not a minute too soon. Our congratulations to Nancy Bates, Louise Boone, Judith Sutton, Nancy Massey, and their respective groups who have worked so hard for this funding project.

**Lindsey Leaves.** Marge Lindsey, special consultant with the Division of the State Library for many years, has announced her retirement from the Division effective July 1st. This is a real loss for libraries all over North Carolina, for there is none finer than Marge Lindsey. She is constant in her support of the library movement, she is thorough in every endeavor she undertakes, and her interest in each of us throughout this great state has been sincere and far-reaching. If you know Marge personally, you are lucky. If you don't, you know her work well, for she edited for many years *Tar Heel Libraries*, which each NCLAer receives. To her we send our most hearty thanks and every best wish for the future.

**Elections and Committees.** In May you should have received your ballot for election of officers for the 1985-1987 biennium. They are due back by the end of the month, and we are hopeful that the results will be known in time to make the deadline for this issue. In the same mailing was a form from President-Elect Pauline Myrick asking for member input regarding committee assignments for the biennium. If you didn't receive one, drop her a note and express your willingness to

serve on a committee and in which committee you are most interested.

**Futures Committee.** You will see in this issue, as well as in *Tar Heel Libraries*, a call from the chairman of the Futures Committee, Arabelle Fedora, for members to write about any suggestions for the improvement of NCLA as an organization. The committee has been working hard for many months, assembling data from across the country and within North Carolina. Their report is scheduled to be given to the Executive Board sometime in early 1986. The membership will be notified of their recommendations, and plenty of time will be given for reactions to the report prior to its being presented to the membership for consideration if, indeed, their report calls for any constitutional changes. (Note: I told the committee not to tell me anything about what they are considering, and they have kept that vow! I can't find out anything!)

**Raleigh Conference.** In this issue you will find preliminary reports on the plans for the October conference. It is an exciting one with many surprises in store. The speakers are excellent ones; the scheduling particularly good (some of the changes from past years are at the request

of sections of NCLA and the exhibitors). The president's dance will replace the president's reception, this being held immediately after the banquet; and everyone is invited, too. We are hoping for a surprise drop-in guest!

**Young Librarians Award.** The Junior Members Round Table, a section of NCLA, is offering an award to a young librarian who is making outstanding contributions to the library profession. It will be awarded at the Raleigh conference. Applications may be obtained from Vivian Beech, assistant director, New Hanover County Public Library, 201 Chestnut Street, Wilmington, NC 28401. The deadline is August 31, 1985. This is a marvelous gesture on the part of JMRT to recognize some of the outstanding new talent in the library profession in our state.

**Library Trivia.** In the course of filling out the myriad of forms and questionnaires which I get, and thanks to super treasurer Eunice Drum and the Secretary of State's office, the following was found. The founding date of NCLA was May 1904, and NCLA was incorporated on August 4, 1948.

Have a grand summer!

Leland M. Park, President.



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# Foreword

Edward G. Holley

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When Maury York told me he planned to edit an issue of *North Carolina Libraries* on archives, manuscripts, and library history, I was delighted. The library profession, so concerned with amassing and organizing the records of other disciplines, has often shown a curious indifference to its own records. I welcome Maury's effort to capture the impressive stories of North Carolinians who have made significant contributions to the advancement of both library and archival work in the state and the nation. One can only hope that this *North Carolina Libraries* issue, along with the recent interviews of Elaine Von Oesen and Mattie Russell published in *Ms Management* (NCLA Round Table on the Status of Women in Librarianship), will encourage others to make their own contributions to an understanding of our professional past, not only in preserving the historical record in manuscript and archival form but also in sharing the results of their investigations into those sources with us.

Budd Gambee's study of the publications of Mary Peacock Douglas reminds us once again of giants the North Carolina library profession can claim. His essay represents that thoroughness to which we have become accustomed from his pen. He has distilled from her writings a picture of one of the vital persons in school librarianship. Mrs. Douglas moved from the state to the national scene in tune with the times. From the technical to the philosophical her mind continued to develop over a period of four decades. She unashamedly combined a commitment to professional standards with a personal touch. Her contributions led her from the *High School Journal*, a state-based effort, to other journals in the field of professional education, to major library journals and nationally recognized books in her field. Yet she left all too few personal records. We can be grateful for what has been preserved and lament that there is not more. A warning to other librarians: don't go and do likewise.

York's own essay tells a little-known story of the American Imprints Inventory in North Caro-

lina as a part of the state's distinguished record in preserving its past. One reads with amazement the significance of North Carolinians in archival progress in the United States: R.D.W. Connor, Charles C. Crittenden, Dan Lacy. As Morgan Barclay notes at the beginning of his paper on H.G. Jones, "During the first seventy years of this century, North Carolinians dominated national archival leadership." He does not overstate the case.

Barclay's interview with Jones reminds us that the earlier leadership has not diminished. H.G. Jones emerges not only as a distinguished scholar, but also as a shrewd politician. The major archivists and manuscript curators, like the major librarians, knew their people and were not reluctant to use the political process to achieve their ends. Both the Gambee and York essays show how that process worked in different spheres: Mary Peacock Douglas in preaching the gospel of school librarianship, and the American Imprints Inventory by taking advantage of New Deal programs that employed jobless historians to make the country's bibliographical record more complete. The North Carolina record in archives was more impressive than the same record in bibliographical control, but both were significant.

Most of all, these essays reveal that we need to do more oral history interviews. Gambee made use of some interviews. York had access to a tremendous amount of microfilm records and also used personal correspondence. The Barclay interview with H.G. Jones is an example of the kind of oral history we need. Historians rejoice especially in interviews, like that of H.G. Jones, which express frank and uninhibited views. They are rarer than we would like, and our understanding is the worse for their rarity.

As I learned when one of my students interviewed Mollie Huston Lee, we must make greater efforts before earlier leaders pass from the scene. Doris C. Dale, in conjunction with the ALA Library History Round Table, will soon publish *A Directory of Oral History Tapes of Libraries in the United States and Canada*. As often occurs with the publication of such a directory, we can expect additional oral history records to be subsequently reported.

---

Edward G. Holley is a Professor and former Dean of the School of Library Science at the University of North Carolina at Chapel Hill.

So I commend this effort of Maury York and the editor of *North Carolina Libraries*. If we wish our interpretation of our past to be better, we must preserve more personal and institutional records than we have achieved thus far. These authors have shown us the way. Let us build on their work.

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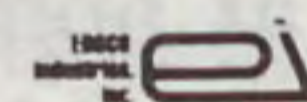
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# A Firm Persuasion: The Career of Mary Peacock Douglas

Budd L. Gambee

---

Mary Teresa Peacock was born in Salisbury, North Carolina, on February 8, 1903, the daughter of Philip Nathaniel and Mary Elizabeth (Trotter) Douglas.<sup>1</sup> Mr. Peacock, together with his brother, ran a wholesale grocery business. The family was prosperous, lived in a fine brick house on South Fulton Street in what is now the "historic district" of Salisbury, and was prominent in the First Methodist Church. Mary was the oldest of four children, two girls and two boys.<sup>2</sup> In 1961 she reminisced about her early home life, giving her parents credit for her enthusiasm for books, calling it "a love learned at home." Her mother had read aloud to her four children every night, and "her father ... not only read books, he bought them. 'Our library at home was actually better than the school library when I went to school.'"<sup>3</sup>

In 1923 she received her A.B. in English from the Woman's College of the University of North Carolina at Greensboro and returned to Salisbury to teach English until 1925 in the Wiley Elementary School and until 1926 in the Boyden High School. During this period she took a six-week summer course in library science at Greensboro, which undoubtedly was a factor in her appointment as the librarian at Boyden from 1927 to 1930. Azile Woffard states that she was "one of a sizable [*sic*] group who had entered school library work on a wave of activity resulting in standards for high school libraries of the Southern Association (1927)."<sup>4</sup>

Mary Teresa Peacock embraced her new profession eagerly and at the end of her first year of librarianship felt she was ready to publish and promptly did so. The issue of April 1928, of the *High School Journal*, published for the School of Education of the University of North Carolina by the prestigious University of North Carolina Press, carried what surely must be her first published article, "Circulation in School Libraries."<sup>5</sup> This appeared in a special issue with sixteen articles mostly by school librarians but headed by commentary by Louis Round Wilson, librarian of the University of North Carolina, and by J. Henry

Highsmith, state inspector of high schools. The latter was soon to become her immediate superior in the State Department of Public Instruction.

This article establishes a pattern which characterizes much of her extensive published writings. It describes a library operation concisely and largely without comment, much like an operational manual. A curious circulation device, which a more experienced person might have questioned, was the filing of bookcards under date due by accession number, though the possibility of another arrangement is admitted. Stress is on student cooperation, as when overdues are posted in the hall so students will remind one another of delinquencies. She feels that the assistance of students has made the circulation work in the school both interesting and enjoyable.<sup>6</sup> From the first she was a believer in the use of superior students under careful supervision as assistants in the school library and noted that "the assignment to library duty has been considered an honor and a pleasure."<sup>7</sup>

The young librarian followed up with a second article in the *High School Journal* for February 1930 entitled "A Plan for Teachers' Meetings."<sup>8</sup> This article describes a faculty meeting on the use of supplementary materials in "enriched teaching." The librarian presided, and representatives from the science, language, English, and civics departments demonstrated projects using a variety of materials, most of which either came from the library or included background information contributed by the library. The point brought out is that the library under an alert librarian is able to be a key source for a variety of teaching methods to the great improvement of learning. These programs were to continue, and the reader feels convinced that the librarian will be a major contributor to their success.

Beginning in 1928 and continuing until she received her B.S. in L.S. in 1931, Miss Peacock pursued studies in library science at the School of Library Service at Columbia University in New York City. Although rarely, if ever, referred to in her writings, this experience must account in large part for her thorough professional attitude

---

Budd L. Gambee is Professor Emeritus at the School of Library Science of the University of North Carolina at Chapel Hill.

toward her work, toward librarianship in general, and her lifelong preoccupation with high professional standards. The clear explanatory nature of her writings, with their many lists, and her own years of summer school teaching reflect a pedagogical approach to her work.

### School Library Adviser

The fact that she was writing in a North Carolina educational journal and pursuing a specialized advanced degree from so prestigious a school undoubtedly attracted the attention of those seeking to fill the position in the State Department of Public Instruction of "School Library Adviser," newly created with funds from the General Education Board of the Rockefeller Foundation. She was the first school librarian in the department, and her duties were to encourage, promote and oversee school libraries in North Carolina. She took office on July 1, 1930, at the age of twenty-seven.

It was a very responsible job for a young woman with such limited experience and a yet-to-be-completed degree in Library Science. Nor was there any guidance in the capital at Raleigh, as it was not only a new position, but a new idea for North Carolina, and there were no precedents to follow. Also her position was one of only a few similar ones established nationally by the foundation, and the eyes of the school library world were upon these new state supervisors to see how they would perform. She was to fill her position with signal success for seventeen years, put North Carolina school libraries on the map despite economic depression and war, and make of herself one of the best known American school library leaders.

To spread her message to the school libraries of the state, she turned to the *High School Journal*. In the issue for October 1930, signing herself proudly as "State Director of School Libraries," she published an article entitled, "Effective School Library Service."<sup>9</sup> She sketches the absolute minimum standards for a school library. She recommends either a trained school librarian or a part-time teacher-librarian with six weeks of summer school classes in library science. This person must then create an accessions list, classify the books, prepare a card catalog and shelflist, and design a loan system. But she points out that mechanics are not enough, and it is the librarian working with administration, faculty, and pupils in truly professional ways who makes the library a genuine teaching tool.

In the November issue she announced that there would be a regular series of articles, each

explaining an essential activity of the school library, particularly for those teacher-librarians who had little if any training and were faced with organizing or maintaining a school library. The first article, on accessioning, appeared in November 1930, classification in January 1931, cataloging in February, the information file in March, an evaluative test of a library in April, and selection in May.<sup>10</sup> She had "been there," she knew exactly what was needed, and she provided it.

The year 1931 was obviously a busy one for the young director. For, in addition to preparing these monthly articles and establishing her position in the hierarchy of the Department of Public Instruction, she received her Bachelor's degree in Library Science from Columbia, presumably in June, and on August 25, she married Clarence DeWitt Douglas, comptroller of the North Carolina State Board of Education. And the articles in *High School Journal* continued, promoted to a full-fledged "column" under which she wrote on the ideal book collection in January 1932, library organization in February, and teaching library use in April.<sup>11</sup> After this issue "The Library Column" ceased, probably because Mrs. Douglas was reach-



Mary Teresa Peacock Douglas. In *ALA Bulletin* 37 (April 1943): 127. (From copy in the North Carolina Collection, UNC Library, Chapel Hill.)

ing schools of the state more efficiently through releases from her office and by constant travel. By these articles she had established the organization and much of the content of her book, *North Carolina School Library Handbook*, which was to come out first in 1937 and in turn develop into her *Teacher-Librarian's Handbook*, published by the American Library Association in 1941 and 1949.

Mrs. Douglas was also much involved with a "North Carolina Radio School," as is indicated by extensive material in the North Carolina State Archives. Programs, lists, scripts, and correspondence indicate that from 1931 to 1934 she was participating in educational radio programs, mostly on the subject of English literature. In 1932 and 1933 she gave radio talks on Longfellow, Burns, Tennyson, Wordsworth, Browning, and "Patriotism." The script for her talk on "England and Wales" is in the file. Her work here is as an English teacher rather than as a librarian, though there is evidence that her office probably supplied bibliographies and other information to the "Radio School" as a whole.<sup>12</sup>

On at least two occasions in later life Mary Peacock Douglas published her impressions of her

seventeen years as state school library adviser and how she had carried out her duties. These accounts provide an excellent summary of this part of her career in the most extraordinary, even at times amusing, quantity of detail concerning her multitudinous activities. The lesser of these two accounts was presented as a speech at the first Allerton Park Institute in October 1954, seven years after her retirement from the state supervisory position.<sup>13</sup> In this she stresses the importance of the individual occupying this position, followed by an intimidating list of qualities needed, including physical and emotional stamina, humor, enthusiasm, alertness, courage, tact, vision, knowledge, understanding, and the ability to rise above the personal. It could well be a sketch for a self-portrait.

Mrs. Douglas's passion for statistics enabled her to give an elaborately subdivided list of her activities in the decade from 1930 to 1940, here drastically simplified: 1,311 school visits in one hundred counties; 655 meetings attended; 250 items published; 243 speeches given; and, for good measure, 4,261 pieces of mail received in the school year of 1940 alone. Obviously stamina *was* necessary.<sup>14</sup>



Mrs. Douglas stressed the importance of trained librarians: "Trained library teachers assist pupils to satisfy intellectual curiosity." (Photograph in *Biennial Report of the Superintendent of Public Instruction of North Carolina, 1938-39 and 1939-40*, 103. From copy in the North Carolina Collection, UNC Library, Chapel Hill.)

## "Helpmate" to School Librarians

A second and more interesting account was published in *Library Journal* in September 1947 and constitutes a swan song for this phase of her career.<sup>15</sup> By this time the editor was able to write, "It is patently superfluous to provide a contributor's note for Mary Peacock Douglas, whose influence for improvement of school libraries has been as great at the national level as throughout her own state where her interest has extended to the tiniest school during the past seventeen years."<sup>16</sup> In the article she clearly indicates her marriage to her work by choosing the word "helpmate" to describe the state supervisor of school libraries; a helpmate to "school librarians, near-school librarians, and would-be school librarians,"<sup>17</sup> as well as administrators, teachers, pupils and parents. She divided the work of this helpmate into three categories: interpreting, improving, and extending school library services. To do all this the helpmate must have such qualities as "deep conviction," "positive philosophy," and a "knack for getting the idea over to the other fellow."<sup>18</sup>

She describes interpreting library service as publicity, promotion, and public relations carried on by informal conversations with relevant civic leaders "on the spot," formal and informal talks to a variety of groups, articles prepared for publication in journals and bulletins issued by headquarters, correspondence, and statistics. On the latter score she announces with pride that in seventeen years she has traveled over two hundred thousand miles on practically every major highway in

the state to visit repeatedly all of the one hundred counties.

She lists the methods by which the office of the state supervisor "improves library services" under the following headings: the selection, maintenance, and organization of suitable book and audiovisual collections; the planning of library quarters, furnishings, and equipment; personnel placement services and work toward the improvement of library education programs for school librarians; improving financial support from state and local sources, and aid in preparing suitable budgets; assistance in library use instruction; the interpretation of state, regional, and national standards to local school situations.

Finally on "extending school library services," she points out that prior to 1930 in North Carolina there had been virtually no elementary school libraries and high school libraries in only the larger cities. Statistics always at hand, she states that from 1935 to 1945 there were increases of 60 per cent in high school libraries, 100 per cent in elementary libraries, 174 per cent in school librarians with twenty-four or more hours of library science, and 1,066 per cent in annual state aid to school libraries. Mrs. Douglas almost never mentioned the negative. The fact that the years of her service had coincided with an era of depression and war and that North Carolina's support of schools may not have compared favorably with other states, is never cited. The fact is, great improvement *was* made, and she believes that the office of the state supervisor played a large part in



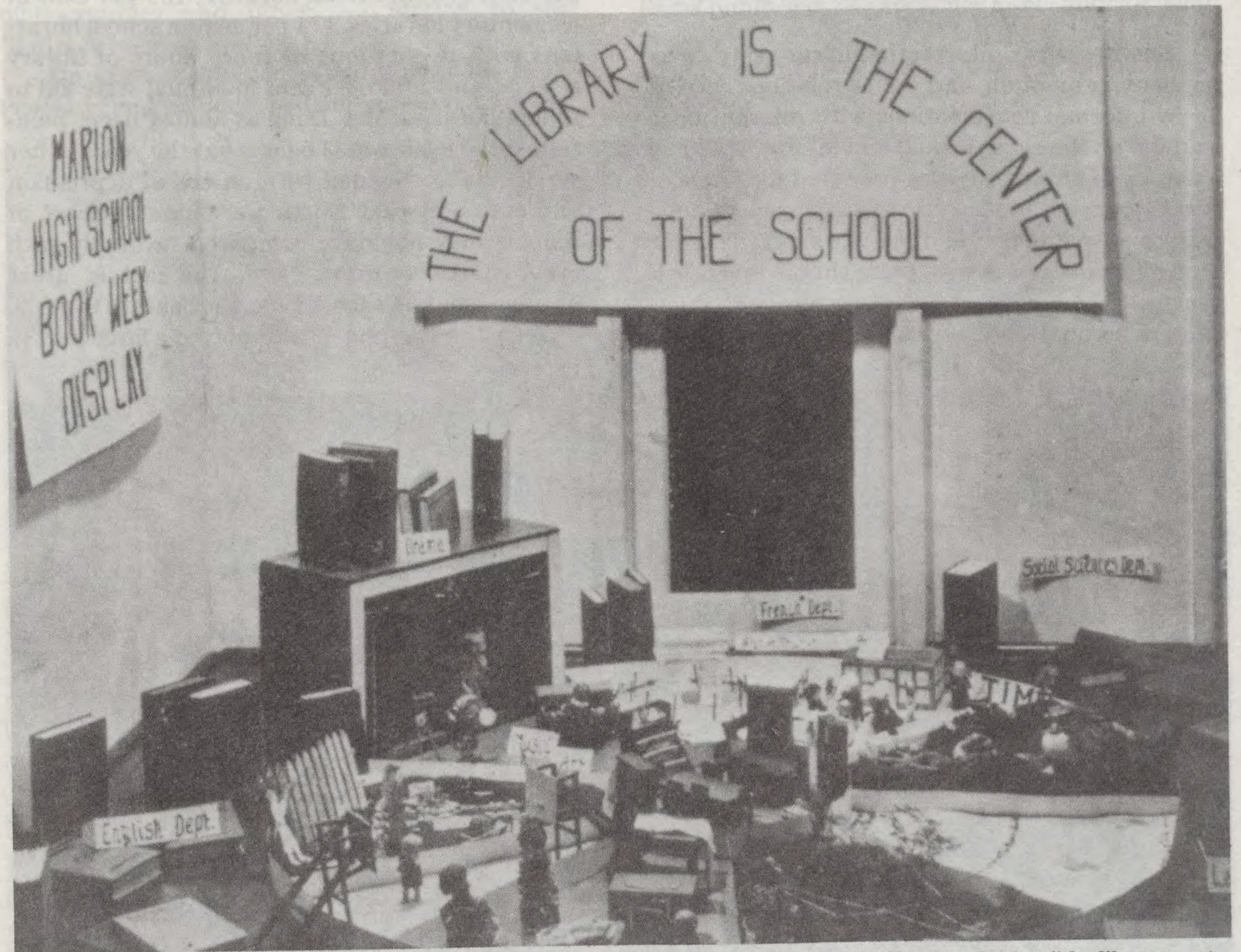
Mrs. Douglas teaching at Central Washington College, Ellensburg, Washington, 1951. (Photograph from the collection of Douglas memorabilia in the library of the Mary P. Douglas Elementary School, Raleigh.)

those improvements. She says, "Even a superficial consideration of statistical data will show the marked and rapid growth in the states with supervisors and with few exceptions the more limited development in many of the others."<sup>19</sup>

The article discussed above was based on notes Mrs. Douglas made for a talk before the Second Annual Eastern Pennsylvania School Library Conference in March of 1947. This must have been a very emotional time for her as it was the eve of her resignation from her long-held position of State School Library Adviser, effective June 30 of that same year, for the less demanding, but also less prestigious position of supervisor of school libraries for the city of Raleigh. And therefore, if she seems a bit carried away in her concluding statement, perhaps it should be read with this background in mind. The state supervisorship was her life, and she was leaving it. She had served it unstintingly; indeed exhaustion was a factor in her change of position. But, on the other hand, the position itself had given her a promi-

nent pulpit which she had filled so competently as to gain fame in the world of school librarianship. To Mrs. Douglas, as to many library leaders before her, librarianship was only incidentally a job and a salary check; it was a mission, and the overtones of evangelical Protestantism are never far from the surface of their conduct and their writings. Surely no minister at the First Methodist Church in Salisbury could have ended his sermon more effectively than did Mrs. Douglas in her talk to the school librarians of eastern Pennsylvania. On the other hand, a powerful ego is probably a necessity for highly successful public figures no matter how carefully sublimated, and in moments of stress it may fleetingly appear. All of these factors lend resonance to her concluding words.

The State School Library Supervisor sees a distant vision of an ideal, sees a narrow pathway leading toward it, sets her feet upon the pathway, and slowly moves toward the summit, broadening the path with toiling hands as weary feet take each new step that the pathway may



Mrs. Douglas also influenced the biennial reports of the Department of Public Instruction. She thought that "the library meets informational needs in all subjects of the curriculum and helps develop varied recreational interests." (Photograph in *Biennial Report of the Superintendent of Public Instruction of North Carolina, 1938-39 and 1939-40, 103*. From copy in the North Carolina Collection, UNC Library, Chapel Hill.)

become a roadway for those many co-workers who follow the trail that is blazed.<sup>20</sup>

## Publications

One facet of Mrs. Douglas's professionalism took the form of extensive writing. Her purpose was overwhelmingly educational, she did not debate, and she rarely philosophized. While she surely realized that the published librarian is the remembered librarian, there is little evidence that she wrote for this purpose, though at times she put her considerable role in school library matters very clearly on record. In 1954 she said that between 1930 and 1940 alone she had prepared eighty-six articles for publication.<sup>21</sup>

A much more modest list of fifty-seven articles ranging from 1928 to 1962 was uncovered for this paper and all but three were located, read, and annotated. Almost two-thirds of the articles were written during her tenure in the state position. The ones located appeared in fifteen library periodicals and ten educational periodicals. This doubtless reflected her feeling that the importance of school libraries must be impressed upon school administrators and teachers as well as librarians. Her writings came out most frequently in *Library Journal* (including *School Library Journal*) because of its emphasis on school libraries, but she published at least once in another standard library periodical and in several state library journals. Some of her articles were reprinted in other periodicals or anthologized in books.

In order to discuss these many publications they are here grouped by subject in both the text and the notes. A few highly selective quotations will be given to indicate the "flavor" of the whole. The first group might be called, "The *true* school library under a *real* school librarian," emphasizing two favorite words of Mrs. Douglas. Most of these articles seek to give an attractive picture of a school library which lives up to accepted professional standards and to explain the role of a trained librarian, or teacher-librarian, in making the library an important part of the whole school program. These were aimed at school administrators on the one hand, or at librarians on the other, depending on the readership of the periodicals in which they appeared.

One which does not fit the pattern in this group is entitled simply, "School Libraries in North Carolina,"<sup>22</sup> which turns out to be a history of school libraries in the state from 1809 to 1954, published in *North Carolina Libraries* in November 1954, in a special issue commemorating the fiftieth anniversary of the North Carolina

Library Association. Unfortunately, sources are not indicated in notes and only occasionally in the text, but still it is a readable narrative carefully compiled. The earliest of these general articles is a lengthy paper read in December 1933, to the 38th annual meeting of the Southern Association of Colleges and Secondary Schools.<sup>23</sup> This must have been a great honor to Mrs. Douglas, and her paper is a full-dress affair preceded in the published version by an elaborate outline of its contents. She describes the library as a friendly place which permeates the school with an intellectual atmosphere and the librarian as the counselor to students and faculty alike. This article was reprinted in 1939 in the *High School Journal*, probably to provide greater accessibility.

The remainder of these general articles shows a progression from the relatively simple practicality of the earlier ones to the wider perspective of the later ones.<sup>24</sup> Along with libraries, Mrs. Douglas changed with the times. She was on the cutting edge of most developments in school libraries; she knew everyone, went everywhere, and learned from her experiences. The later articles discuss a greater variety of materials, more flexible rules, larger libraries and more centralized services, individual study, training in critical thinking, and the acceptance of librarians as full-fledged staff members involved with curriculum planning and other key school issues. Perhaps significantly, the most recent of her articles found for this paper fit in this classification, published in *North Carolina Libraries* in 1962 and entitled "A Look Ahead."

## World War II

Mrs. Douglas was a member of the Daughters of the American Revolution and a fervent patriot, so with the advent of World War II it is not surprising that her writings reflected her attitudes. Shortly before the war, on May 2, 1941, she delivered an emotional speech entitled, "School Libraries and Our Democracy," to the Louisiana Library Association.<sup>25</sup> The published version lists the American freedoms which she fears are taken for granted. Admitting to seeing the United States "through rose-colored glasses," she was concerned with contemporary tendencies to flirt with communism and fascism in certain quarters, with the "debunking" school of historians, and with what she sees as a sordid picture of American life in such books as *Tobacco Road* and *Grapes of Wrath*. She views the school library as a defender and propagator of the democratic ideal. While she agrees that libraries should present both sides of controversial topics, they should leave no doubt

as to which side they are on. What must have given this speech considerable emotional appeal was the readings from four poems, at least one prose work, and the retelling of the story of the composition of the national anthem by Francis Scott Key. After war was declared, *Library Journal* reprinted this speech in February 1942.

An article in 1943 dramatizes how completely this country was being organized to fight the war as earlier it had been to fight the depression.<sup>26</sup> Primarily for North Carolina school librarians, Mrs. Douglas discusses in her usual exhaustive detail how they can support a new federal program called the "High School Victory Corps." This organization existed to train youth for war service after their high school years and to encourage their participation in the war effort while still in school.

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### **She had "been there," she knew exactly what was needed, and she provided it.**

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Perhaps Mrs. Douglas may have established a reputation for her patriotic endeavors; in any case, *Library Journal* chose to feature her article on the documents of freedom on the front cover and in the text of its "America Month Number" for February 1943.<sup>27</sup> The article stresses the importance of displaying posters in libraries of such documents as Roosevelt's "four freedoms," the Declaration of Independence, the Bill of Rights, and others. She lists and comments on the freedoms involved and appends a list of books where the full texts of the basic documents may be found.

As the war made travel to conferences impossible, the American Library Association conducted a "Conference in Print" in its *Bulletin* for February 1944.<sup>28</sup> A veritable who's who of major American librarians contributed articles on assorted topics. This of course included Mrs. Douglas, who is listed as the chairman of the Post-War Planning Committee of the Association's Division of Libraries for Children and Young People. Her contribution, probably due to editorial restrictions, is a brief discussion of her committee's plans for post-war standards for school libraries.

Some of these writings on libraries in wartime suggest certain of Mrs. Douglas' strong opinions on book selection, but she seems to have written very little on the subject. In North Carolina most books were ordered from state-approved lists, with some additions from selective lists such as *Children's Catalog* or the *Standard Catalog for*

*High School Libraries*. Possibly because of her resolutely positive attitude or because they may never have arisen, she seems never to have mentioned some of the more unpleasant problems involving censorship. One of her early articles, published in 1931, was about book selection.<sup>29</sup> In it she proposes a test to avoid mediocre books by considering the criteria of truth, good English usage, wholesome ideas, high moral tone, readability, and vitality.

Years later, writing for the National Council of Teachers of English in its *Elementary English Review*, she pointed out how a state supervisor of libraries can encourage the appreciation of what she termed "real literature" through guidance in selecting the best books, including attractively illustrated editions of the classics.<sup>30</sup> Much of the article lists activities such as story hours to popularize good books.

Of the articles located, seven were on the planning and equipping of school libraries, a favorite subject and one on which Mrs. Douglas developed considerable expertise.<sup>31</sup> The two most revealing were widely spaced in time, 1935 and 1960, and each is a highly personal account. In 1935 all plans for building and remodeling public schools in North Carolina had to be approved by the state superintendent of public instruction upon recommendation of an official picturesquely titled "Director of School House Planning." As a result of Works Progress Administration grants in 1934-35 alone, more than three million dollars had been received for school buildings and renovations, a very large sum in those days. Mrs. Douglas and others in the department were asked for input on these plans, and she responded with her usual enthusiasm. At first the plans for school libraries submitted by the architects were so poor that they had to be redrawn, but before long all school plans included libraries designed as libraries and not simply as rooms to warehouse books. This had beneficial results not only on school libraries but also in the Department of Public Instruction by introducing greater participation and cooperation internally and between the department and architects, administrators, and WPA authorities. The inescapable conclusion was that the school library adviser, at the time relatively new to her job, was accomplishing great things. The article was reprinted in the *School Executive's Magazine* in July of the same year.

Twenty-five years later, in 1960, Mrs. Douglas, by now thirteen years into her long tenure as supervisor of school libraries for the Raleigh Public Schools, wrote an enthusiastic sketch of her involvement with the planning of the library for a

new junior high school in Raleigh. Her article, the first of four similar discussions published by *Library Journal* in a series entitled "New School Libraries—Experiences in Planning," was called, "We Wouldn't Change a Thing." Within a year after the site was selected she had provided her superintendent with detailed plans reinforced by lists of ideas and pictures of desirable features. Fortunately, school system policy permitted her to approach the architect directly (her twelfth) and work with him through the three drafts required of the plans prior to final approval. During the construction she made the acquaintance of the contractor and his foreman and by "poking around at least once a week" was able to be sure the construction realized the plans. From this experience she codified five rules basic to good school library planning. Delighted with the results, the former English teacher in a relaxed mood sums it up, "We got what we wanted like we wanted it."

### Constant Growth of Ideas

Between these two articles were several in-depth discussions which show a constant growth of her ideas to fit the changes in the total educational picture. She was seldom an innovator but a propagandist for the best thought of her time as found in library standards, in her wide experience, and in her desire to make the library an

inviting place. In the 1930s she described simple libraries—the size of two classrooms combined with a workroom-office and a conference room partitioned off at one end. But as the years passed she described larger libraries housed in suites of rooms, emphasized greater flexibility and informality, better lighting and acoustics, colorful decoration (libraries need not be limited to "cream and oak"), and the integration of audiovisual functions. This was always backed up by the practical: standard dimensions and lists of helpful manufacturers, organizations, and books. Two quotations serve to show her point of view. "Create a room which will express an invitation . . . to come, to browse, to read, to study."<sup>32</sup> "And so we see it a mute and lovely thing until the school community moves in. Then, mute no longer, but lovelier still, it finds its culmination in its services to its users."<sup>33</sup>

Mary Peacock Douglas was a fervent advocate of official library standards as a tool for the improvement of libraries. She greatly admired the standards for high school libraries published in 1920 and those for elementary libraries published in 1925 under the editorship of Charles C. Certain.<sup>34</sup> These so-called "Certain standards" are often spoken of as the beginnings of the school library movement. She was directly involved in the creation of several subsequent national, regional, and state standards. Material in the



A model school library. Frontispiece in Mary Peacock Douglas, *Planning and Equipping the School Library* (Raleigh: State Department of Public Instruction, 1946.) (Photograph from copy in the North Carolina Collection, UNC Library, Chapel Hill.)

North Carolina Division of Archives and History collection documents some of her activities in this connection.<sup>35</sup>

Articles by Mrs. Douglas on standards were not hard to find.<sup>36</sup> They discuss mainly the ALA standards of 1945 and 1960,<sup>37</sup> although one on the "Atlanta Conference on School Library Planning" focuses on those of the Southern Association of Colleges and Secondary Schools. The genesis of the ALA standards of 1945, which she once jokingly called "the Douglas standards," is explained in two articles.<sup>38</sup> Three ALA committees, on each of which Mrs. Douglas served, collaborated on these standards, which were actually drawn up by a fourth committee with Mrs. Douglas as chairman and preparer of the text. Her statement about these standards is revealing of her whole attitude toward her work. "Those who expect many new, untried, radical ideas will be disappointed. Those who expect tried and true principles which serve as a yardstick for continuous growth will find them."<sup>39</sup>

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## She views the school library as a defender and propagator of the democratic ideal.

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By far her best discussion of standards was the Mary C. Richardson Lecture which she delivered at what was then the Library School of the New York State University Teachers College at Geneseo. Her presentation was a history of school library standards under the title, "Firm Persuasion—A Study of School Library Standards." The title itself is revealing of the speaker. The coverage is detailed, comparative, and authoritative. It adds material on the 1960 standards then about to be published. She notes the stress on audiovisual materials, "... did you hear the new implication? Instructional resource centers. Watch for the new publication, read it with care ..."<sup>40</sup>

Aimed primarily at an audience of library school students, the Richardson lecture included many of those inspirational and humorous embellishments which she found so effective that she practiced them before her mirror.<sup>41</sup> She tells the story of the "Golden Ball," dramatizes a skit, "George Washington and the Flag," and reads a poem about the need for vision. She wishes students to understand the human beings behind the standards and how standards based on experience make for better libraries and help banish mediocrity. She urges them to use the standards when they get out in the field and "to reach forth and take the torch and carry it forward."<sup>42</sup>

But unquestionably Mrs. Douglas believed in the need for standards in a far broader application. She came from an environment encompassed by standards and from this background must have derived her own definite personal and professional goals. In fact she concludes her lecture with a homily along this very line. "Life is like that. We must set high standards and difficult goals and turn toward them to measure our efforts."<sup>43</sup>

Aside from her many periodical articles, Mrs. Douglas published frequently in book and pamphlet formats. Many of these were North Carolina state documents, others were reports of workshops she directed, and three were issued by ALA and UNESCO. By reason of her state supervisory position, she issued many useful bulletins, presumably distributed to all state school librarians. They ranged in format from near-print 8½ x 11" sheets stapled together with colored paper covers to paperback booklets attractively printed on glossy paper with line and photographic illustrations. Two of the latter which appear to have been widely used outside the state were *Book Displays, January to December* (1947), and *Planning and Equipping the School Library* (1946; rev. 1949)<sup>44</sup>

### North Carolina School Library Handbook

However the best seller among her publications for the Department of Public Instruction was the *North Carolina School Library Handbook*, first published in 1937.<sup>45</sup> As mentioned earlier, her articles in the *High School Journal* in the early 1930s were in effect a preliminary draft for this book. It was a brief 116-page manual with step-by-step instructions for the practical operation of a small library, supplemented with useful lists, addresses, and bibliographies. Aimed primarily at persons who had little or no library training, it would have been extremely useful to anyone in charge of a school library. It must have had a beneficial effect on school libraries in many towns and villages of North Carolina. The so-called second edition of 1938 was apparently merely a reprint, but the third in 1942 added sixteen pages of new material and complete revisions of three chapters.

Leaving the Department of Public Instruction must have been hard to Mrs. Douglas not least because of severance from those publications with which she had so long been associated. A clue to this is given by her account of a workshop she directed just after giving up her state position in July 1947, at Appalachian State Teachers College, at Boone, North Carolina. The group had

been divided into committees each studying a different topic. One investigated possible revisions of the *North Carolina School Library Handbook*. This committee was so successful that it "assumed responsibility to serve as a continuing committee until the new handbook shall have been prepared."<sup>46</sup>

Five years later, in 1952, the fourth edition of the handbook finally appeared, credited to the "former State School Library adviser," but with no acknowledgment of the 1947 committee. It was a thorough revision and featured for the first time photographs of scenes in school libraries including a story hour in a black school.

It seems likely that the appearance of the *North Carolina School Library Handbook* from the first must have attracted attention beyond the borders of the state. However the decision came about, the American Library Association published in 1941 an expanded version by Mrs. Douglas entitled, *Teacher-Librarian's Handbook*.<sup>47</sup> The two books follow similar outlines and have the same general format, purpose, and concise listings of facts and instructions. But the ALA version is longer, more handsome, and much more detailed in such matters as cataloging, classification, and the planning and equipping of libraries. It was aimed at a national readership, both as a handbook and probably as a text in workshops and summer courses.

The book was a great success. It may well have been a factor in the author's election to the presidency of ALA's School Library Section in 1943-1944 and of its Division of Libraries for Children and Young People in 1944-1945, positions similar to ones she had already held in the North Carolina and the Southeastern Library Associations. In 1961 she reported that the book had never been out of print, had sold more than fifty thousand copies, and been translated into Korean, Japanese, Spanish, and Turkish.<sup>48</sup> It is said that Mrs. Douglas would have prepared more than the two editions for the ALA had it not insisted that henceforth she capitalize the titles on catalog cards in accordance with the Library of Congress usage instead of the standard rules for capitalizing titles in English grammar.<sup>49</sup>

Nine reviews of the book were located, three by non-librarian educators and six by librarians.<sup>50</sup> Those by non-librarians tended to express bewilderment and even disdain at the amount of detail in the book. Their approval was grudging, if given. One even felt the author was overzealous on behalf of libraries because their value was so self-evident that there was no need to "sell" them. The librarian reviewers also were concerned

about the quantity of detail, but they generally understood the problem and criticized only specific technical aspects. Two of them compared the book with its North Carolina predecessor. But it was the teacher-librarians in the field who could have given the most authoritative reviews. One former teacher described to the writer how this book enabled her, with no library training or experience, to organize a library in a rural North Carolina school.<sup>51</sup> This same experience must have been repeated across the country as publication by ALA gave the book a wider readership.

Mrs. Douglas's handbook was her quintessential publication. If the articles in the *High School Journal* may be considered a preliminary edition, and counting the four editions of the North Carolina version and the two under ALA auspices, it might be said that she produced seven editions over a period of twenty years. It is the epitome of most of her other writings, which constitute elaborations of topics covered in the chapters of the handbook.

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## **To Mrs. Douglas, librarianship was only incidentally a job; it was a mission.**

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One such publication is the attractive paperback booklet published by ALA in 1957 called *The Pupil Assistant in the School Library*.<sup>52</sup> This topic was well covered in the North Carolina handbook but less so in the ALA version. This time she gives credit to the 1947 workshop at Appalachian State Teachers College and to several others which she apparently headed for assistance in preparing the manuscript. The bulletin is couched in her concise style with many lists and examples of forms useful for the selection, training, and activities of student assistants.

In 1961 what is actually the last edition of her handbook was published by UNESCO under the title, *The Primary School Library and its Services*.<sup>53</sup> A 104-page paperback in the attractive format of the "UNESCO Manuals for Libraries" series, it included a six-page inset of photos of school libraries from all over the world, including two from North Carolina, and excellent line drawings of furnishings by Jimmy Barefoot of Broughton High School in Raleigh. Asked to write a "practical manual," she produced one similar in arrangement and content to her previous handbooks. Of course certain changes adapt the book to international use, such as the omission of library suppliers, and the addition of an extensive bibliography in many languages.

It was a great honor to be chosen to write this book and it brought Mrs. Douglas international recognition. The editors in their "Foreword," explain that she was commissioned to write the book as a "distinguished promoter of school libraries" and that she has completed it with "firm persuasion and a long familiarity with the subject." One of the editors must have read her "Mary C. Richardson Lecture."

### Supervisor of Libraries for Raleigh Public Schools

Mrs. Douglas left the position of state library adviser on June 30, 1947, to become the first supervisor of libraries for the Raleigh Public Schools. The reason given was that she wished to spend more time with her husband. Her strenuous duties in the state position, particularly traveling, had made this difficult. Fortunately, the city had a system of school libraries large enough to provide interesting but not as exhausting work.

Her twenty-one years in this position seem to have been a period in which she reaped some of the rewards of her earlier, more demanding career. It was said of her administration in the Raleigh schools that she introduced greater cooperation among librarians, teachers, and school administrators, developed improved reading guidance services, and planned a "read-aloud" program in the elementary grades. She continued writing, though perhaps less than formerly, whereas her speaking and teaching schedules may have increased.

She became a well-known citizen of Raleigh, as the local papers interviewed her frequently, especially when her books were published and when she received various honors. These interviews reveal a bit more of her personal life and character; this is helpful in view of the fact that most of her personal papers appear to have been lost after her death.<sup>54</sup> The most detailed of these interviews was published on the occasion of her being chosen "Tar Heel of the Week" by the *News and Observer* of Raleigh in November 1961.<sup>55</sup> She was described thus: "An attractive woman with a charming smile and a quick, merry laugh, Mary Peacock Douglas is a pleasant and easy conversationalist." She enjoyed cooking, entertaining small groups, and was a great reader both in connection with her work and for personal pleasure.

Throughout her career and particularly during this period, Mrs. Douglas arranged her schedule so that she could conduct classes and workshops during her summer vacations. She had taught a great number of these at more than six-

teen colleges and universities by the time of her retirement. Many campuses were visited repeatedly, and she had her favorites, such as the University of Hawaii. No one could have been better qualified, or better known, but a major factor in her continuing popularity appears to have been an exceptionally forceful yet pleasing personality and great skill in public speaking. A remarkable photograph in 1951 at Central Washington College at Ellensburg shows her lecturing to at least eighty teachers, all of whom are enjoying a good laugh.<sup>56</sup> A North Carolina librarian tells of attending one of her classes simply because Mrs. Douglas was the teacher and finding an enrollment of over a hundred like-minded students having to use an auditorium for a classroom.<sup>57</sup> The auditor felt that she was being addressed personally despite the size of the audience.

Mrs. Douglas's ability as a speaker must have contributed greatly to her prominence. In this as in everything she took up she strove to excel. Although she always spoke from a carefully prepared script, she rehearsed her speeches, especially the literary quotations and the humorous stories, so that her delivery would appear spontaneous.<sup>58</sup> One North Carolina librarian remembered at her first library conference being told she must hear Mrs. Douglas because she was so interesting. On her arrival she found an overflow crowd, and this proved typical of other occasions when she attended Mrs. Douglas's presentations.<sup>59</sup>



Portrait of Mrs. Douglas used by the *Raleigh News and Observer* for its "Tar Heel of the Week" column, November 26, 1961. (Photograph from the collection of Douglas memorabilia in the library of the Mary P. Douglas Elementary School, Raleigh.)

These speeches were numerous, mostly to library and educational groups, in well over thirty states. Many of them were the bases of her articles, and as the years passed they tended to include more inspirational and amusing elements in addition to professional matter.

In 1948 Mrs. Douglas wrote an article in *Top of the News* entitled, "When You Invite a Speaker."<sup>60</sup> It consisted of advice to library associations from one who knew whereof she spoke. In her typical style she codified her advice into fifteen telling points. Point five discusses the need to inform the speaker as to what kind and color of dress to wear, especially if a corsage is to be presented, so that they will blend. She considered herself a "progressive," so point four states, "If there are known reactionaries in the audience . . . tip off the speaker, so he can be prepared to answer fairly, smoothly, and quickly." Mrs. Douglas wanted nothing left to chance.

For a school librarian, a natural concomitant of a talent for public speaking would be the telling or reading of stories to children, and so it was for Mrs. Douglas. Her position with the Raleigh schools provided the perfect opportunity. Each year, from Thanksgiving to Christmas, she toured the elementary classes, reading stories from her personal collection of Christmas books for children. This was one of her favorite occupations, and she continued it as long as her health permitted.

### "Tribute"

One of the most elusive things to assess in biography is the personality, the "presence," of the subject. *North Carolina Libraries*, in its Winter 1969, issue published a "Tribute to Mrs. Mary Peacock Douglas" on the occasion of her retirement.<sup>61</sup> It consisted of letters from twenty-three of her associates in school librarianship. Far from a "random sample," this was just the opposite, a congregation of admirers. Nevertheless an attempt has been made to classify the terms they used to describe Mrs. Douglas. No less than thirty-four terms were classed under "personality." Many remarked on her inspirational and challenging leadership, balanced by her practical, positive, and incisive ways. Many terms stressed her humanity: warm, generous, kind, humorous, and so on. Long ago Mrs. Douglas had said a librarian needed "vitality," and these letter writers applied to her such words as vibrant, exciting, dramatic creative, courageous, enthusiastic, a "human dynamo." What might be termed her philosophical attitudes were admired: idealism, vision, fair-

ness, forward looking, a "set of values." And finally her manner: grace, charm, elegance.

The writer did not attempt a broad survey of those who knew her, but from the inquiries that were made, it would appear that the results might not have been different. Two librarians in particular who were interviewed said that knowing Mrs. Douglas had been a memorable experience, that she had inspired and influenced their lives, and that they looked upon themselves as followers or disciples.<sup>62</sup> She was a paradigm of solid middle class values, including the work ethic; admired by the young librarians with whom she worked, she was one of them. But, in addition, she had a certain charisma which appealed to them on a higher plane. She was a popular minister of the gospel of school libraries. What may be one of the few treasures left from Mrs. Douglas's personal correspondence is a card of congratulations on her retirement from a black woman librarian in Portland, Oregon.<sup>63</sup> Inside is a note which includes this sentence, "I am trying hard to be like both my mother and you—a living example for others." Impulsively she added, "How do you like my boys?" and enclosed photos of two bright-eyed boys, one in his Boy Scout uniform.

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**"We must set high standards and difficult goals and turn toward them to measure our efforts."**

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During the last decade of Mrs. Douglas's tenure in the Raleigh schools she received several special honors. In January of 1958 the School and Childrens Section of the North Carolina Library Association, Cora Paul Bomar (the state school library adviser), and a group of Raleigh elementary school librarians nominated Mrs. Douglas for the Grolier Society Award.<sup>64</sup> This award is given to a librarian who has made unusual contributions to the stimulation and guidance of reading by children and young people. The nomination was accepted, and the award, consisting of a citation, a certificate, and \$500, was presented at the ALA Conference in San Francisco in June of 1958.

The Women's College of the University of North Carolina at Greensboro had no chapter of Phi Beta Kappa when Mary Teresa Peacock was a student there in the early 1920s. Later, on April 21, 1960, its Epsilon of North Carolina Chapter made her an alumna member in recognition of her outstanding scholastic record.<sup>65</sup>

In 1962 she was elected an Eta State honorary member of Delta Kappa Gamma Society International, the national education honorary society.<sup>66</sup>

When Mrs. Douglas's decision to retire in the spring of 1968 became known, the Raleigh public school system decided to honor her by renaming a new elementary school expected to be completed that spring after her.<sup>67</sup> The Mary P. Douglas Elementary School was not completed in time for her retirement, but the library opened for readers in the summer of 1968, and the school opened that fall. The formal dedication was on May 11, 1969, when a portrait of Mrs. Douglas, a gift of Mr. and Mrs. Douglas, was unveiled. The library, the plan of which she probably guided, is literally in the center of the school with classrooms radiating out on both sides. No honor could have been more deeply appreciated, and Mrs. Douglas held story hours regularly at the school, gave it her collection of autographed Caldecott and Newbery Award books, and even endowed a telephone for the free use of the teachers.

Mrs. Douglas retired as of June 30, 1968. To honor her years of service in the state, the North Carolina Association of School Librarians established the Mary Peacock Douglas Award for persons who have made outstanding contributions to North Carolina school librarianship. She was chosen as the first recipient of the award, which was to have been presented to her at the next biennial meeting of the Association in Charlotte in the fall of 1969.

She was to have gone to the meeting with Mrs. Jean T. Johnson, her successor as Supervisor of Libraries in Raleigh. The night before, she called Mrs. Johnson to say that her doctor had required her to go to the hospital for tests and that she would not be able to attend the meeting in Charlotte. This was apparently the first knowledge that anyone had that she was ill. The tests indicated cancer of the lung.

School librarians of Raleigh arranged to take meals to the Douglas home when Mrs. Douglas was not in the hospital. The progress of the illness was swift, as indicated by a note sent to the first grade classes of the Douglas school on November 22, 1969. In a trembling hand, Mrs. Douglas thanks the children for drawings they had sent her and regrets that she cannot get to the school to read to them, but "the doctor says I am getting better, but that it will be a long time before I can do many things I used to do. I guess that means after Christmas, don't you?"<sup>68</sup> She closes with, "Have a happy Thanksgiving. I LOVE YOU."

It was after Christmas when Mary Peacock

Douglas died on Thursday, January 29, 1970, in Rex Hospital. The funeral was held on Saturday, January 31, at the Edenton Street United Methodist Church, and burial was in the Raleigh Memorial Park.

#### Notes

This paper is based on three approaches: a study of Mrs. Douglas's published writings; archival research; and oral history interviews. All interview transcripts have been placed in the School of Library Science Library, University of North Carolina, Chapel Hill. Practical considerations, however, have led to the placement of major emphasis on the first method. For this reason, as the majority of the notes are to books and articles by Mrs. Douglas, her writings have been entered by title to avoid repetition of the author's name.

The notes also include virtually all of her writings located and annotated for this paper, whether or not direct quotations were made. As her writings were discussed by subject groupings, the relevant articles for each subject have generally been grouped in one note, with separate notes to specific articles made only to identify direct quotations. In this way the notes include a considerable bibliography of her publications.

1. Principal biographical data available in the following (and similar) standard bibliographical publications are not footnoted in the text: *Who's Who in Library Science* (publishers vary) 1st, 2d, 4th editions; *Biographical Directory of Librarians in the United States and Canada*, 5th ed. (Chicago: ALA, 1970); *Biographical-Bibliographical Directory of Women Librarians* (Madison: University of Wisconsin, Madison, Library School, Women's Group, 1976); *Dictionary of American Library Biography* (Littleton, Colo.: Libraries Unlimited, 1978); *Who's Who in the South and Southwest*, 11th ed. (Chicago: Marquis-Who's Who, 1969).
2. Jean and Kathryn Freeman, interview with author, Chapel Hill, N.C., 23 March 1985, hereinafter cited as Freeman interview.
3. "Tar Heel of the Week," *News and Observer* (Raleigh), 26 November 1961.
4. "Tribute to Mrs. Mary Peacock Douglas," *North Carolina Libraries* 27 (Winter 1969): 14. Hereinafter, this publication will be cited as *NCL*.
5. "Circulation in School Libraries," *High School Journal* 11 (April 1928): 174-177, hereinafter cited as "Circulation in School Libraries"; the journal, *HSJ*.
6. "Circulation in School Libraries," 177.
7. "Circulation in School Libraries," 177.
8. "A Plan for Teacher's Meetings," *HSJ* 13 (February 1930): 62-64.
9. "Effective School Library Service," *HSJ* 13 (October 1930): 282.
10. "Preparing Library Books for the Shelves," *HSJ* 13 (November 1930): 361-362; "Classification of Library Books," *HSJ* 14 (January 1931): 54-55; "Cataloguing of Library Books," *HSJ* 14 (February 1931): 93-94; "... Information File," *HSJ* 14 (March 1931): 165-167; "Tests for the School Library," *HSJ* 14 (April 1931): 207-208, 233; "Book Selection," *HSJ* 14 (May 1931): 266-267.
11. "Suggested School Library Report," *HSJ* 14 (October 1931): 329-330; "Illustrated Editions for High School Literature," *HSJ* 14 (November 1931): 394; "Library Book Collection in the Standard School," *HSJ* 15 (January 1932): 23-25; "The Organized School Library," *HSJ* 15 (February 1932): 77, 79-80; "Teaching the Use of the Library," *HSJ* 15 (April 1932): 179, 181, 183.
12. Department of Public Instruction, Division of Instructional Services, Library Services Section, Educational Information File,

1931-1948, boxes 1-2, Archives, Division of Archives and History, Raleigh, hereinafter cited as Education Information File.

13. "The School Library Supervisor at the State Level," in *The School Library Supervisor*, ed. A.H. Lancour (Champaign, Ill.: Illini Union Bookstore, 1956), 9-20, hereinafter cited as "School Library Supervisor at State Level."
14. "School Library Supervisor at State Level," 9-10.
15. "State Supervisor Has Varied Duties" *Library Journal* 72 (15 September 1947): 1237-1240, hereinafter cited as "Supervisor Has Varied Duties." Hereinafter, this journal will be cited as *LJ*.
16. "Supervisor Has Varied Duties," 1237.
17. "Supervisor Has Varied Duties," 1237.
18. "Supervisor Has Varied Duties," 1238.
19. "Supervisor Has Varied Duties," 1238.
20. "Supervisor Has Varied Duties," 1238.
21. "School Library Supervisor at State Level," 10.
22. "School Libraries in North Carolina," *NCL* 13 (November 1954): 17-22.
23. The paper, "Role of the Librarian in the Modern School," was reprinted as: "The School Librarian and the High School," *HSJ* 22 (April 1939): 150-155.
24. General articles on school libraries by date: "North Carolina School Libraries," *Peabody Journal of Education* 13 (July 1935): 32-34; "Patterns in Elementary School Library Service," *Educational Method* 19 (December 1939): 177-183; [Review of] *The School Library*, by the staff of the course in library training, University of Cape Town, *Library Quarterly* 13 (April 1943): 172-174; "Shortcuts and Labor-Saving Devices for School Librarians," *School Library Association of California Bulletin* 22 (May 1951): 25; "Directions in School Library Service Today; Meeting the Challenge," *ALA Bulletin* 48 (February 1954): 67+; "School Library—Classroom Partner," *NEA Journal* 50 (September 1961): 51-53; "A Look Ahead," *NCL* 20 (Spring 1962): 88-93.
25. "School Libraries and Our Democracy," *Bulletin of the Louisiana Library Association* 4 (June 1941): 5-9, reprinted with slight changes as "Libraries and Democracy," *LJ* 67 (1 February 1942): 114-117.
26. "The Library in the High School War Program," *HSJ* 26 (January-February 1943): 10-15.
27. "On this Foundation—Freedom," *LJ* 68 (1 February 1943): 109-112.
28. "School Libraries—Why and How," *ALA Bulletin* 38 (February 1944): 39.
29. "Book Selection," *HSJ* 14 (May 1931): 266-276.
30. "State School Library Supervisor Aids the Literature Program," *Elementary English Review* 22 (January 1945): 24-26.
31. Articles on school library planning by date: "PWA and North Carolina School Libraries," *LJ* 60 (15 May 1935): 442, reprinted as "North Carolina School Libraries," *School Executive's Magazine* 54 (July 1935): 347-348; "Design and Equipment of Consolidated School Libraries," *American School and University* 11 (1939): 297-303, hereinafter cited as "Design and Equipment of Consolidated School Libraries"; "Plans and Equipment for School Libraries" *Library Trends* 1 (January 1953): 324-332; "Library for Tomorrow's Secondary School," *American School and University* 25 (1953-1954): 329-334; "Material Aspects of the School Library," *Wilson Library Bulletin* 29 (November 1954): 225-227, 229, hereinafter cited as "Material Aspects of the School Library"; "We Wouldn't Change a Thing," *LJ* 85 (15 February 1960): 797-798; [Review of] "Remodeling the Elementary School Library" [filmstrip] (Chicago: ALA, 1961), *Library Journal* 86 (15 September 1961): 3020.
32. "Design and Equipment of Consolidated School Libraries," 303.
33. "Material Aspects of the School Library," 229.
34. NEA and North Central Association of Colleges and Sec-

dary Schools, Committee on School Library Organization and Equipment, *Standard Library Organization and Equipment for Secondary Schools . . .* (Chicago: ALA, 1920); Joint Committee on Elementary School Library Standards of the NEA and the ALA, *Elementary School Library Standards* (Chicago: ALA, 1925).

35. Education Information File, boxes 3 and 4, Archives, Division of Archives and History, Raleigh.
36. Articles on school library standards by date: "School Libraries Face the Future," *ALA Bulletin* 38 (September 1944): 313; "School Libraries for Today and Tomorrow," *LJ* 69 (15 September 1944): 737-739, hereinafter cited as "School Libraries for Today and Tomorrow [*LJ*]"; "Functions and Standards for a School Library," *School Executive* 64 (December 1944): 50-52, reprinted in *School Library Association of California Bulletin* 17 (January 1946): 6-7, 20; "School Libraries for Today and Tomorrow," *School Library Association of California Bulletin* 16 (March 1945): 25-26, hereinafter cited as "School Libraries for Today and Tomorrow [*SLACB*]"; "Atlanta Conference on School Library Planning," *LJ* 70 (15 September 1945): 814; *Firm Persuasion—a Study of School Library Standards* (Geneseo, N.Y.: State Univ. Teachers College, 1959), hereinafter cited as *Firm Persuasion*; "How Well Will the School Library Serve?" *HSJ* 43 (November 1959): 47-51, reprinted in C.L. Trinkner, ed., *Better Libraries Make Better Schools* (Hamden, Conn.: Shoe String Press, 1962), 6-11.
37. ALA Division of Libraries for Children and Young People, and the American Association of School Librarians, Committees on Post-War Planning, *School Libraries for Today and Tomorrow* (Chicago: ALA, 1945); American Association of School Librarians, *Standards for School Library Programs* (Chicago: ALA, 1960).
38. "School Libraries for Today and Tomorrow [*LJ*]." "School Libraries for Today and Tomorrow [*SLACB*]." "
39. "School Libraries for Today and Tomorrow [*SLACB*]," 26.
40. *Firm Persuasion*, 25.
41. Mrs. Jean T. Johnson, coordinator of media services, Wake County Public Schools, interview with author, Raleigh, N.C., 27 March 1985, hereinafter cited as Johnson interview.
42. *Firm Persuasion*, 26.
43. *Firm Persuasion*, 33.
44. *Book Displays, January to December* [with B.G. Jeffrey] (Raleigh: State Superintendent of Public Instruction, 1947); *Planning and Equipping the School Library* (Raleigh: State Dept. of Public Instruction, 1946; 2d ed., 1949).
45. *North Carolina School Library Handbook* (Raleigh: State Superintendent of Public Instruction, 1937; 2d. ed., 1938; 3rd ed., 1942; 4th ed., 1952).
46. "North Carolina's 1947 Workshop Has Already Borne Results," *LJ* 73 (15 March 1948): 456.
47. *Teacher-Librarian's Handbook* (Chicago: ALA, 1941; 2d. ed., 1949).
48. "Tar Heel of the Week," *News and Observer* (Raleigh), 26 November 1961, hereinafter cited as "Tar Heel of the Week."
49. Freeman interview.
50. *Clearing House* 16 (January 1942): 312, 314; *Curriculum Journal* 13 (January 1942): 43-44; *Educational Method* 21 (November 1941): 103-104; *HSJ* 24 (December 1941): 378-379; *LJ* 66 (1 December 1941): 1028; *Library Quarterly* 12 (April 1942): 301-303; *Michigan Librarian* 7 (October 1941): 20; *SLACB* 13 (January 1942): 13; *School Review* 50 (January 1942): 72-74.
51. Elizabeth Laney, librarian, School of Library Science Library, University of North Carolina, Chapel Hill, interview with author, Chapel Hill, N.C., 21 March 1985, hereinafter cited as Laney interview.
52. *The Pupil Assistant in the School Library* (Chicago: ALA, 1957).

53. *The Primary School Library and Its Services* (Paris: UNESCO, 1961).
54. Johnson interview.
55. "Tar Heel of the Week."
56. One of 4 photos of Mrs. Douglas at Central Washington College, Ellensburg, 1951, in files of the Mary P. Douglas Elementary School Library, Raleigh, N.C. Hereinafter, this library will be cited as Douglas School Library.
57. Laney interview.
58. Johnson interview.
59. Johnson interview.
60. "When you Invite a Speaker," *Top of the News* 5 (October 1948): 7-8.
61. "Tribute to Mrs. Mary Peacock Douglas," *North Carolina Libraries* 27 (Winter 1969): 4-16.
62. Johnson interview; Laney interview.
63. Greeting card from B.P. Anderson to M.P. Douglas, 17 June 1968, in files of the Douglas School Library.
64. Copies of the nomination letters are in files of the Office of Educational Media and Technology Services, State Department of Public Instruction, Raleigh, N.C.
65. Mrs. Douglas's PBK certificate and *Handbook* are in files of the Douglas School Library.
66. "Honoree: Mrs. Mary Peacock Douglas," *Eta State News* 22 (November 1962): 1, 3.
67. In the company of Jean T. Johnson the writer visited this school 27 March 1985, met the present librarian, Sharon Wood, who allowed him to use a scrapbook of the school's first three years and a file of Douglas memorabilia for this article.
68. Mrs. Douglas to the first grades of Mary P. Douglas Elementary School, in files of Douglas School Library.

#### Acknowledgments

Special thanks are due to Maurice C. York for alerting me to many valuable sources; to Jean T. Johnson for taping an interview and taking me to the Douglas School; to Jean and Kathryn Freeman and Elizabeth Laney for taping interviews; and to Sharon Wood and Mary Holloway for information on the Douglas School Library.

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# The American Imprints Inventory in North Carolina

Maurice C. York

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It was a tremendous task that required the assistance of librarians, historians, and relief workers throughout the country. In 1937, under the auspices of the Historical Records Survey of the Works Progress Administration, bibliographer Douglas Crawford McMurtrie organized the American Imprints Inventory to survey the contents of hundreds of libraries and repositories, establish a union list of American imprints published prior to 1876,<sup>1</sup> and publish check lists of state and local imprints extracted from the union list. By 1942, when the project ended, American Imprints Inventory staffs in most states had assisted McMurtrie and his successors in achieving impressive progress toward the three goals.

North Carolinians who directed the state's contribution to the inventory failed to achieve one of the goals established by McMurtrie and completed in many other states: no check list was published. The failure of North Carolina's capable Historical Records Survey staff adequately to support the publication of a check list chiefly resulted from three factors. Under the leadership of historian Charles Christopher Crittenden, the survey emphasized the publication of archival inventories. The concurrent work of Mary Lindsay Thornton, librarian of the North Carolina Collection at the University of North Carolina, to compile and publish a bibliography of state publications likely mitigated the urgency of preparing an imprints check list. Finally, World War II siphoned resources and personnel from the Historical Records Survey before enough headway toward preparing a complete check list had been made.<sup>2</sup>

The American Imprints Inventory grew from the Historical Records Survey, a program designed by the United States government to provide employment for white collar workers who had lost their jobs during the Great Depression. Luther H. Evans organized the survey in 1935 and 1936. His plans for examining state and local archival repositories, classifying and rehabilitating the records, and publishing inventory reports incorporated the ideas of notable historians, librarians, and archivists. Evans and his staff

viewed the survey, whose scope eventually broadened to embrace a wide variety of historical materials, as a means of providing scholars with sources for rewriting local history.<sup>3</sup>

The HRS established the imprints inventory to fill significant gaps in the knowledge of the history of American printing. When the project began, scholars had access to Charles Evans's *American Bibliography*, which recorded imprints published between 1639 and 1799,<sup>4</sup> and Frederick Leyboldt's *United States Catalog*, which commenced in 1876. Additional sources of bibliographic information included *Dictionary of Books Relating to America*, compiled by Joseph Sabin. The works of Evans and Sabin were somewhat flawed because they listed books published primarily in the eastern states and because they often omitted books' locations.<sup>5</sup> The HRS envisioned a cooperative effort of the states to collect data for imprints that would supplement the work of Sabin and provide complete coverage for the period between 1800 and 1876.

The result would be a boon to scholars. The union list produced by the American Imprints Inventory would provide a very thorough record of printing in the United States. Check lists of books, pamphlets, and broadsides published in a state or city would help historians interested in that locality or in a specialized subject to locate previously unknown primary resources.<sup>6</sup>

## Douglas McMurtrie

Douglas McMurtrie, who served as Luther Evans's consultant for the inventory from 1937 until July 1941, possessed excellent qualifications for making these raw materials available. An engineer by training, McMurtrie became an authority on technical aspects and the history of printing in America. He obtained instruction in bibliographic methodology from Wilberforce Eames, a specialist in Americana at the New York Public Library. McMurtrie served as director of the Columbia University Printing Office from 1917 to 1919 and established his own printing firm in 1924-1925. After the firm's failure, McMurtrie moved to Chicago to become director of typog-

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Maurice C. York is Reference/Local History Librarian at the Edgecombe County Memorial Library in Tarboro.

raphy for Ludlow Typograph Company. By the late 1920s he had begun his impressive series of scholarly works on printing. These included *The Golden Book* (1927), a complete history of printing and bookmaking; numerous articles on the history of publishing in localities in the United States; and volume two of a projected four-volume series, *A History of Printing in the United States* (1936), which discussed printing in the southeastern states beginning with the colonial period.<sup>7</sup> Utilizing this experience, McMurtrie developed precise procedures for accomplishing the goals of the American Imprints Inventory.

Considerable work had to be undertaken in the states before McMurtrie's staff at the Illinois Historical Records Survey office in Chicago could compile the inventory. Field workers apportioned to districts in the states received training from area supervisors. The supervisors, who sometimes were assisted by local sponsors, obtained permission for workers to examine the holdings of libraries or other repositories. Workers precisely recorded bibliographic information, including title-

page endings and printers' devices, on 3" x 5" slips of stiff but flexible paper. Each card also noted the location of the imprint it represented. Supervisors then approved the work and forwarded the cards to the state HRS office for preliminary editing. The state office either returned the cards to the localities for further checking or mailed them to McMurtrie's headquarters in Chicago. There the imprint slips were carefully examined for accuracy and uniformity. If approved, the central office staff made several copies of each acceptable title and created master author and title files. One copy of the slips reflecting imprints published in a particular state was sorted and arranged in a separate file.<sup>8</sup>

McMurtrie designed several publications to insure accuracy and uniformity. Five editions of his *Manual of Procedure* guided workers, supervisors, and editors toward the production of acceptable imprint slips. McMurtrie also issued *Location Symbols for Libraries in the United States* (1939), *Instructions for the Description of Broad-sides* (1939), and *Instructions for Examination of*



Douglas Crawford McMurtrie supervising work of American Imprints Inventory worker in Chicago. (Photograph from Douglas McMurtrie Collection, Special Collections Division, Michigan State University Libraries, East Lansing, Michigan.)

*Newspaper Files for Materials Relating to the History of the Press* (1939).<sup>9</sup>

Printed check lists for states or localities utilized imprint slips uniformly produced throughout the country. Initially, the AII central office edited "Style A" entries, which included printers' devices, title-page line endings, and bracketed insertions, and worked closely with state offices in publishing check lists. The publication usually included a brief history of printing in the state or locality, a key to symbols of libraries in which the imprints were located, an index of printing points, an index of printers, presses, and publishers, and a general index. By 1941, after it became clear that the project was progressing too slowly, the HRS required the AII central office to abandon the use of "Style A" descriptions in favor of a simplified "Style B" description and to decentralize the editing of check lists. In April 1941 a manual of editing was sent to the states for use in preparing publications.<sup>10</sup>

The inventory achieved impressive results. Hundreds of workers (about 1,800 annually for several years) examined approximately ten thousand libraries—more than 95 per cent of those in the field—and recorded some fifteen million titles. Many of them were previously unknown. Considering duplication of titles and the presence of different editions of works, slips for approximately eight million separate imprints were compiled. By May 1942 fifty-one check lists of state and local

imprints had been published.<sup>11</sup>

Nevertheless, the project failed to achieve McMurtrie's lofty expectations. Preparations for World War II depleted manpower available for HRS projects. The survey officially ended in April 1942, when the Service Division of the WPA focused on contributing to the war effort, and although states were given permission to complete publications then in progress, McMurtrie's projected 250-volume, indexed imprint series never was completed. The massive file of slips was moved to the State Historical Society of Wisconsin for safekeeping during the war. In succeeding years the increasingly disheveled inventory was moved several times until transferred to its present location at Rutgers University in Piscataway, New Jersey.<sup>12</sup> The AII lapsed before North Carolina's project could publish a check list, even though HRS officials in Raleigh had allocated relief workers for inventory work at the beginning of the program.

#### Imprint Work in North Carolina

The imprints work, as well as other projects of the HRS, was sponsored by the North Carolina Historical Commission. Luther Evans, on December 19, 1935, appointed Dr. Charles Christopher Crittenden, secretary of the commission, as assistant state supervisor of the survey. Crittenden directed the HRS even though Edwin

Baptists. North Carolina. Chowan Association.

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[Line of type headband] / Minutes / of /  
the North-Carolina Chowan Baptist / Associa-  
tion, / holden at Camden meeting-house, on  
the 4th, 5th and 6th days / of May, 1810. /

[Wavy rule] /  
8 p. 16 x 19.5 cm.  
Caption title; imprint on p. 8: Edenton:  
Printed by James Wills. / 1810.

NHC-S

Works Progress Administration. WPA Form 22 HR

Typical slip utilized by the American Imprints Inventory. This entry, located in a file preserved by the State Archives, shows title-page line endings and describes the devices used by the printer. (Photograph from files of the Archives, Division of Archives and History, Raleigh.)

Bjorkman, director of the Federal Writers' Project in North Carolina, was the nominal supervisor. The HRS ceased to be an autonomous unit of the Federal Writers' Project in November 1936, and Crittenden assumed the duties of state director of the survey.<sup>13</sup>

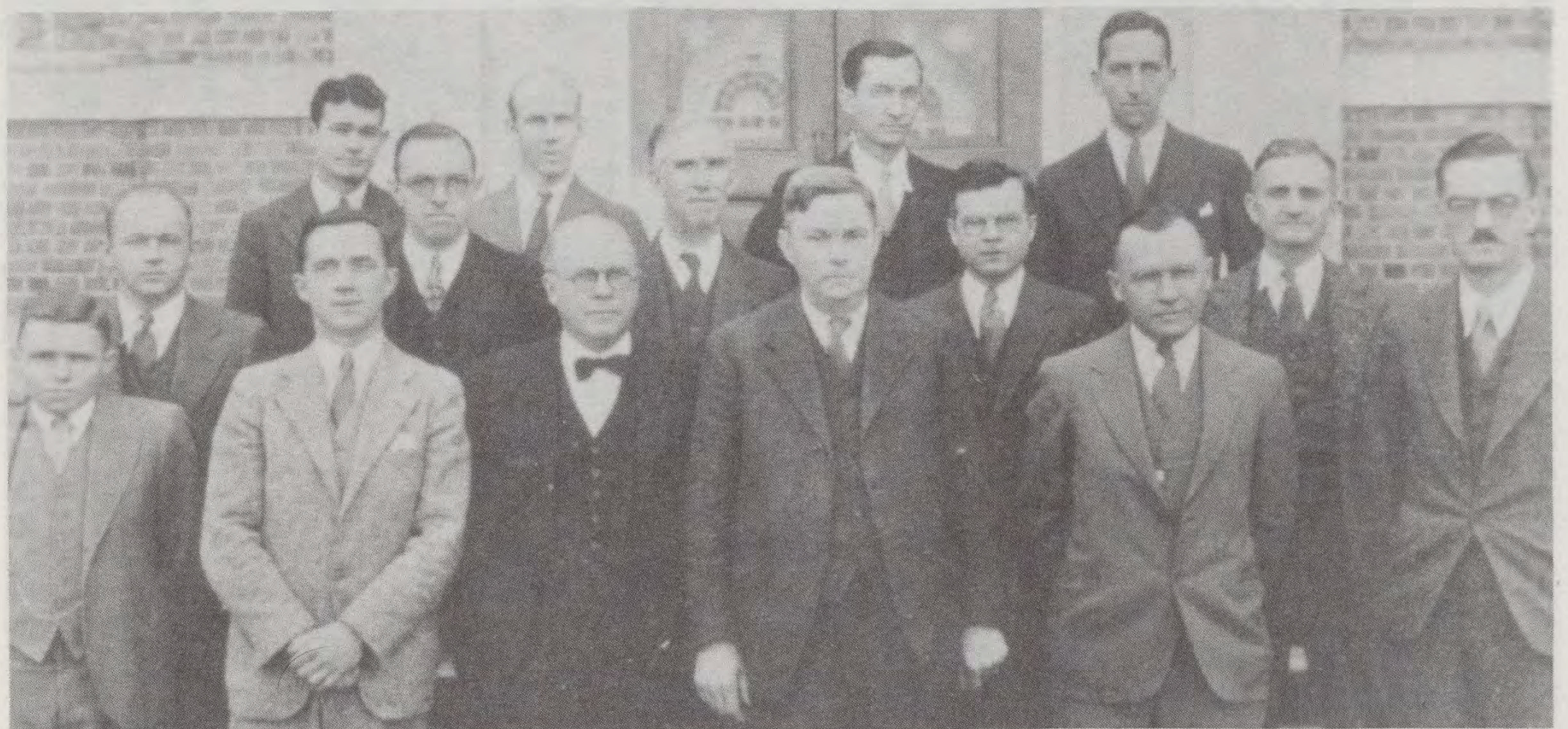
The placement of the HRS in the hands of the commission and its secretary was a logical decision. Created by the North Carolina General Assembly in 1903 as a result of prompting by the State Literary and Historical Association of North Carolina, the commission collected newspapers, documents, and manuscripts pertaining to the state and sponsored the publication of collected manuscript material.<sup>14</sup> Crittenden began work as secretary in 1935 after serving for nine years as instructor and assistant professor of history at the University of North Carolina.<sup>15</sup>

The quarters of the commission proved to be inadequate to accommodate HRS workers properly, but the attitudes of persons involved in the survey and other federal projects eased the inconveniences they encountered. Further, the staff of the commission, many of whom had worked under the direction of R.D.W. Connor and Dr. Albert Ray Newsome, another distinguished historian, were dedicated to the historical profession and realized the significance of the WPA projects. Most of them cheerfully accepted the crowding caused by the addition of WPA workers and harbored no ill feelings toward their new colleagues. The majority of the persons engaged in project work at the headquarters in Raleigh were in their twenties and thirties; as a result, a spirit

of camaraderie prevailed. One of the Survey of Federal Archives officials recalls that "In addition to the optimism of youth, there was the friendly cheerfulness, a sort of light heartedness, that characterized so many of the young adults then living through the Depression, who took the days as they came and did the best they could with them, leaving the worries of tomorrow for tomorrow." Nevertheless, these men and women took their work seriously, and many of them worked at night and on weekends.<sup>16</sup>

One of these youthful historians was Dan Mabry Lacy, who assumed chief responsibility for the day-to-day operation of the HRS. Though only twenty-two years of age in 1936, Lacy served as Crittenden's executive assistant. Later, he held the position of assistant state director and, on July 1, 1937, succeeded Crittenden as state director. From the beginning, however, Lacy received only very general supervision from his superior.<sup>17</sup> This pair, with the assistance of area historians and librarians, established priorities and approaches for the HRS work.

Tentative plans evolved soon after the program was organized in North Carolina. Interested scholars from the University of North Carolina, Duke University, and Wake Forest College met with HRS officials to offer suggestions for managing the projects. Crittenden thought that it would be best to undertake and complete one project at a time. Luther Evans initiated the HRS under the assumption that it would continue indefinitely, but it is clear that Crittenden and Lacy were not as optimistic. Consequently, they placed emphasis



University of North Carolina Department of History and Government, 1934. Charles Christopher Crittenden stands next to left on the back row. Robert Digges Wimberly Connor, with hands at his side, stands in the center of the front row. (Photograph in 1934 *Yackety Yack*, 29. From copy in the North Carolina Collection, UNC Library, Chapel Hill.)

on the publication of guides to records and manuscripts. They considered the preparation of printed inventories of county archives their most important task.<sup>18</sup> The three hard-cover volumes of county archives inventories, published with financial assistance of the North Carolina Historical Commission between March 1938 and October 1939, proved to be perhaps the most impressive series of its kind undertaken by any state.<sup>19</sup> Before the HRS passed out of existence in 1942, North Carolina had published, in addition to the county archives inventories, twelve volumes of state archives inventories, six guides to collections held by manuscript repositories, seven inventories of church archives, and a guide to vital statistics records.<sup>20</sup>

### Accomplishments of the Survey

In May 1939—two years after the beginning of the American Imprints Inventory—Dr. Crittenden described to Works Progress Administration officials in Raleigh the chief accomplishments of the HRS in the state. He used almost two typed pages to describe archival and manuscript inventories, care given to uncataloged records, the

preparation of a card index of tombstone vital statistics, and inventories of church records. The listing of early American imprints was not mentioned.<sup>21</sup> Not surprisingly, therefore, when North Carolina undertook the imprints work in 1937, it received relatively little attention.

Nevertheless, Dr. Crittenden and his colleagues recognized the importance of the American Imprints Inventory. When Crittenden learned about the project in May 1937, he told McMurtrie that the inventory in North Carolina should be successfully completed. Crittenden undoubtedly was acquainted with McMurtrie and with the usefulness of the project he organized, because McMurtrie had published articles and pamphlets concerning early North Carolina imprints.<sup>22</sup>

Crittenden informed McMurtrie in May 1937 that most of the imprints dating between 1800 and 1820 (the date limits used when the project began) would be found at major college libraries, the North Carolina State Library, the North Carolina Supreme Court Library, the Historical Foundation of the Presbyterian and Reformed Churches at Montreat, the Sondley Reference Library at Asheville, and the Greensboro Public



State Administration Building, located south of Capitol Square in Raleigh. The State Library occupied the first floor, and the Historical Commission utilized the second floor. The third floor housed the Supreme Court. (Photograph [circa 1914] from files of the Archives, Division of Archives and History, Raleigh.)

Library.<sup>23</sup> Dan Lacy began North Carolina's inventory at these institutions.<sup>24</sup>

The inventory commenced with the pamphlets and newspapers of the Historical Commission and the holdings of the Supreme Court Library. For the latter work, the survey secured the services of a man of extraordinary intelligence. According to Lacy, this worker—a “tall gaunt Ichabod Crane-like man”—previously had psychiatric problems but performed his duties with great precision.<sup>25</sup>

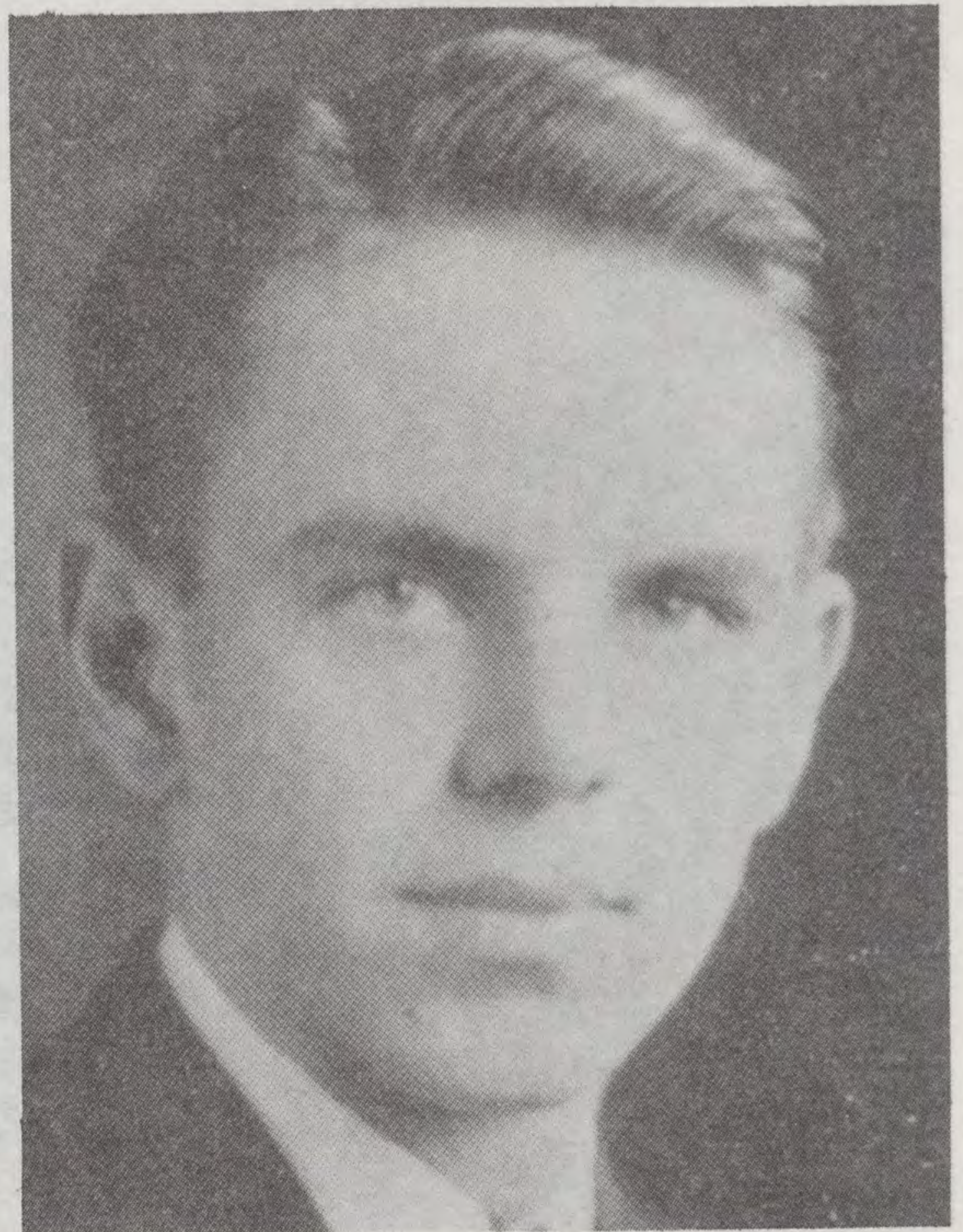
The holdings of the Historical Foundation of the Presbyterian and Reformed Churches at Montreat were among the first to be inventoried. Doing so presented a problem, however, because the foundation was not associated with a college or university. Consequently, National Youth Administration students who would be used to inventory collections at their colleges and universities could not be utilized. And, owing to the severe restrictions on the use of “non-certified” workers (those who were not considered needy), it was difficult to find anyone to do the inventory. Lacy solved the problem by curtailing the travel funds allotment for the county records project and using the money to send Viola Burch, a research supervisor on the Raleigh staff, to Montreat in January 1938.<sup>26</sup> Mrs. Burch made valuable discoveries there, including the “third known Tennessee imprint, hitherto regarded as ‘lost.’”<sup>27</sup> She was unable to complete the work, but Lacy found a local woman who finished the inventory of the foundation and the Sondley Reference Library, also begun by Mrs. Burch.<sup>28</sup>

Other valuable imprints were discovered in Winston-Salem. Lacy, by November 1937, had received from Miss Adelaide Lisetta Fries, archivist of the Archives of the Moravian Church in America, Southern Province, a list of titles held by the archives. McMurtrie evaluated these as a “veritable treasure-trove of eighteenth century North Carolina imprints,” six of which had never been recorded. Among them was the proceedings of the Committee of Correspondence of Craven County, published in May 1775.<sup>29</sup>

Work proceeded apace during 1938. By November approximately ten thousand imprint slips had been recorded, and three thousand of them had been typed and sent to Chicago. In addition to the libraries at Raleigh, Montreat, and Asheville, the collections of the Greensboro Public Library, the Woman's College of the University of North Carolina library at Greensboro, and the library of Appalachian State Teachers College at Boone had been completed. Eleven workers labored at the catalogs of other academic and



Albert Ray Newsome. (Photograph from files of the Archives, Division of Archives and History, Raleigh.)



Dan Mabry Lacy. University of North Carolina, senior class photograph in 1933 *Yackety Yack*, 105. (From copy in the North Carolina Collection, UNC Library, Chapel Hill.)

public libraries, including those at the University of North Carolina, Duke University, and the Carnegie Negro Library in Greensboro. If catalog cards were adequate, they were copied. If information on them was incomplete, the imprints were inspected. Two typists in Raleigh edited and typed the slips sent from the field and forwarded them to Chicago for further processing.<sup>30</sup>

### Problems and Frustration

Progress came at the expense of considerable frustration. Most problems arose because of the inherent conflict between the professional objectives of the HRS and the relief objectives of the WPA. Raleigh WPA and United States Treasury officials often differed with the HRS over interpretation of directions from Washington. Furthermore, county welfare offices, which were responsible for assigning workers to specific projects, sometimes failed to select reasonably competent persons; on many occasions, they had no qualified

workers to assign. To make matters worse, changes in the economy often necessitated swift increases or reductions in the number of relief workers.<sup>31</sup> It is no wonder that Dr. Crittenden in July 1937 resigned as state director of the HRS and SFA. He described his feelings in the first verse of a poem sent to his superior in Raleigh:

Long years ago my heart was gay,  
Before I heard of SFA,  
Was full of joy and happiness,  
Until I joined the HRS.<sup>32</sup>

Other problems occurred frequently. Staff in Raleigh occasionally postponed sending imprint slips to McMurtrie until they could learn how problem books should be recorded. Lacy in June 1937 sought advice on how to treat journals of the North Carolina General Assembly that were bound together—with or without common title pages. This and such other problems as how to capitalize parts of titles arose because no printed instructions existed. Manuals were needed especially to train NYA student workers, but they were not available until June 1938. The lack of sufficient typists and typewriters also hampered progress, resulting in a backlog of untyped slips. During 1940 McMurtrie urged the state to complete the project so that the central office could edit a check list, but the enormous accumulation of untyped slips prevented compliance with his wish.<sup>33</sup>

Despite these problems, the inventory thoroughly covered libraries throughout the state. The North Carolina Historical Commission assumed legal responsibility for the inventory after the HRS ended as a national project of the WPA in September 1939;<sup>34</sup> during 1939, 1940, and 1941, administrators repeatedly asked McMurtrie for the proper locational symbols for scores of small libraries, including collections housed in county courthouses, schools, and churches. Batches of slips representing books, newspapers, and broadsides were sent to Chicago regularly. Dan Lacy, Colbert Crutchfield, and their staff spent time also in supplying the Chicago office with "Style A" data for books not fully described at the time the imprint slips first were sent to Chicago.<sup>35</sup> By September 1940 over sixty thousand titles had been inventoried, even though only thirty-five thousand typed slips had been completed. The AII central office learned in April 1942 that 197 libraries in over one hundred communities had been inventoried; inventories were partially complete in forty-eight additional libraries. In June 1942 Historical Records Survey State Supervisor M.A. Rushton considered the field work to be 99



Rare books preserved by the Historical Foundation of the Presbyterian and Reformed Churches in Montreat were among the first to be inventoried. (Photograph, "A Corner of the Vault," in *A Great Collection of Presbyterian and Reformed Literature* [Montreat: Historical Foundation Publications, 1944], 3. From copy in the North Carolina Collection, UNC Library, Chapel Hill.)

per cent complete. When the project ended in the summer of 1942, 76,721 imprints had been listed, and slips for 72,433 of them had been sent to Chicago.<sup>36</sup>

A year before the inventory reached this stage of completeness, Mrs. May E. Campbell, state director of Community Service Programs, planned with the national office of the HRS and the AII central office a check list of North Carolina imprints. Mrs. Campbell informed the HRS in July 1941—several months after the HRS mandated that McMurtrie accelerate the decentralization of check list editorial work—that her state wished to prepare a publication. Accordingly, the Illinois office of the survey sent to Raleigh slips covering the period between 1801 and 1820.<sup>37</sup> During the summer and fall, Campbell worked to resolve editorial problems encountered by the HRS staff. By December the list of approximately 250 titles awaited only minor editorial work. Because such a short list hardly merited publication, Thomas R. Hall, state supervisor of the Illinois Historical Records Survey, suggested that

imprints through 1830 be included. The appropriate slips were sent to North Carolina in December 1941. As late as February 1942, however, the North Carolinians anticipated additional slips from among those still being received in Chicago.<sup>38</sup>

The relatively small number of titles to be included in the projected publication resulted from a decision not to compile documentary titles in the check list. By December 1938 Luther Evans was aware that Mary Lindsay Thornton of the University of North Carolina had begun a bibliography of North Carolina state documents. Indeed, Dan Lacy suggested that Thornton's work be published by the HRS. Thornton declined this offer and continued to pursue the project independently. Nevertheless, the trained librarians provided by the HRS who cataloged titles in several important libraries outside Chapel Hill facilitated Thornton's work, as did typists who were paid by the HRS. Thornton's project undoubtedly relieved the urgency of publishing a check list.<sup>39</sup>

World War II ultimately halted the publica-

North Carolina State Library  
Raleigh

### The Proceedings of the Revolutionary Committee of the Town of Newbern, North Carolina, 1775

A newly discovered printed document of the American Revolution brought to light by the American Imprints Inventory of the Historical Records Survey, Division of Women's & Professional Projects of the Works Progress Administration.

*Provided with an introductory note and privately printed by Douglas C. McMurtrie, Consultant to the National Director of the Historical Records Survey, as a keepsake for presentation to friends attending the sixtieth annual conference of the American Library Association at Kansas City, Missouri, June 13-18, 1938. Presswork by students of the Chicago School of Printing, Chicago, Illinois.*

### PROCEEDINGS of the COMMITTEE for the Town of Newbern, and County of Craven, May 31, 1775.

CIRCULAR LETTER to the several COMMITTEES of this Province.

GENTLEMEN,

WE herewith transmit you a Copy of the Proceedings of our Committee, hoping they will meet with your Approbation, and that you will think it necessary, in these Times of general Danger, to adopt something of the like Nature for our common Safety and Defence. We think it necessary, upon this Occasion, to inform you, that Association Papers have been circulated through this County (supposed under the Direction of the Governor, as they are in the Hand-Writing of his Private Secretary) with a direct View to draw off the People from the Cause of Liberty, and to create in them Suspitions and Jealousies of all those who openly declare in Favour of Freedom. Some very ignorant People in this County were by the Artifice of our Enemies drawn in to subscribe such Association; but we have the Pleasure to acquaint you that they have been since convinced of their Error, with indignation tore off their Names, and now look with Horror on the Trap that was laid for them. If any such Papers have been circulated in your County, we doubt not they will, through your Vigilance, be easily and suddenly put a Stop to.

We also transmit you a Letter from *Charleston* Committee, which was sent to the several Committees in that Province, for the better Information of the People at large; which explains and sets in a clear Light the real State and Nature of the present Disputes between Great Britain and America, in which this Province is involved as well as the rest. It is, we think, the Duty of the several Committees to inform the People of their Danger. We remain most respectfully, Gentlemen,

Your obedient Servants, &c.

In the COMMITTEE at NEWBERN, May 31, 1775.

WHEREAS it appears by Letters from the Committees of Correspondence in New York and Philadelphia, and by the Public Papers, that all Exportation to *Spain, Nova Scotia, Georgia, and Newfoundland*, or any Part of the fishing Coasts or Islands is suspended.

Resolved, That the above Measure be recommended by the Committee to the Merchants and Inhabitants of this Town and County; and that from this Time no Provisions, or any other Necessaries, be sent from this Port to the Army or Navy at *Boston*, unless otherwise directed by the Continental Congress.

WHEREAS having received certain Intelligence that a most bloody and barbarous Action hath lately been committed by the Army under General *Gage* on the Inhabitants near *Boston*, whom they unmercifully fell upon and murdered in cool Blood, and without Provocation, as they marched through the Country, having no Regard to Age, Sex, or Infirmary; at the same Time ravaging the Country, burning, destroying, and laying all waste wherever they came, until at length they were met by a few Companies of Provincials, who then thinking themselves justified by all the Laws of God and Nations, took up Arms in the immediate Defence of their Lives, and by a manly Exertion of that brave Spirit which a good Cause never fails to inspire, they, though greatly their Inferiors as to Numbers, providentially put a Stop to their destructive Career, and forced them to retreat with Precipitation and much Loss, for near 25 Miles, to their fortified City of *Boston*, which unhappy devoted Place the Army now consider as their own Property, in open Exclusion of the right Owners.—From all which it manifestly appears that the *British* Ministry mean no longer to receive the peaceable Addresses of the much injured People of *America*, on the Subject of their invaded Rights; but are determined, since they will not voluntarily make a total Surrender of their Freedom and Constitution, to wrest it from them by the brutal Hand of Violence. The People of *America* are therefore now driven to this fatal Extremity—either they must tamely submit to Slavery, and agree for themselves and their Posterity for ever, to work for and maintain, with the Sweat of their Brows, their proud Masters and Overseers, the ministerial Pensioners, Pleasants, and Hirelings, of every Denomination whatever; or they must resolve firmly and manfully to maintain those Rights, which God gave, and the Constitution warrants. The *British* Resolution our Sister Colonies have unanimously adopted, and accordingly have now in the world not left, from the best Accounts we have received, than 25,000 Men, well disciplined, and equip'd with a large Train of Artillery, and every Kind of military Implement necessary for immediate Action.

And whereas there is much Reason to fear, in these Times of general Tumult and Confusion, that the Slaves may be incited and encouraged by our inveterate Enemies to an Insurrection, which in our present defenceless State might have the most dreadful Consequences; we therefore, induced by these most weighty Considerations, do think it our indispensable Duty to take every Precaution that Prudence and Forethought can possibly suggest, so as to

In 1938 McMurtrie published one of the American Imprints Inventory's most impressive discoveries, found at the Archives of the Moravian Church in America, Southern Province, located in Salem. McMurtrie's title page and the first page of the *Proceedings* from copy in the North Carolina State Library, Raleigh. (Photograph from files of the Archives, Division of Archives and History, Raleigh.)

tion effort. The task of adding imprints of the 1820s to the edited entries of the 1801-1820 period evidently was not complete when the HRS stopped functioning in April 1942. Dr. Crittenden in July 1942 told Sargent B. Child, Luther Evans's successor as director of the HRS, that M.A. Rushton, Jr., had decided to finish the editorial work as a personal project: "We expect to publish this material in THE NORTH CAROLINA HISTORICAL REVIEW, probably in four instalments, and we will be able to pay him enough to buy him a few pairs of shoes."<sup>40</sup> Rushton's work never appeared.

Through its participation in the American Imprints Inventory, North Carolina contributed to the creation of a national bibliography that, under ideal circumstances, would have been useful to librarians, bibliographers, and historians. Just as McMurtrie's goals never were fully realized, however, the inventory in North Carolina proved to be only partially successful. Although it provided employment for jobless workers hurt by the depression and brought to light interesting and rare publications, the project failed to produce a tangible contribution to the field of bibliography. The realization in North Carolina of McMurtrie's goal of a printed guide to early imprints awaited the subsequent efforts of such dedicated individuals as Mary Lindsay Thornton.<sup>41</sup>

#### Notes

1. Originally the publication date limits extended through 1820 for the states along the East Coast, 1840 for such states as Ohio and Kentucky, 1850 for midwestern states, and 1890 for some states in the Rocky Mountain region and western plains. By 1939 sufficient resources existed to extend publication date limits to 1876 for states with earlier end dates. American Imprints Inventory, *Manual of Procedure*, 5th ed. (Chicago: The Historical Records Survey, 1939), 5, hereinafter cited as *Manual of Procedure*.

2. It should be noted, however, that the North Carolina Library Commission and the North Carolina Department of Public Instruction sponsored the North Carolina WPA Library Project. Between 1935 and 1942 this organization utilized hundreds of workers to strengthen existing libraries and to expand library service. For a complete discussion of the project, see Elaine Von Oesen, "Public Library Service in North Carolina and the W.P.A." (M.A. Thesis, University of North Carolina, 1951).

3. David L. Smiley, "The W.P.A. Historical Records Survey," in *In Support of Clío: Essays in Memory of Herbert A. Kellar*, ed. William B. Hesseltine and Donald R. McNeil (Madison: State Historical Society of Wisconsin, 1958), 3-28, hereinafter cited as Smiley, "W.P.A. Historical Records Survey."

4. The American Antiquarian Society eventually achieved Evans's goal of extending the coverage through 1800. Herbert R. Kellar, "Douglas Crawford McMurtrie: Historian of Printing and Bibliographer," in *Douglas C. McMurtrie: Bibliographer and Historian of Printing*, comp. Scott Bruntjen and Melissa L. Young (Metuchen, N.J.: Scarecrow Press, 1979), 9, hereinafter cited as Kellar, "Douglas Crawford McMurtrie"; hereinafter the book will be cited as Bruntjen and Young, *Douglas C. McMurtrie*.

5. *Manual of Procedure*, 1-3; Kellar, "Douglas Crawford McMurtrie," 9.

6. *Manual of Procedure*, 1-5. Work with early newspapers was undertaken in some states. Don Farran, "American Imprints Inventory—Final Report," 1 May 1942, in Sargent B. Child, "What is Past is Prologue: The Historical Records Survey," 23 June 1942, mimeographed speech in Department of Archives and History, Director, General Correspondence, Box 151, Archives, Division of Archives and History, Raleigh, hereinafter cited as "American Imprints Inventory—Final Report"; hereinafter the record group will be cited as Director's Correspondence.

7. McMurtrie (1888-1944), the son of William and Helen Douglass McMurtrie, was born in Belmar, New Jersey. He studied engineering at Massachusetts Institute of Technology before embarking on his colorful career, which included work for such organizations as the Pittsburgh Typhoid Fever Commission, *American Journal of Care for Cripples*, and Federation of Associations for Cripples. A huge man who possessed tremendous energy, McMurtrie was noted for his striking appearance and productivity. Kellar, "Douglas Crawford McMurtrie," 1-23.

8. Kellar, "Douglas Crawford McMurtrie," 9-10; "American Imprints Inventory—Final Report."

9. Kellar, "Douglas Crawford McMurtrie," 11. For a complete bibliography of McMurtrie's publications, see Bruntjen and Young, *Douglas C. McMurtrie*, 142-204.

10. Kellar, "Douglas Crawford McMurtrie," 10; "American Imprints Inventory—Final Report"; Sargent B. Child to Douglas C. McMurtrie, 20 February 1941, Director's Correspondence, box 138. For examples of check lists, see *American Imprints Inventory No. 14. A Check List of West Virginia Imprints, 1791-1830* (Chicago: The WPA Historical Records Survey Project, 1940) and *American Imprints Inventory No. 23. A Check List of Wisconsin Imprints, 1833-1849* (Madison: The Wisconsin Historical Records Survey, 1942).

11. Kellar, "Douglas Crawford McMurtrie," 11; "American Imprints Inventory—Final Report." The check lists, which were mimeographed, varied in size depending on a variety of factors, including the state's or locality's printing history.

12. Smiley, "W.P.A. Historical Records Survey," 23; Bruntjen and Young, *Douglas C. McMurtrie*, xi; Kellar, "Douglas Crawford McMurtrie," 10. It is important to note, however, that scores of Catholic University master's theses, the *National Union Catalog*, a continuing series of check lists initiated in 1958 by Ralph Shaw and Richard Shoemaker, and other projects have relied heavily on McMurtrie's pioneer efforts. Bruntjen and Young, *Douglas C. McMurtrie*, xi-xii.

13. *Sixteenth Biennial Report of the North Carolina Historical Commission July 1, 1934, to June 30, 1936* (Raleigh: North Carolina Historical Commission, 1936), 27, hereinafter cited as *Commission Biennial Report*, with appropriate dates; *Commission Biennial Report, 1936-1938*, 32-33; North Carolina Historical Records Survey, *A Souvenir of the North Carolina Historical Records Survey Project* ([Raleigh]: North Carolina Historical Commission, 1940), [1], hereinafter cited as *Souvenir*.

14. H.G. Jones, *For History's Sake: The Preservation and Publication of North Carolina History 1663-1903* (Chapel Hill: The University of North Carolina Press, 1966), 272-282, hereinafter cited as Jones, *For History's Sake*. The General Assembly in 1907 expanded the role of the commission and provided for a full-time secretary. Robert Digges Wimberly Connor, an early advocate of the commission and later the first archivist of the United States, was elected secretary. Connor earlier had stated that "The real work [of the commission] lies in collecting, transcribing and editing original sources." Jones, *For History's Sake*, 281-282.

15. Charles Christopher Crittenden (1 December 1902-13 October 1969), a native of Wake Forest, N.C., received a Ph.D. from Yale University in 1930. He headed the N.C. Historical Commission (renamed North Carolina Department of Archives and History in 1943) until 1968, with the exception of the years

1946-1947. Crittenden emphasized programs for the people and instituted sound records management policies at the state archives. He was a founding member and president (1946-1948) of the Society of American Archivists and was instrumental in the creation of the National Trust for Historic Preservation. He edited the *North Carolina Historical Review* for many years and served on the National Advisory Committee of the Historical Records Survey. Crittenden briefly directed the Survey of Federal Archives in North Carolina. H.G. Jones, "Charles Christopher Crittenden," in *Dictionary of North Carolina Biography*, ed. William S. Powell (Chapel Hill: The University of North Carolina Press [projected multi-volume series, 1979- ]), 1:461-462; C.C. Crittenden to Sargent B. Child, 25 May 1942, Director's Correspondence, box 151).

16. Mattie Erma E. Parker to Maurice C. York, 2 January 1981, in possession of the author. Miss Mattie Erma Edwards, who had been collector for the Hall of History located at the Historical Commission, served beginning in February 1936 as assistant regional director of the Survey of Federal Archives, a project directed by Dr. Philip May Hamer of the National Archives. Dr. Crittenden supervised Edwards's work, *Commission Biennial Report, 1934-1936*, 26. The Historical Commission occupied the second floor of the new State Administration Building on Morgan Street in 1914. When the HRS began, these quarters were inadequate, but it was not until 1939 that the commission moved to more spacious facilities in the Education Building. The offices of the HRS had been moved to rented rooms prior to that time. Henry S. Stroupe, "The North Carolina Department of Archives and History—the First Half Century," *North Carolina Historical Review* 31 (April 1954): 190, 197; Dan Lacy to Maurice C. York, 15 December 1980, in possession of the author.

17. Lacy to York, 15 December 1980; *Commission Biennial Report, 1934-1936*, 27; *Commission Biennial Report, 1936-1938*, 33. Lacy lived in Rocky Mount, N.C., though he had been born in Newport News, Va., on 28 February 1914. He completed the M.A. in history at the University of North Carolina in 1935 under the direction of Dr. Crittenden and served as instructor at the university until 1935. Lacy was assistant to the national director of the HRS in 1940-1941. Later he held major positions at the National Archives (1942-1947), the Library of Congress (1947-1951), and the American Book Publishers Council (1953-1966). Since 1966 he has held various positions with McGraw-Hill, Inc. (*Who's Who in America, 1980-1981*, 41st ed., 2 vols. (Chicago: Marquis Who's Who, 1980), 2:1,925).

18. C. C. Crittenden, "The Historical Records Survey: Problems and Accomplishments," 21 December 1936, typescript, Director's Correspondence, box 111; "Tentative Plans for Publication of Results of the Historical Records Survey in North Carolina," 17 August 1936, typescript, Director's Correspondence, box 108; Crittenden to Sargent B. Child, 25 May 1942, Director's Correspondence, box 151; Lacy to York, 15 December 1980; Charles Christopher Crittenden and Dan Lacy, eds., *The Historical Records of North Carolina. Volume I: The County Records, Alamance through Columbus* (Raleigh: North Carolina Historical Commission, 1938), 12.

19. *Commission Biennial Report, 1936-1938*, 37: "North Carolina Historical Records Survey List of Publications," appended to *List of the Papeles Procedentes de Cuba (Cuban Papers) in the Archives of the North Carolina Historical Commission* (Raleigh: North Carolina Historical Records Survey, June 1942). Hereinafter, this list will be cited as "Historical Records Survey Publications." Crittenden noted in the minutes of the Historical Commission that North Carolina was the first state to complete its inventory of county archives and that the effort had received considerable praise. Francis Samuel Philbrick, a professor of law at the University of Pennsylvania and the originator of the idea for a nationwide survey of state and local archives by relief workers, told Crittenden that North Carolina's performance on the HRS projects was "certainly more impressive than that of

any other state." Minutes of the North Carolina Historical Commission, 25 September 1939, Archives, Division of Archives and History; Francis S. Philbrick to Crittenden, 13 January 1940, Director's Correspondence, box 132; Smiley, "W.P.A. Historical Records Survey," 5-6.

20. "Historical Records Survey Publications."

21. Crittenden to May E. Campbell, 5 May 1939, Director's Correspondence, box 126.

22. Crittenden to McMurtrie, 19 May 1937, Work Projects Administration, American Imprints Inventory, Agency Central Office (N.C.), microfilm reel 4945, National Archives, Washington, D.C., hereinafter cited as AII Central Office Microfilm, with appropriate reel number. McMurtrie's work appeared in the *North Carolina Historical Review* in 1933 and 1936. Douglas C. McMurtrie, "The First Twelve Years of Printing in North Carolina, 1749-1760," *North Carolina Historical Review* 10 (July 1933): [214]-234; Douglas Crawford McMurtrie, "A Bibliography of North Carolina Imprints, 1761-1800," *North Carolina Historical Review* 13 (January 1936): 47-86; (April 1936): 143-166; (July 1936): 219-254.

23. Crittenden to McMurtrie, 19 May 1937, reel 4945, AII Central Office Microfilm. Letters of 1937 and 1938 reveal that Lacy corresponded with McMurtrie and supervised the inventory. By April 1938 the N.C. inventory included books published through 1876. Lacy to McMurtrie, 28 April 1938, reel 4945, AII Central Office Microfilm.

24. Owing to Lacy's hospitalization for a time prior to mid-June 1938, Marcus A. Rushton, Jr., assumed these duties. By May 1940, a month after Lacy resigned as state supervisor, Rushton had undertaken immediate supervision of the project. Colbert F. Crutchfield, who succeeded Lacy as state supervisor, accepted the responsibility of cooperating with the Chicago office of the inventory. Lacy to McMurtrie, 17 June 1938, reel 4945, AII Central Office Microfilm; Lacy to Crittenden, 14 June 1938, Director's Correspondence, box 123; *Commission Biennial Report, 1938-1940*, 38; *Souvenir*, 10-12.

25. Lacy to McMurtrie, 26 May 1937, reel 4945, AII Central Office Microfilm; Lacy to York, 15 December 1980.

26. Lacy to McMurtrie, 26 August 1937, 11 October 1937, 4 January 1938, reel 4945, AII Central Office Microfilm; Lacy to Luther H. Evans, 9 November 1937, reel 4945, AII Central Office Microfilm. Burch, who held the M.S. degree from North Carolina State College, later was instrumental in compiling the guide to manuscripts located at the Duke University Library. *Souvenir*; Crittenden to Evans, 20 July 1938, Director's Correspondence, box 123.

27. McMurtrie to Viola S. Burch, [18?] January 1938; Burch to McMurtrie, 18 January 1938, reel 4945, AII Central Office Microfilm. Lacy had to contend with the foundation's director, Dr. Samuel Mills Tenney, who constantly worried that Mrs. Burch would not have time accurately to reflect the quality of the collection. Lacy told McMurtrie that "Dr. Tenney's letters are always a trifle acidulous, but his bark is much worse than his bite." Lacy to McMurtrie, 21, 24 January 1938, reel 4945, AII Central Office Microfilm.

28. Lacy to Irene Best, [8?] March 1938, reel 4945, AII Central Office Microfilm. Lacy had Mrs. Best type appropriate catalog card entries on half sheets of typing paper. If they were deemed important, imprint slips were filled out and sent to Chicago. Lacy to McMurtrie, 10, 23 March 1938, reel 4945, AII Central Office Microfilm.

29. Lacy to Adelaide L. Fries, 17 November 1937, Director's Correspondence, box 117; Douglas C. McMurtrie, *Eighteenth Century North Carolina Imprints 1749-1800* (Chapel Hill: The University of North Carolina Press, 1938), [20]. McMurtrie considered the New Bern publication so important that he reprinted it. *The Proceedings of the Revolutionary Committee of the Town of Newbern, North Carolina, 1775* (Chicago: Chicago School of Printing, 1938).

30. Colbert F. Crutchfield to McMurtrie, 12 November 1938, reel 4945, AII Central Office Microfilm; "The Historical Records Survey Program in North Carolina: A Brief Outline," after 4 March 1940, mimeograph, Director's Correspondence, box 132. Crutchfield at this time was technical director of the HRS in Raleigh.

31. Parker to York, 2 January 1981; Lacy to York, 15 December 1980.

32. Crittenden to May E. Campbell, 19 July 1937, Director's Correspondence, box 117. It is interesting to note that both Mrs. Campbell, state director of Women's and Professional Projects, and Dr. Luther H. Evans advised Crittenden that, despite his resignation, they would expect him to offer suggestions and guidance. Even Crittenden admitted that the work of the Historical Commission and the HRS could not be divorced. Campbell to Crittenden, 23 July 1937, Director's Correspondence, box 117; Evans to Crittenden, 25 June 1937, Director's Correspondence, box 114.

33. Lacy to McMurtrie, 7 June 1937, 17 June 1938, 8 September 1939, reel 4945, AII Central Office Microfilm; McMurtrie to Lacy, 11 June 1937, reel 4945, AII Central Office Microfilm; Crutchfield to Crittenden, 28 August 1940, enclosed in Crittenden to J.J. Lund, 31 August 1940, Director's Correspondence, box 135.

34. In August 1939 federal WPA projects ceased to exist on a national level, but many of them, including the HRS, continued as local efforts in the states. The national office of the HRS continued the work of maintaining editorial standards of the varied publications of the survey, and the Illinois office of the HRS maintained the central imprint files. In September 1939 the North Carolina Historical Commission became the legal sponsor of the North Carolina Historical Records Survey Project. Funds were obtained from the State WPA headquarters rather than from Washington. Smiley, "W.P.A. Historical Records Survey," 22-23; Dan Lacy to Maurice C. York, 19 August 1981, in possession of the author.

35. Correspondence reflecting the nature of the inventory work between 1939 and 1941 may be found in reel 4945, AII Central Office Microfilm. For AII records pertaining to the type and number of imprint slips sent from Raleigh to Chicago on a regular basis, see reels 4941 and 4943, AII Central Office Microfilm. McMurtrie informed his colleagues that the Union Catalog of the Library of Congress did not assign locational symbols for very small libraries, including those located in schools, courthouses, and churches. McMurtrie to M.A. Rushton, [23?] May 1939; McMurtrie to Lacy, 31 October 1939, reel 4945, AII Central Office Microfilm.

36. Crutchfield to Crittenden, 28 August 1940, enclosed in Crittenden to J.J. Lund, 31 August 1940, Director's Correspondence, box 135; "Historical Records Survey Report on Status of Files," 10 April 1942, typescript, enclosed in C.C. McGinnis and May E. Campbell to Florence Kerr, 2 June 1942, Director's Correspondence, box 151; *Commission Biennial Report, 1940-1942*, 43. Rushton succeeded Crutchfield as state supervisor of the HRS in December 1941. *Inventory of the State Archives of North Carolina. Series I. General Governmental Agencies. No. 7, State Planning Board* (Raleigh: North Carolina Historical Records Survey, March 1942), [iv].

37. Lacy to McGinnis, 9 July 1941, Records of the Work Projects Administration, Record Group 69, Historical Records Survey (N.C.), file 651.355, National Archives, Washington, D.C., hereinafter cited as Record Group 69; Thomas R. Hall to Campbell, 1 August 1941, reel 4945, AII Central Office Microfilm; Child to McMurtrie, 20 February 1941, Director's Correspondence, box 138.

38. Child to McGinnis, 11, 17, 19 September 1941, Record Group 69; Campbell to Hall, 3 October, 4, 12 December 1941, reel 4945, AII Central Office Microfilm; list of imprint slips sent to North Carolina, 1 August 1941-31 December 1941, reel 4945, AII Central Office Microfilm; memorandum of Winifred Schlosser to D.J. Mitchell, 19 February 1942, reel 4946, AII Central Office Microfilm.

39. Thornton's useful bibliography was published in 1954. Mary Lindsay Thornton to Luther H. Evans, 7 December 1938, reel 4945, AII Central Office Microfilm; Child to McGinnis, 16 August 1941, Record Group 69; Campbell to Hall, 4 December 1941, reel 4945, AII Central Office Microfilm; Mary Lindsay Thornton, comp., *Official Publications of the Colony and State of North Carolina 1749-1939: A Bibliography* (Chapel Hill: The University of North Carolina Press, 1954), x. The publication differed in scope and content from the most comprehensive check lists published by the American Imprints Inventory. The work represented primarily titles from the collections at the University of North Carolina, Duke University, the State Library, the State College of Agriculture and Engineering at Raleigh, and the Woman's College of the University of Greensboro, although some of the titles were culled from Miss Thornton's own research notes, a complete file of the printed cards of the Library of Congress, *The Monthly List of State Publications*, and published bibliographies by R.R. Bowker and McMurtrie (a total of eighteen libraries or repositories held copies of imprints listed in Thornton's bibliography). The book was arranged alphabetically rather than chronologically. The broad time period represented in Thornton's work precluded the inclusion of transcriptions of title pages such as were used in some AII check lists' "Style A" descriptions. Finally, Thornton's bibliography lacked some of the indexes found in most check lists.

40. Smiley, "W.P.A. Historical Records Survey," 23; Crittenden to Child, 22 July 1942, Director's Correspondence, box 151.

41. In addition to her bibliography of official publications, Miss Thornton published a bibliography of general North Caroliniana. Although not comprehensive, the volume lists works about North Carolina as well as periodicals published in North Carolina and works written by North Carolinians. Mary Lindsay Thornton, *A Bibliography of North Carolina 1589-1956* (Chapel Hill: The University of North Carolina Press, 1958).

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# “North Carolina Archival Program— A Tradition of Excellence”:

Edited by Morgan J. Barclay

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During the first seventy years of this century, North Carolinians dominated national archival leadership. A portion of this leadership can be attributed to Houston Gwynne Jones, historian, state archivist (1956-1968), director of the North Carolina Department of Archives and History (1968-1974), and author. The North Carolina program won the first Distinguished Service Award of the Society of American Archivists in 1964. Under Jones's leadership, North Carolina developed the largest and most comprehensive archival and records management program among the state archival programs.

Jones has written extensively on archival subjects and North Carolina history. He is the only individual to win the Society of American Archivist's Waldo Gifford Leland Prize twice for the best American book on archival history, theory, and practice (*For History's Sake*, published in 1966, and *Local Government Records*, published in 1980). His latest volume, *North Carolina Illustrated*, published in 1983, won the William R. Davie Award of The Sons of the American Revolution for its contribution to early American history.

Dr. Jones received his Ph.D. from Duke University and currently is the curator of the North Carolina Collection at the University of North Carolina at Chapel Hill.

The following pages contain an edited informal oral history interview conducted on 8 March 1985, at the Wilson Library in Chapel Hill. The interview focused on the development of the Department of Archives and History and on the contributions of this valuable institution to the state. It is hoped that the interview will foster further understanding between archivists and librarians.

Questions to Dr. Jones are in italics. Words added for clarity by the editor are contained in brackets. The editor minimized language changes in the hope that the dynamic personality of H. G. Jones can be sensed.

*Dr. Jones, I'd like to begin by spending a couple of minutes having you talk about your rural roots, which obviously played an important part in your life; and you refer to them in your writings often.*

I suppose anyone is shaped by his or her roots. Of the many good fortunes that I've had, I think that perhaps I'm proudest of the fact that I did come out of a rural setting—in particular, that I grew up on a tenant farm where I worked side by side with whites and blacks. I was never ashamed of growing up during the depression. One of the things that I can't quite understand is how today people look upon poverty as being something to be ashamed of. I was never ashamed of it, and looking back on it I'm really proud because I think it gave me a sense of mission to climb above it that otherwise perhaps I would never have needed to learn.

Looking back, I can see that there was a succession of good fortunes. For instance, I went to a little country school where there were books, a whole room full of books. Of course, there wasn't a book in our house except a paperback Bible which, as I recall, was very seldom used because as I was growing up my family did not go to church.

It was back there that I became acquainted with books and discovered that there was a whole world that I couldn't see in Caswell County, but I could see it through words.

I had a fourth grade teacher who was the great granddaughter of Bedford Brown, who was a United States senator from North Carolina from 1829 to 1840. She lived in his home over across the creek on the paved road. They even had electric power over there; they didn't have a telephone but they had electric power and paved roads. I recall going past that house, and it was Miss Mary Brown that I think really awakened in me an interest in history, because I knew that this man who had fought secession had lived and that his grave was out there under those boxwoods. Miss Mary used to roll a pencil in her hand and say, "An idle brain is the Devil's workshop." I was scared to death of her because she was a hard teacher, but she did teach me a lot.

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Morgan J. Barclay is University Archivist at East Carolina University in Greenville.

*You mentioned going to high school in Caswell County and there being introduced to books. Is that where you first began the love of writing, too?*

I recall that when I was in about the first or second grade one of my classmates was killed by an automobile and I along with other classmates was a flower bearer at his funeral. I remember two things about that. First of all they told me later that I never took off that little cap I was wearing. Secondly, the obituary in the *Danville Register* carried the list of the flower bearers, and I saw my name in print for the first time. That did something, and I don't know whether that accounts for my interest in writing, but to see that in print had a tremendous influence on me. There was a fascination with seeing my words, not necessarily my name, in print.

I decided I had to go to college and, of course, I had no way to go to college until an uncle, who had gone off to Ohio and worked in the steel mills, told me that he would lend me some money. So I borrowed fifty dollars from him and was given a job pressing pants up at Banner Elk at Lees-McRae College in the summer so I could earn some money to go to school that fall.

I accomplished two things at age seventeen. I got away from that farm because I didn't like that hard work. I mean planting, suckering, topping, and pulling tobacco and hoeing corn and that sort of thing. I did it, but I didn't like it, and I knew there was an easier way. So that's the way I got off to college.

Then the war came along, and I joined the navy. The navy opened up the world to me because I was able to travel and I was also able to save money with which to go to college. When I returned in 1946 with the G.I. bill and money that I'd saved out of my navy pay, I could go to any university in the country because in those days you could get into any university. I narrowed it to two schools, and I'll never understand why it was those two schools. One was Washington and Lee University where all the students wore shirts and ties and a coat, which was completely out of character for a tenant farm boy, and second, Appalachian, which was just down the mountain from Lees-McRae, because I loved those mountains. I chose Appalachian. It was a good school and I learned a great deal.

For two summers I went off to New York University to do graduate work, and there again was a further broadening experience, proving that I could really do the quality of work that I felt would be necessary for a doctorate. I was going to get my Ph.D. at NYU until my major professor and

I were talking one day. He had gotten the first Ph.D. degree in history from Duke University, and I was writing on sectionalism in North Carolina. I said, "Dr. Flanders, does it seem kind of odd that here I am up here in Greenwich Village, going to NYU, writing a dissertation on a subject for which all of my sources are down in North Carolina?" He thought for a moment and said, "Yes, I guess it is." We talked about it, and I said, "Suppose you had the opportunity to go to Duke—you're the first history Ph.D. from there—and University of North Carolina. Now I would expect you to be prejudiced, but which one would you choose?" He paused for a minute and said, "Let me put it this way: I have never known anybody who went to Duke who didn't like it. I have never known anybody who went to Chapel Hill and didn't love it." Well, I applied to both; Duke offered me money, and I went there.

*When you became state archivist in 1956, North Carolinians had dominated national archival leadership for over a half a century. Maybe you could address your thoughts as to why North Carolina provided this leadership.*

It was a leader because of the individuals involved. R. D. W. Connor was a remarkable individual. He had come on the scene when the historical commission was first organized in 1903 as a young man. As I get older I can appreciate more and more the energy that can be unleashed at any age, but particularly among the young who see a job that needs to be done and want to be a part of accomplishing that job. R. D. W. Connor came to that position knowing nothing about what it involved. He knew nothing about archives. He simply knew some history and had been a principal of a school, but here he was thrown into a new organization, one that followed by only two or three years the very first department of archives and history among the states of the union.

In reviewing his correspondence in the early years, particularly 1905-1907, I found that Connor was asking for viewpoints from other people such as Thomas M. Owen in Alabama and Dunbar Rowland in Mississippi, listening to advice, and attending the professional meetings. He was looking at what other people were trying to do, but he was framing his own ideas of how he wanted the North Carolina program to go. He made some starts that he later changed in direction. An example is the local records program. He originally didn't want to bring any of the county records to Raleigh. He wanted them to be kept properly in the counties. Eventually he discovered that it wasn't possible at the time because of the

turnover in personnel, because of the lack of facilities at the local level, and so he yielded to the centralization of local records.

Connor was a pioneer in that there weren't other programs to model things after. He was succeeded in 1921 by Robert B. House, who was chancellor here at the University of North Carolina much later. House didn't stay long and then Albert Ray Newsome, who also had been a professor here at the university, came over; and Newsome also had a lot of energetic ideas. Perhaps his greatest contribution was in chairing the committee and writing the so-called model archival legislation back in the early 1930s. In 1935, just before he returned to the university, he succeeded in getting much of that model legislation through the North Carolina legislature, and the Public Records Act of 1935 becomes another key to our tradition in this day. He was able to put into effect one of the best basic public records acts in the nation.<sup>1</sup>

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**“We had, by then, a tradition, and that is the key to the success of an organization.”**

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So, we have Connor, we have Newsome, we have the law in 1935, and then a young professor from Chapel Hill sort of trades places with Newsome. Christopher Crittenden went to Raleigh and took over archives and history. Here again was a young man with tremendous energy, a scholar, and yet someone who could visit legislators, visit local officials, and be right at home with them. Crittenden had tremendous energy, and it's under him that the programs you mention—such as the beginning of records administration as it was called then, the beginning and building of the records center, the beginning of the central microfilm program, and so forth—started.

Now when I came in 1956 I remember I had no training in archives administration. I was simply a researcher and a historian. I came into a situation that made me think at first that nothing had ever happened. You know one of my favorite sayings is, “All progress begins when a new crowd takes over.” The only thing we had going was the records center, the central microfilm unit, and the inventorying and scheduling of state records. The archives was standing still, it appeared. My predecessor had worked under terrible circumstances—even the air conditioning that brought air into the stacks hadn't worked for several years. The first thing I did was to start cleaning house, and our staff started wiping the soot from the materials in the archives, and we did that

ourselves.

When I began studying, I got excited over what had been done. A lot had been done. We had, by then, a tradition, and that is a key to the success of an organization. If you can build a tradition, then it's rather unlikely that you are going to get someone to take it over who will look at the job as a sinecure, something just to relax at, because he or she knows that that person is going to be measured by the predecessor.

I sat behind that old desk on which Crittenden had some things piled up, and he left and came back in a few minutes with a big stack of budget books. He dropped them on the desk—this was the fifteenth or sixteenth of June—and he said, “You'll need to have your biennial budget ready in fifteen days.” I didn't even know what a budget was. But this was great training because I was thrown right into it. He knew what he was doing. But the point I want to make is that Crittenden said, “It's yours.” In effect he was telling me, “This is your division and it's going to rise or fall with you.” He would be there for advice, but he wasn't going to be involved in the running of it. So there again one feels the opportunity, and I knew that I could get credit for it or I could get blame for it. I wasn't going to be able to blame him for my failure, and he wasn't going to try to take the credit. He operated that way with the various divisions. So he had great influence on all of us because of that sense. He wanted his staff, his division heads, to develop their programs, which is why we had a *carte blanche* to build, and therefore, I could go directly to the legislature and work with the legislators and make my own contacts.

I immediately got involved. I visited state archives in Virginia, West Virginia, Kentucky, Ohio, and Illinois. Some state archives were advanced in certain areas. I'm not above stealing ideas and wherever I saw a good idea, I liked to try and bring it back and incorporate it in some way. I also went off to Washington and attended Dr. Ted Schellenberg's archival training program for the National Archives. That put me in touch again with colleagues around the country and made me aware of the broader implications of what I was doing—that we were doing something that was not completely isolated down here in North Carolina. I met a lot of people with the National Archives.

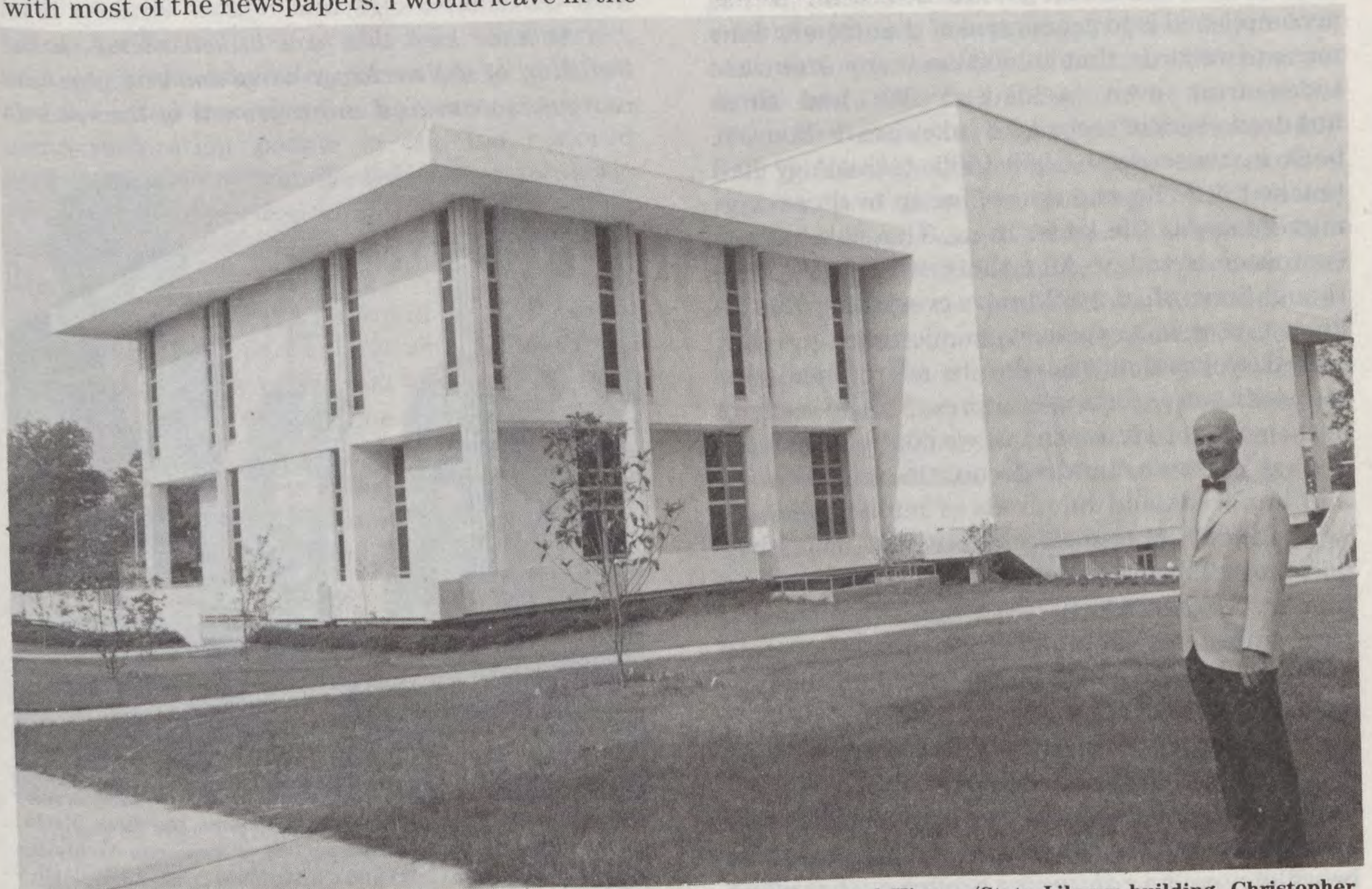
*I'd like to discuss some of the major programs that were developed while you were the state archivist and director of the department. Probably one of the programs that you were proudest of was the local records program.*

That is the most spectacular one. But I'm really proudest in those early years in getting to know legislators and finding that they didn't need much selling on archives. All they needed to know was, What does that mean? Just take them over and show them around, pull out manuscripts and say, "This is it. That is the only copy." I discovered that almost any legislator can get excited over original documents. If I had a "secret," it was in discovering that I could influence the people who made the decisions. I could influence a governor or a legislator by using the documents themselves. Terry Sanford, for instance; taking him through the archives, showing him the steam pipes. Let him feel the hot pipes that are drying up all the original legislative papers going back into the early 1700s and some of them the 1600s. And here is the governor saying, "How can this be? How can North Carolina allow this?" So we got a new building out of that.

Over in the budget division was a fellow named Charles Holloman. Charlie later became the state budget officer. Charles is a local historian and genealogist, and he spent his coffee breaks and lunch hour over in the archives. I began seeing the excitement that he had, and so he and I hatched a few plans. I'd been at Duke and had had a carrel in the stacks on the floor with most of the newspapers. I would leave in the

evening and see these pieces of newspaper all over the floor. The next morning I would come in and it would be clean and I just wondered where all that newsprint had gone. Obviously it had been swept up. It was gone. So nobody was doing anything about the newspapers, and it was with Charlie that we hatched up a little plan by getting several legislators, including the Speaker of the House, to come over and take a look and propose a program. We were able to get that newspaper microfilming program going without a special bill. We got it through the budget process, because the Speaker of the House was behind it, and we had been able to show him what the state was losing.

Since 1959, my state has spent \$5 million of our tax funds for the local records program alone. We have solved most of the problems of the early county records. Why don't other states begin? No state has developed a program like that even to this day; no state is attempting to develop one, and I don't understand why. It's so easy. All you have to do is to "sell" your local officials on the idea that you can help them and that you share a responsibility for assuring the preservation of the public records of the state—I'm referring to local public records. And they then came to the legislature. It was a delightful thing for me to sit back and let them carry the battle in the appropriations committee. Let them send the telegrams



This 1969 photograph shows a rear view of the recently completed Archives and History/State Library building. Christopher Crittenden stands in the foreground. (Photograph from files of the Archives, Division of Archives and History, Raleigh.)

from their annual meetings and sit back and say, "That's an excellent idea and we'd be glad to do it if you want us to." Of course, previously, we'd worked out the program down to the last detail.

*I'm assuming when you work on a regular basis with legislators that as they saw the program develop—the local records program making a large dent and finally microfilming all the papers up through 1900—they obviously reacted positively to the whole program, and you were able to build on your successes. It is part of this North Carolina character you are talking about?*

It is their program. Let me give you an example. The night before last I was within two people of Governor Martin in the receiving line in the mansion. Behind me was Senator John Jordan and his wife. And it just occurred to me to say, "By the way John, I just finished sending off an article in which I made reference to Senate Bill 101." John said, "That was my bill!" In 1959 he had been the prime senate sponsor of that bill. He remembers it by number. He was one of the fathers of that program.<sup>2</sup>

*The program must have developed tremendous rapport between units and the State Archives over a period of time; it was not a project completed over night.*

Oh, no. It's still going on, as a matter of fact and will continue to go on. But what it has accomplished is to get control of that tremendous mass of records that inhibit so many archivists today from even tackling it. We had three hundred years of records to take care of. You see, back in those days, 1959-1960, technology had reached little beyond microfilm, so in those days microfilm was the latest thing. That is what the computer is today. And there were those who thought microfilm would solve everything. But we knew that it was expensive to microfilm and that certain things didn't need to be microfilmed. But we used that as an angle to preserve the security of the records. I knew that if we could get control of that mass—a hundred counties in this state and hundreds and hundreds of municipalities—and take care of things from that time back, then no matter what technology came along we'd be prepared to meet it. But as long as that backlog stares one in the face, and we see it in every state in the union who hasn't done something about it, so long as that backlog is there it inhibits them.

In this period of twenty-five years we had gotten control of the backlog. And if I have a half dozen criticisms of my successor archivists around the country, the first one is that they must be willing to plan continuing programs that won't necessarily capture headlines as they gradually

achieve. Second, when they come into a position, the most important thing is not to tear up everything and start everything over—re-invent the wheel—but to carry on without interruption those programs that have been started. I learned that in connection with the state records program. That had already started, it was moving, and all we had to do was build on it. So frequently I see people go into positions and they feel that they must change everything and that it must be remade into their image. Well, you can do that over a period of time by simply building onto the solid programs.

There is something in the North Carolina character, that thing that one of these days I'm really going to write something on. There is something in a North Carolinian's being that reacts favorably when something gets favorable notice from outside. That is maybe in everybody's character, but I have noticed it here. There are those who say, "Don't ever let the legislature know that you are doing well, because they assume you don't need anything else." North Carolina legislators don't react that way. They want to maintain. If they are proud of something, they will support it all the more and that leadership that had been asserted. That tradition has been one of our greatest allies, because we wouldn't dare let it slow down.

*Another step that you talked about in the building of the archives program was a major reorganization and arrangement of the records*



The North Carolina archival program won the first Distinguished Service Award of the Society of American Archivists in 1964. H.G. Jones (left) and Christopher Crittenden (right) view the trophy. (Photograph from files of the Archives, Division of Archives and History, Raleigh.)

over in the archives in 1957. You mentioned that in the biennial report, and I was wondering what that actually meant in more detail.

It meant that we had been very far behind in arranging the records that were already there. First of all, I believe that to administer something a person has to have a feel of the work itself. I do not believe that one can become "administrative archivist" and really do a satisfactory job and get the satisfaction out of it unless that person has gotten his hands dirty handling the papers—in other words, has worked up to it.

So the first thing I assigned myself in the way of a project was scores and scores of boxes of unarranged records from Bertie County. These records had come in the courthouse, and they were simply separated out into metal boxes, as many as would go in one box, no reason whatever. I worked for many months on that one project, and I can tell you names today that are familiar in Bertie County. That taught me to respect the people who do that as a permanent job. I hold that person [an archivist specializing in arrangement and description] in tremendously high regard because of the judgment required in archival activity. We had this tremendous backlog of records, and so first of all we needed to organize the staff to get that work done. We created the local records section and also established field units. Archivists went to the field, inventoried, and set up the schedules. Microfilmmers went out and operated the microfilm cameras; the document restoration people in the lab restored records brought in from the field. Other archivists arranged and described what was coming in. That was how we were able to get on top of the problem.

Now you *never* get on top of it, as you know from experience, particularly when things keep coming in. But it is a fight that you can never give up. There again is where some of my colleagues, if they can't really finish something, tend to give up. But there are very few things in this world that you can accomplish once and that's it. You have got to keep after it. So arrangement and description is one of those things you keep struggling with; otherwise the dam breaks on you.

Dr. Crittenden and I both stole as many ideas as we could from the National Archives and Records Service and that, in effect, set the records management program, as it was beginning to be called then. So we consciously patterned a number of our activities after them. For instance, you may recall that I started a series of archives information circulars. That was just complete theft from the National Archives, adapted to our

own use. Special workshops were actually started, and we invited A. K. Johnson, who was head of NARS southeastern district in Atlanta, to put these on for us. He put the first ones on. We held them over in the old capitol in the old House and Senate chambers and found that state agencies were anxious to participate in these correspondence and files workshops. Then by attending and participating in them, several members of our own staff became competent to give them, and then we began publishing our own guides to them. But this is a good example of how we worked very closely with the National Archives, and they gave us great support. A. K. Johnson was perhaps unusual as a regional director in that he enjoyed working with the states and we made great use of him.

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**"I'm not above stealing ideas and wherever I saw a good idea, I liked to try and bring it back and incorporate it in some way."**

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*I'd like to touch on the publications program in a little more detail than some of the other programs, because I think it has a more direct link with the library community. I guess my initial observation is that the publications that came out in the late 1950s and 1960s and up through the 1970s had a wide variety of balance among scholarly publications, those geared for amateur historians, and those for genealogists. Obviously these could become and did become helpful tools to the librarian. Would you like to comment on this?*

Let's divide the publications into two categories. One, the documentary publications of the department that started early in the North Carolina Historical Commission's history and, then, the later publications that were more guides to research that I had more to do with in getting started.

The documentary publications had a great history. This was Connor's tradition of publishing the original source materials so that there would be a wider readership. It is so easy today for us to forget that before it was so easy to travel, ... of course, they had automobiles but still it took a long time from Greenville to Raleigh. It was an all-day trip. Before the automobile, before microfilm, before the office copier, you had the original in a repository or in private hands, and that was it. To see it you had to go where it was. In those days it was a matter of its being hidden unless it

was published. So the idea of publishing documentaries—that is, actually transcribing and setting in type the text of original documents—wasn't new in North Carolina. It goes all the way back to the middle of the nineteenth century. Yet, it was something that Connor saw the need of. Some of the earlier volumes, for instance, were the papers of Archibald D. Murphey. Incidentally, they were given away. It was a state printing, and they were given away because the purpose was to distribute them to the libraries of the state and to make them available to people. Later on we had to start charging them twenty-five cents for postage. Now of course they cost you thirty dollars a copy. But this was a service of the state—the state's history being made available to the people.

If you'll notice, the department has generally avoided publishing secondary sources. I felt very strongly and resisted the effort for us to publish books. That is a university press function. We did go into the pamphlets because we were trying to work with the public schools in getting North Carolina history materials for them. Once you decide you are going to publish a pamphlet on a subject you say, "Well, you don't just want to write it for the public schools. They can use it if it is written for the average North Carolinian." So, theoretically, they would be popular works. On the other hand, they had to meet strict scholarly standards in terms of their accuracy. That worked very well, and the pamphlet series put out by the Department of Archives and History was widely distributed. The publications program was based largely on documentaries. Then the *North Carolina Historical Review*, which started in 1924, ... there again you asked what accounts for leadership, nobody dares let that slip. It is one of the two or three best state journals in the country.

The archives was a passive repository, used mainly by a few history students and genealogists. When I got there, there was nothing but some mimeographed letters to respond to the people that wrote in for information. There was just a mimeographed letter with not even a letterhead to it that said, in effect, "Sorry, we don't have staff to help you on this. You are welcome to come to the archives." First of all, I knew that I wanted to be more personal, particularly with North Carolinians. You don't give them just a mimeographed answer; you respond to them. After all, they pay your salary. That is an important consideration. But the other thing was that we had all that material. It was important stuff, so we started doing some little leaflets. One of them was on genealogical research. We did one also on histori-

cal research in the North Carolina Department of Archives and History. Then as we developed new programs, we issued leaflets on the newspapers, local records, and records management programs. Here again we were building a constituency by informing the potential constituency. That's what it's all about. So if someone wrote in for genealogical information, it was so easy for me to type a short letter and refer to the enclosed leaflet, which was nicely printed with pictures and this sort of thing.

We realized that we had to have guides for the people who came to the archives. In 1964 we were able to get out our new guide to manuscripts, which described lots of manuscripts that no one knew we had. There are a lot of archives' publications that have been issued starting in the 1950s to help ease the job of the archivist to help educate the public.

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**"No state has developed a program like [North Carolina's micro-filming program], even to this day."**

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Let me finish discussing publications with the colonial records project. Dr. Crittenden and I both held hostages whenever necessary. He and I wrote the act to create the Tercentenary Commission;<sup>3</sup> we also wrote the act to create the Confederate Centennial Commission.<sup>4</sup> Notice that we used the word Confederate instead of Civil War; that was for a reason. And we held those hostage, and we aren't going to try to get money to re-enact battles, to put on tiptoe dances, to do this or that unless first something substantive came from them. In the case of the Tercentenary, it was going to be a new edition of the colonial records. In the case of the Confederate, it was going to be a new roster of North Carolina troops. That is the way those things got started. I'm proud that we held them hostage, because these are the things that are still going on long after all of that other stuff has been forgotten. The colonial records project is incomparable in terms of what it is revealing to us. The Civil War roster is of tremendous interest. Those started as separate projects with separate funding and then were incorporated when the respective commissions went out of business. I had more trouble with the colonial records project, because some of the people in the budget division were not sympathetic towards it.

I guess it was in 1971, and Tom White was chairman of the Budget Commission. Senator

Ralph Scott and Senator Lindsay Warren, Jr., always good friends of ours, also were on the Budget Commission. Here we were fighting for the life of that project [colonial records] and I remember—it's the only time I've ever done this, but it worked—I said, "Of all of our priorities, this is tops. Now we know that you might not see the value in this, and so I'm asking you for one favor. Just for this one time accept our judgment on it as being the most important continuing project that has been cut out." And there was an interesting reaction. Some people could have been sort of insulted by that attitude. The reaction, however, was if it's all that important, let's put it back in.

*North Carolina Illustrated* was released in 1983 and was obviously a massive undertaking. I thought maybe you would make a comment about the volume and how it can be used in the library environment.

As I explained in the preface, I did that book over a period of eleven years because no one else would do it without being paid to do it. There are things that need to be done, and somebody has to do them. There had never been an illustrated history of North Carolina. The pictorial material is scattered over the world. It's an expensive thing to do, expensive thing to get published, and no one had been willing to put the time and effort on it. I wanted to do it for a number of reasons. First, it hadn't been done; second, I enjoyed doing it; and, third, I wanted to bring to the public attention a vast quantity of the materials available but that only a few scholars have ever had a reason to bump into. For the preliminary selection of photographs, I reviewed hundreds of thousands of illustrations at the Archives and History in Raleigh, at Duke, and in more than two hundred other places around the world.

*I'd like to close on a couple of comments on the age-old question of archival education. It seems to me that we are seeing more and more positions in archives that require an M.L.S. as the academic standard as opposed to the master's degree in history, or sometimes you'll see both. The Society of American Archivists seems to be grappling with some type of certification program for archivists. What would you like to see as far as some type of standard archival training or certification?*

I suppose I have some doubts as to certification but I have some strong opinions on the earlier part of your questions concerning the type of training. When a person says the word "archivist," it means whatever the thirteen people in the room think it means rather than what the person

that said it means—that makes a fourteenth view. An archivist is so many different things. An archivist is not a librarian; an archivist is a historian. That makes a big difference. To require a particular degree does not assure that you are going to get an archivist. There are very few library schools that even have an introduction to archives administration sufficient to orient one to it. Furthermore, the training that a librarian gets is to the discrete item rather than to the larger collection level that an archivist deals with. That doesn't mean that an archivist doesn't deal with individual items; he/she does, but arrangement and description is so different from cataloging that it seems to me that in some instances it could be a disadvantage to a library.

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**"An archivist is more than a technician. An archivist is a person who has to use judgment at all levels."**

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I would rather stress that an archivist is more than a technician. An archivist is a person who has to use judgment at all levels. He is dealing with manuscripts that do not often have, as a book does, an author or a number of authors. An archivist, to be successful and to understand the reasons for what he is doing, must have had experience in using the types of materials that he is working on. I still believe, as I argued in 1966 against my old professor, Dr. Ted Schellenberg, that the proper and most appropriate training of an archivist is in graduate work in history involving extensive research in primary source materials, because those are the materials that the archivist will be dealing with. Certainly that training ought to be supplemented by professional archival education, which is sometimes available in departments of history, as in the case of the North Carolina Department of Archives and History, North Carolina State University, and the School of Library Science here at Chapel Hill.

I entered this field out of a history background and my only "professional archival training" came under Dr. Schellenberg, which was then a four-week course at the National Archives and American University. Some of the best archivists I've ever known, though, were historians who came in and were assigned the very elementary form of archival work and then progressed and learned on the job. If I were heading an archival institution at the present time instead of a library, I would be looking for people who are essentially historians but with that graduate history training

supplemented by either experience in an archives or some academic training in it.

*We are probably going to see more and more programs in archival administration, and I'm wondering if the people coming out of those programs are going to get the hard research in primary sources.*

That bothers me. What worries me is that the research aspect of it can be lost. I think that is better than the old system where it was so haphazard. It is a real problem.

*I'd like to touch on one other area related to education. There seems to be a growing professionalization of records management and a growing number of positions both in private industry and in government. It seems to be a continual tension between archivists and records managers.*

Oh yes, we have to have the tension.

*What do you feel about the relationship between the two?*

It depends upon the situation. There again we use the word archivist and there we're both probably using it to refer to manuscripts curators, people who deal generally with unpublished materials. My view is well known: an archivist should also be somewhat of a records manager, and a records manager has to be somewhat of an archivist. So I think there is a cross-fertilization that is desirable. Incidentally, that tension between archivists and records managers was natural because so few archivists knew anything about records management. There weren't many records managers, and they seemed to be strange people who were always trying to throw things away or put them on microfilm and shred the originals. We have a problem of perception. I'm not a records manager, never pretended to be one, but I was just enough of one to know that I had to have a top-notch records manager to run that program. Now the most dangerous person in the world is the archivist who mistakenly thinks he knows enough about records management to do it himself. They [records managers] can help you sell the program. The archives in Raleigh has done as well as it has because of records management and because I was able to get money to do things in that field.

But going back to the question of certification. Let me explain that I don't feel strongly on that. What worries me is this: I look back on the archivists that I've worked with and those who have worked under me, and the best of them

never had a course in archives until we set up our own and then required them to take it. It worries me that certification could make us a peripatetic profession. That is, it could encourage the moving on, the constant moving of people. That is death to archival institutions. You have to have continuity, you have to get subject-matter control. Only a relatively small number of people as archivists will first of all be interested in going on into administrative work and, second, capable of it. So I think it works for a records manager's problem because it is more technical now it seems to me. It [records management] is less on-the-job working with the types of materials, [rather] it's a more specific type of application. But I would hate to see anything that would prevent Ruby Arnold, over at Archives and History, who is still arranging and describing local records, from enjoying that work that she has been doing so well for twenty-five years. She is a solid type of archivist that institutions need to get the work done and to build gradually. I'm not against it [certification]; it's just that I don't want to see anything that creates what the librarians have created—that is, a chasm between the M.L.S. and everybody else. There is a dastardly gap between good SPA [State Personnel Act] people and the M.L.S. categories that call themselves professional. There are some good professional SPAs, and I don't like that condescension.

*I guess I'll close with a question concerning the Society of North Carolina Archivists, which is obviously an infant. It's just a year old. Why do you think it took North Carolina until 1983 to get rolling here?*

I think it is easily explained. Whether or not it's bad or good, I don't know.

I must admit that I never felt the need for a state organization at that time. You'll have to remember that until fairly recently, though there were manuscript repositories in North Carolina, there were very few salaried positions. That was before East Carolina, before Baptist Historical Collection, before N.C. State, and before the churches started setting up archives; so what we are dealing with is a phenomenon of essentially the last decade. We didn't have many archivists around the state. We had some volunteers that were baby-sitting some records at various places. When Thornton Mitchell conducted the state assessment study<sup>5</sup> recently, he said he was just astonished at the number of repositories and he compared it with my 1964 list.<sup>6</sup> Nineteen sixty-four has just been twenty years, so you are dealing with a rapid turnover. I've always felt that I paid people to get the work done, and by the time you

multiply organizations, you can find that half of each employee's time is being frittered away. So there is a little bit of stinginess in me. I hope the society does well and I'm impressed with what they are doing.

#### Notes

1. *Public Laws of North Carolina, 1935*, c. 265. The legislation, titled "An Act to Safeguard Public Records in North Carolina," gave the Department of Archives and History statutory authority to preserve state records.
2. *Session Laws of North Carolina, 1959*, c. 1162. The act was titled "An Act to Provide for the Microfilming of County Records of Permanent Value for Security Purposes." The legislation organized the microfilming program for county records and also included funding for the project.
3. *Twenty-Ninth Biennial Report of the North Carolina Department of Archives and History, July 1, 1960-June 30, 1962* (Raleigh: Department of Archives and History, 1962), 95-103, hereinafter cited as the *Department Biennial Report*.

*nial Report*. The Carolina Charter Tercentenary Commission was authorized in 1959 by the General Assembly. The commission was charged with the task of planning a program for the celebration of the three-hundredth anniversary of the granting of the Carolina Charter of 1663. A major project undertaken by the commission was the publication of a new edition the *Colonial Records of North Carolina*.

4. *Department Biennial Report*, 104-113. The Confederate Centennial Commission was authorized by the General Assembly in 1959. It planned many activities for the one-hundredth anniversary of the Civil War.
5. North Carolina Historical Records Advisory Committee, *Archives and Records Programs and Historical Records Repositories in North Carolina: An Analysis of Present Problems and Future Needs* (Raleigh: The Committee, 1983). For an abstract of the report, see *North Carolina Libraries*, Fall 1983.
6. H.G. Jones, "Manuscript Collections in North Carolina," in *Resources of North Carolina Libraries*, ed. Robert B. Downs (Raleigh: Governor's Commission on Library Resources, 1965), 197-212.

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# Libraries, Books, and Culture

Ralph Lee Scott

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The Library History Seminar VII heralding "Libraries, Books and Culture," sponsored by *The Journal of Library History*, the Graduate School of Library and Information Science of the University of Texas at Austin, and the School of Library Science at the University of North Carolina at Chapel Hill, began on March 6, 1985, at the Savoy Restaurant in Chapel Hill. Some 160 library history scholars from the United States and Canada attended the sessions. The three-day seminar featured five plenary and twelve concurrent sessions—a total of twenty-eight papers. The topics explored the role and significance of books in the development of society. At the first plenary session, seminar participants (and Haynes McMullen) learned that the seminar would be a sort of oral festschrift in honor of McMullen, a distinguished library historian and professor of library science at the University of North Carolina at Chapel Hill.

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Ralph Lee Scott is a Reference Librarian at the J. Y. Joyner Library of East Carolina University.

The concurrent opening session featured two themes, "The Early Use of Printed Books in Europe and America" and "The Formation of American Bibliothecal Institutions." Speakers were Michael Hackenberg of the University of Chicago, David Cressy of California State University at Long Beach, Jane A. Rosenberg of the Council on Library Resources, and Wayne A. Wiegand of the University of Kentucky. A special tour and reception of the National Humanities Center at Research Triangle Park followed.

In the evening, John P. Feather, lecturer at Loughborough University in England, gave a stimulating talk on "The Book in History and the History of the Book." His paper produced a number of thought-provoking questions from the audience. The consensus was that it is not possible to separate the book from history and vice versa.

The March 7 morning sessions addressed two themes: "Popular Libraries in Mid Nineteenth-Century North America" and "Western Influences in the South Asian World of Books." Speakers



Dr. Haynes McMullen, professor of Library Science at the University of North Carolina at Chapel Hill, to whom the "Libraries, Books and Culture" seminar was dedicated, and Dean Edward G. Holley. (Photograph courtesy University of North Carolina School of Library Science.)

included Robert V. Williams of the University of South Carolina and Donald Clary Johnson of the College of William and Mary.

The seminar next turned to "Circulating and Rental Libraries in the Modern U.S." and "The Role of the Library in Two Cultural Contexts (Islam and Germany)." Speakers were Philip A. Metzger of Southern Illinois University School of Medicine; Philip B. Eppard, Harvard College Library; Hedi BenAicha, American-Arab Anti-Discrimination Committee; and Margaret F. Stieg, associate professor of library service at the University of Alabama.

In the afternoon at the third plenary session, David D. Hall of Boston University and the American Antiquarian Society raised a number of interesting questions in his paper "The History of the Book: New Questions? New Answers." His thesis continued and enlarged on that of John Feather. Later sessions in the afternoon covered "The Influences of Private Libraries" and "Books and Libraries in Twentieth-Century France and the Soviet Union." Speakers were Ralph J. Coffman, Boston College; Alan Gribben, University of Texas at Austin; Mary Niles Maack, University of Minnesota; and Marianna Tax Choldin, University of Illinois at Urbana-Champaign.

The fourth plenary session in the evening, held in Gerrard Hall, featured another stimulating discussion, this time by Margaret Rossiter of Harvard University on "Women and Scientific Literature." Professor Rossiter gave an enlightening paper on the role of women in the professions (including librarianship) and the difficulties scholars have in tracing their role in the written record. Rossiter spoke of the long hours, low pay, and small recognition that was the lot of the bulk of women scientists. She made the point that many of these scientists were neither appreciated nor missed until after their deaths, when the contributions they had made became apparent.

The first of the morning sessions on March 8 covered "Religious Literature in Two Diverse Cultures" and "Women in Professional Leadership: The American South." Speakers featured were David L. Ferch, Mount Mercy College; Jonathan A. Lindsey, Baylor University; James V. Carmichael, Jr., the University of North Carolina; and Anne Firor Scott, Duke University.

The final concurrent sessions concerned "Research in Reading: Two Approaches" and "Reports of Current Library Historiography Abroad." Larry E. Sullivan of the Herbert H. Lehman College of the City University of New York, Robert Sidney Martin of Louisiana State University, Peter F. McNally of McGill University, and Paul Kaegbein of the Univer-

sity of Cologne were the featured speakers.

The seminar formally closed with another outstanding meal by the Savoy Restaurant. The final plenary session paper was delivered at the Savoy, by David Kaser of Indiana University. He spoke on "The American Academic Library Building Enters Its Second Phase, 1870-1890." After lunch, participants selected from tours of the University of North Carolina at Chapel Hill and Duke University libraries. Seminar members departed, awaiting eagerly the presentation of further stimulating papers at the Library History Seminar VIII, to be held five years hence.

## Henderson Friends Publish Booklet

The Friends of the Henderson County Public Library have published a booklet for library volunteers, detailing the jobs they can perform in libraries. The particular duties of some twenty-four positions have been described after consultation with the professional librarians concerned and with their approval.

The booklet is available for \$3 prepaid. Send your check to the Secretary of the Friends, Henderson County Public Library, 302 N. Washington Street, Hendersonville, NC 28739.



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# New North Carolina Books

Alice R. Cotten, Compiler

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Sam J. Ervin, Jr. *Preserving the Constitution: The Autobiography of Senator Sam J. Ervin, Jr.* Charlottesville, Va.: The Michie Company, 1984. 436 pp. \$19.95

With the death of Sam Ervin on April 23, 1985, North Carolina lost its senior statesman and its last link with an era when southern politicians dominated the United States Senate. Ervin was the state's most distinguished political leader of this century and, with the possible exception of Billy Graham, the most recognized and respected North Carolinian of any stripe. Since his retirement from the Senate in 1974 and up until his last bout with illness, Ervin had kept busy traveling and speaking across the country, filing amicus briefs in cases involving constitutional law, and greeting the many people who stopped by his Morganton office. Somehow, on top of all this, he became, in his eighties, a prolific author.

First came his contribution to the literature of Watergate, *The Whole Truth*, published by Random House in 1980. Then Senator Ervin put down on paper the stories he had used on the bench and on the hustings for almost sixty years. The University of North Carolina Press published *Humor of a Country Lawyer* in 1983. Now his life story, written in his own words and without the aid of a ghostwriter, has been issued by the Michie Company, traditionally publishers of volumes devoted to the law. Perhaps this is as it should be since this, his last book, amounts to a legal brief for himself. The Senator gathered in one place what he had done, what others had said about his actions, and what official records disclosed. He recognized that in doing so he might be seen as immodest but pleaded "in extenuation of my offense that I have employed in everything I say about myself all the intellectual integrity I possess and am capable of exercising."

Born in 1896 and educated at the University of North Carolina at Chapel Hill and at Harvard, Ervin served in France during World War I. After years as a legislator, trial lawyer, and judge, he was appointed in 1954 to fill the vacancy in the Senate created by the death of Clyde R. Hoey. Within weeks, he drew the attention of that body

with a speech urging the censure of Joseph McCarthy. Over the next twenty years, Ervin retained the respect of his colleagues across the ideological spectrum. Whether it was in championing civil liberties, the separation of church and state, and curbs on the abuse of governmental power or in opposing civil rights legislation, the Equal Rights Amendment, and judicial activism, the Senator acted on principle. He could count both Ted Kennedy and Jesse Helms among his admirers.

The story Ervin has to tell is for the most part that of his public career. With the exception of short sections about family members, we learn little about his life outside the public realm. The book is burdened by overlong quotations from speeches, other books, and newspapers. The section on Watergate is oddly truncated; the reader is referred to Ervin's earlier book on the subject. The entire account, however, is presented with Ervin's rhetorical flourishes intact and sprinkled with his preacherly wit and homilies. The book is made more useful by complete name and subject indexes. It belongs in every North Carolina library.

Ervin's devotion to the United States Constitution, "the most precious instrument ever devised by the mind of man," guided his actions and compelled him to write the book. He did so "in the hope that something I have done or said may prompt others to fight as I have fought for the preservation of the Constitution and the freedoms it enshrines." North Carolina and the nation are poorer without him but richer for having his version of the events of his career.

Michael Hill, North Carolina Division of Archives and History

Suzanne Newton. *An End to Perfect*. New York: Viking Kestrel, 1984. 212 pp. \$11.95.

"Perfect" is how twelve-year old Arden thinks of Haverlee, the small North Carolina town where she lives with her parents and her older brother. Arden wants things to stay the way they are forever. But things are not perfect for long; Arden's brother decides to spend his last year of

## New North Carolina Books

school living with their grandparents so that he can attend a better school. Arden's best friend DorJo is also going through a painful period with her family; she moves in with Arden's family temporarily because of her own mother's neglect and abuse. Arden sees this as the perfect solution: her brother may be leaving but DorJo is coming to live with them and will take his place.

That pat solution, however, is not to DorJo's liking; in fact, that solution does not suit anyone, even Arden. Arden discovers that things cannot remain the same for anyone. She must grow up and take into account other people's desires and happiness.

Once again Suzanne Newton has constructed a well-written story of a young person's maturing and growing awareness and understanding of herself and others. As always, she has dealt with both the pleasant and the stressful sides of life. She describes people and situations realistically. The primary difference between this book and *I Will Call It Georgie's Blues* and *M.V. Sexton Speaking* is that in this latest book the main character is much younger. For that reason, *An End to Perfect* will appeal to a slightly younger audience than the other two books. All three books are excellent novels and will be very popular with junior and senior high school readers.

Diane Kessler, Durham County Schools

David E. Whisnant. *All That Is Native & Fine: The Politics of Culture in An American Region*. Chapel Hill: University of North Carolina Press, 1983. 340 pp. \$24.00.

One cannot read David Whisnant's book without gaining a better understanding of the culture of southern Appalachia. Whisnant, a professor of American studies at the University of Maryland-Baltimore County and author of *James Boyd* and of *Modernizing the Mountaineer: People, Power, and Planning in Appalachia*, focuses on the manipulation and exploitation of mountain folk by well-intentioned "cultural workers," which, he argues, results in neglect of the region's real problems. As case studies, the author uses the Hindman Settlement School (founded in 1902) in eastern Kentucky, the cultural work of Olive Dame Campbell (during 1908-1948) throughout the mountains, and the White Top Folk Festival (1908-1948) on the Virginia-North Carolina border.

Although believing that "all that is native and fine" should be preserved, Olive Dame Campbell and other cultural investigators from mostly edu-

cated, urban, and middle to upper economic-class backgrounds imposed their essentially alien ideology and social programs on a mostly uneducated, rural, and lower economic-class people of the mountains. For example, while espousing a commitment to the music of the region, the organizers of the White Top Folk Festival praised older ballads played and sung by local performers and condemned performances of more modern tunes; thus, local musicians played only music the organizers wanted to hear and omitted many pieces the performers enjoyed.

Whisnant's book not only successfully documents the systematic cultural intervention of one region by conscientious individuals seeking to impose the values they think best, but also reveals the dynamics of cultural continuity and change in other regions and in the nation as a whole. In achieving his objectives, the author's use of relevant primary sources is impressive, while his detailed footnotes and index allow the reader to focus on areas of specific interest. Finally, this book is a must for everyone interested in the southern Appalachian region whether he be a user of an academic or a public library.

Richard Shrader, University of North Carolina at Chapel Hill

David Beers Quinn. *Set Fair for Roanoke: Voyages and Colonies, 1584-1606*. Chapel Hill: University of North Carolina Press, 1985. 467 pp. \$19.95 cloth, \$9.95 paper.

It is no coincidence that this work appears in 1985, the four hundredth anniversary of the Ralph Lane colony at Roanoke Island—"America's Four Hundredth Anniversary," in the phrase adopted for this state's commemoration of that event and of the Lost Colony a few years later. In a sense, then, this is a commemorative volume. But while that term all too often connotes a work of many pictures, pious sentiments, and thin scholarship, *Set Fair for Roanoke* reflects a lifetime of intense, imaginative research and writing by the acknowledged dean of scholars of early English exploration studies in general, and of Roanoke colony studies in particular.

David Beers Quinn, professor emeritus of history at the University of Liverpool and prolific writer on early English colonization, dedicates this book "To the shade of Thomas Harriot." Like Harriot, the scholarly chronicler of the Lane colony, Quinn delights in every aspect of the Roanoke ventures, from the first stirrings in England of interest in overseas colonization to an archaeological report as recent as 1983. Indeed, a hall-

mark of Quinn's scholarship is its well-rounded approach to historical narrative; although he himself over thirty years ago assembled and edited a massive collection of contemporaneous documents on the Roanoke story, which thorough familiarity allows him to use to full advantage in the present work, he also employs geological and archaeological reports of our own time to help reconstruct the life of the colonies in as much detail as one could hope for. Nor does he dwell exclusively on the colonists: his account of the coastal Indians is full and sympathetic.

Quinn is not afraid of speculation. His conclusion that the fate of the Lost Colonists—the 114 men, women, and children of the colony of 1587—has “been clarified with reasonable certainty” will not be accepted by everyone. But he meticulously sifts available evidence and patiently builds his argument that the main body of colonists settled among the Chesapeake Indians in Virginia and that both the Chesapeakes and the colonists were massacred by the Powhatan Indians around 1607. Speculation is present in a number of more mundane matters as well, but is always buttressed by documentation and common sense.

*Set Fair for Roanoke* includes well-chosen illustrations, notes, bibliography, and a full index. It can be recommended without hesitation for high school and college libraries.

*Robert J. Cain, North Carolina Division of Archives and History*

Ronald B. Hartzler. *To Great and Useful Purpose; A History of the Wilmington District, U.S. Army Corps of Engineers*. [Washington, D.C.: Government Printing Office, 1984.] 172 pp. \$10.00. Available from Corps of Engineers, Attn: Public Affairs Office, P.O. Box 1890, Wilmington, N.C. 28402.

The Library Programs Service of the Government Printing Office has recently encouraged United States depository librarians to market their documents collections so citizens can become more aware of the usefulness and availability of United States government publications. This book, which is distributed by the Government Printing Office to depository libraries, should not be overlooked by North Carolina documents librarians. It is an interesting, attractive publication which can be used to promote their depository collections.

The author's goal is to provide a comprehensive account of the contributions of the Wilmington District Army Corps of Engineers to the

economic development of North Carolina and a portion of southern Virginia. According to the author, most historians of North Carolina have ignored the role of the Corps in the development of the state. Archival records, interviews with past and present Corps employees, and numerous published sources have enabled Ronald Hartzler to provide a thorough account of the Corps' activities in the Wilmington District through 1982.

Although the Wilmington District was not established until 1885, Hartzler begins with a brief history of the settlement of North Carolina, emphasizing the importance of navigable waters in the state's development. North Carolina's development was hindered by the lack of navigable ocean ports and navigable rivers connecting the interior of the state to the ocean. The author describes early efforts by private companies and state engineers to deepen channels and clear obstructions from the state's waterways. The state sought help from the Corps in the 1820s after private and state efforts failed. Development of navigable waters was crucial to the economic survival of the state.

Early efforts of the Corps concentrated on improving conditions on the Cape Fear River and Ocracoke Inlet. Improvements that were made often seemed to be futile because of damage from storms and constant changes in the coastline. During the Civil War, the Corps was forced to abandon waterway projects in order to build forts. At the end of the Civil War, improvement of waterways was even more crucial to the state's survival. As a result of the war, North Carolina suffered severe losses in terms of manpower and transportation; railroads, bridges, and roads were destroyed and rivers were obstructed. The Corps resumed work on waterways in the state, and in 1885 a district office was located in Wilmington.

During the end of the 19th century and in the beginning of the 20th century, the Corps made significant improvements to North Carolina's rivers and harbors. Dams, locks, and jetties were constructed, and dredging methods were improved. The Corps also constructed the Intra-coastal Waterway during this period. From the mid-20th century until 1982, the Corps' activities included flood control, military construction, renourishment of beaches, regulation of construction along waterways, environmental quality planning, and continual dredging of rivers and harbors.

In addition to providing descriptions of various Corps projects, the author provides the reader with descriptions of the equipment developed by the Corps and various construction tech-

niques for forts, locks, dams, jetties, and dredging. Hartzler also provides information about political strategies and cooperation of the state and federal governments which resulted in funding for the projects. Throughout the book, Hartzler also gives credit to various Corps employees for their engineering innovations that have contributed to the development of a system of navigable waterways in North Carolina.

Each page contains black and white photographs, maps, illustrations, or tables which enhance the reader's understanding of the text. The layout of the illustrative matter and the quality of the photographs are excellent. Readers will frequently consult the glossary which provides brief, clear definitions of the technical terms associated with waterway engineering.

Four appendixes add to this interesting history. Appendix A is a table of freight traffic at the Morehead harbor from 1869-1979 and at the Wilmington harbor from 1924-1979. Appendix B is a chronology of the Wilmington District's boundaries from 1885-1981. Appendix C lists Wilmington District Engineers from 1884-1983. Appendix D lists the procedures followed in initiating, authorizing, and constructing Corps of Engineers' projects.

Chapter notes are provided at the end of the book. An extensive bibliography and index are also provided.

This book should be particularly interesting to people in the area served by the district, especially to those who have witnessed Corps' projects. It is recommended for public, academic, and engineering libraries.

Arlene Hanerfeld, University of North Carolina at Wilmington

John Ehle. *Last One Home*. New York: Harper & Row, 1984. 345 pp. \$15.95.

*Last One Home* spans the life of Pinkney Wright, born in 1881 in a remote farming valley of the North Carolina mountains. Pink is a born bargainer though, not a farmer, and soon after his marriage and the birth of two children, he moves into Asheville to work in cousin Hugh King's store. While his wife Amanda yearns for a cow and chickens, Pink bargains and barter—cider, paint, cabbages, hogs, peas, furs, and ginseng—leading Hugh King's store into great prosperity.

The story takes a new direction when Pink begins selling life insurance, first on the side, then as founder and chief salesman of Monarch Insurance Company. The second half of *Last One Home*,

then, is the story of Monarch Insurance and of Pink and Amanda's children and their shifting loyalties—to Pink, to Amanda, and to Monarch. Pink's illness weaves through this part, finally drawing the strings and bringing the novel to its conclusion.

*Last One Home* is similar in theme and characters to Ehle's earlier book, *Lion on the Hearth* (Harper, 1961). It, too, depicted a young man of the hills who gained great commercial success in Asheville. It, too, portrayed a wife distrustful of commerce and new ways, jealous children vying for favor in the family business, wandering sons and brothers who return to charm all.

*Last One Home* holds the reader's attention and is a good story, but it does not have the fire of Ehle's earlier books. The characters are not so intriguing as were Paul and Kin in *Lion on the Hearth*, and the plot does not carry the reader along as it did in *The Land Breakers*. Still, libraries across North Carolina will receive many requests for this new novel, and its purchase is recommended.

Becky Kornegay, Western Carolina University

Bruce Brooks. *The Moves Make The Man*. New York: Harper & Row, 1984. 280 pp. \$13.50.

A 1984 Newbery Honor Book, written in three parts and set in Wilmington, this sports story tells a tale of family relationships, illness, and how two boys, Jerome and Bix, deal with their respective situations. Jerome's respect for Bix begins with a Little League game, the black team coached by Jerome's brother Maurice, and the white team shortstop, Bix, playing to win: "He was the only kid I had ever seen who seemed to know with every part of himself just what to do on every single play." Jerome, who integrates the white school, feels himself to be without friends. With his mother in the hospital, Jerome registers for home economics where he again encounters Bix, who doesn't seem to be the same person. After Bix freaks out in class, he disappears from Jerome's life until they meet again by chance on a deserted basketball court. The story concludes with Jerome joining Bix for an event-filled trip to Durham to see Bix's mother, a psychiatric patient at Duke Hospital.

This is Jerome's tale, and he is the best developed character. Though slow in the middle with some unrealistic dialog, the story should hold the attention of both sports fans and students of human nature. This is the author's first young adult novel. Recommended as additional material

for school and public libraries serving grades five through nine.

*Diana Young, North Carolina State Library*

Roy Wilder, Jr. *You All Spoken Here: Prepared for the Edification & Jollification of Readers, Writers, Browsers, Dialecticians, Linguists, Folklorists, etc., and for Visitors from Foreign Parts who Need to Parlez-vous in Cornpone Country.* Foreword by William R. Espy. Illustrations by Glen Rounds. New York: Viking, 1984. 215 pp. \$16.95.

The title of Wilder's book may be misleading. The book is more than the frivolous paperback sold at beach restaurants to tell tourists that "rah cheer" is the southern pronunciation for "right here." It is an entertaining and useful, if somewhat random, collection of over three thousand southern words, expressions, and usages gleaned by the author from a variety of sources for some ten years.

"Leveling off. That's what our nation's language has been doing lately. Time and television are apparently the major culprits in eroding our linguistic heritage," Wilder writes, hoping with his book to preserve some of the uniqueness and spice of regional speech. Our linguistic heritage is part of the heritage being celebrated now in four hundredth anniversary activities, as Wilder points out.

*You All* did begin as a series of tourist-oriented pamphlets published in the 1970s. Wilder has compiled and added to the information in that series for the present work. The southernisms have been gathered from sources ranging from the "Sykes Seed Store Symposium of Stovehuggers" to Mary Boykin Chesnut. They vary from the poetic ("between hay and grass: between boyhood and manhood; too late for one thing, too early for another") to the earthy ("cold enough to take the stink off shit") and from the very local ("mullet blow: wind from the northeast ... in North Carolina's Bogue and Core Sounds") to the more common and not strictly southern ("front room: company room; the best room; where the preacher sleeps").

Linguists and folklorists, as Wilder's subtitle suggests, may indeed find material of interest here, though they may miss an index or alphabetical order anywhere to locate particular words. *You All* makes no pretense of being a scholarly work like Hans Kurath's *A Word Geography of the Eastern United States*. Other readers may not be edified or jollified by the profanity, references to

sex, or irreverent descriptions of reverent topics which are included.

Cautions aside, the format is attractive and readable. The book is divided into sections dealing with such subjects as personality, weather, religion, and food. Each section is introduced by a clever title, an anecdote, and a wonderful line drawing by Glen Rounds.

Wilder writes mainly for entertainment and exhorts his readers, "Have fun, you all ... heah?" *You All* is full of humor, much of it bawdy and colorful in the southern-fried tradition of writers such as William Price Fox.

Wilder is a native of North Carolina. After studying journalism at UNC-Chapel Hill, he worked for various newspapers, including the *New York Post* and the *Herald Tribune*. Later he worked in advertising and public relations and in the political campaigns of Frank Graham, Kerr Scott, Terry Sanford, and Robert Scott. Wilder now runs his own press, the Gourd Hollow Press, in Spring Hope.

*Nancy Shires, East Carolina University*

#### Other Publications of Interest

Tales and legends of the North Carolina coast are always popular books. Charles Harry Whedbee, author of three such volumes, has another that John F. Blair has just published, *Outer Banks Tales to Remember* (\$7.95). There are seventeen stories in this small volume (133 pages), some about Indians, some about animals, some about plants, some about romance and lost love, all entertaining. The dust jacket is wonderfully appropriate for the book, another excellent design by Virginia Ingram of John F. Blair.

School and public libraries will want to get a copy of a new booklet by Joe A. Mobley that has just been published by the North Carolina Division of Archives and History. *USS North Carolina: Symbol of a Vanished Age* is a well-researched, illustrated, and designed fourteen-page booklet that tells the story of our state's beloved battleship (for which many of us can remember collecting dimes while we were in grade school). The ship was built in 1937 and participated in about fifteen battles in the Asiatic-Pacific campaigns of 1942-1945. It was installed as a memorial in Wilmington in 1961 and has since attracted over six million visitors. Mr. Mobley tells the story well.

It's always gratifying to see a new history of an educational institution, particularly of an institution that no longer exists and thus could easily fade from memory. *Country College on the Yadkin: A Historical Narrative* by Virginia G. Fick, tells the story of Yadkin College, a Methodist school which opened in 1856 and closed in 1924. Mrs. Fick, a faculty member at Davidson County Community College, has done her research carefully and written well. The ninety-six page volume has notes, sources, eleven appendixes, and an index containing over eight hundred entries. It has many illustrations: photographs, reproductions of documents, letters, a map. Order from the Davidson County Community College Book Store, P.O. Box 1287, Lexington, NC 27293-1287. Price is \$15.95 plus tax, postage, and handling.

Libraries that buy travel guides or mountain material will want to get a copy of *A Traveler's Guide to the Smoky Mountains Region* by Jeff Bradley. The guidebook includes the mountains of Tennessee, North Carolina, Virginia, and Georgia. The author states that "this book was written for people who want to understand the history and culture of the area they visit," and his commentary does give more historical information than many guidebooks do. He also gives location, address, hours, and telephone number for the sites, hotels, and restaurants that he includes. (Harvard Common Press, 535 Albany St., Boston, MA 02118; \$19.95 cloth, \$10.95 paper; 272 pages, including index.)

Libraries with genealogical collections may want to purchase *Cemeteries of Yadkin County, North Carolina*, compiled by Carl C. Hoots, an original publication from The Reprint Company in Spartanburg, S.C. (\$25.00 paper). The volume has four parts: church cemeteries, private cemeteries, Iredell County cemeteries, and Davie County cemeteries, totalling almost twenty thousand entries. The information given includes name, birth and death dates, and family relationships. There is an index by surname, a map, and an introduction.

Public libraries will want to get the revised and expanded edition of *The Andy Griffith Show* by Richard Kelly. (John F. Blair, 1984. 296 pages, \$8.95 paper). The show is currently celebrating its twenty-fifth anniversary and is highly popular (two national fan clubs!). The original edition of the book was published in 1981. This edition has three new chapters, including an unfiled script. The book is a serious work in the field of television criticism, making it also appropriate for libraries that collect in that area.

## Instructions for the Preparation of Manuscripts for North Carolina Libraries

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Robert Burgin, Editor, *North Carolina Libraries*, School of Library Science, N.C. Central University, Durham, N.C. 27707.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½"x11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
  - a. Keyes Metcalf, *Planning Academic and Research Library Buildings* New York: McGraw, 1965), 416.
  - Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript from which articles are selected for each issue.

Issue deadlines are February 10, May 10, August 10, and November 10.

# NCLA Conference

## Thornburg to Open Conference

Lacy H. Thornburg, Attorney General of the State of North Carolina, will speak at the opening session of the North Carolina Library Association Biennial Conference in Raleigh. The session will be held from 1:00 to 3:00 on Wednesday, October 2, at the Raleigh Civic Center.

Thornburg was born in 1929 in Mecklenburg County, served in the U.S. Army, and graduated from Mars Hill College and the University of North Carolina at Chapel Hill. He received his law degree from UNC in 1954 and began a law practice with State Senator and later Congressman David Hall.

During his thirteen years as a practicing trial lawyer, Thornburg was elected to three terms in the North Carolina General Assembly. He was appointed a Superior Court judge in 1966 and served on the bench for sixteen years. In 1984, he was elected attorney general of the state.

## Banquet Features Associate State Superintendent

Dr. Dudley E. Flood, the associate state superintendent of public instruction, will be the speaker at the banquet of the North Carolina Library Association conference, held at 7:00 on Thursday, October 3, in the Raleigh Civic Center. Dr. Flood will speak on "The Magic of the Written Word."

Flood is a native North Carolinian who received degrees from North Carolina Central University, East Carolina University, and Duke University. He served as second vice-president of the National PTA and has received the Distinguished Professor Award from the National Academy of School Administrators. He has contributed articles for publication to more than twenty-five journals and periodicals.

## Petty to Speak at Third General Session

The third general session of the North Carolina Library Association conference will feature Dr. Charles V. Petty, founder and president of Family Success Unlimited. He will address the topic of career development in a speech entitled "Roaring

Fires, Flickering Flames, Dying Embers, or Cold Ashes."

Petty graduated from Ouachita University in Arkansas and earned the Doctor of Theology degree at Southwestern Seminary in Fort Worth, Texas. He has directed statewide programs for the improvement of family life in the states of Texas and North Carolina. Petty also became an authority on volunteerism and worked for seven years on the staff of the governor of North Carolina.

## NCLA Conference

### Raleigh Civic Center

### Tentative Schedule

#### Wednesday, October 2

8:00 - 12:00	Library Resources Committee
9:00 - 10:00	Community and Junior College Section
9:00 - 12:00	Health Affairs Committee
1:00 - 3:00	First General Session Lacy H. Thornburg Attorney General of North Carolina
3:00	Exhibits Open
4:00 - 5:30	College and University Section
4:00 - 5:30	Junior Members Round Table
4:00 - 5:30	Library Resources Committee
5:30	Exhibits Close
7:00 - 8:00	Governor's Mansion Open House
7:00 - 9:00	State Library Open House
9:00	Alumni Association Meetings

#### Thursday, October 3

All Day	Intellectual Freedom Committee
7:30 - 9:00	Resources and Technical Services Section Breakfast Meeting
9:00	Exhibits Open

## North Carolina Association of School Librarians Research Grant Awards Proposal Guidelines

9:00 - 10:30	Public Library Section, Audio-visual Committee
9:00 - 10:30	Round Table on the Status of Women
9:00-11:00	Reference and Adult Services Section
10:30 - 12:00	NC Association of School Librarians
1:30 - 3:00	NC Association of School Librarians Supervisors
2:00 - 3:00	Children's Services Section
2:00 - 4:00	Resources and Technical Services Section
3:00 - 5:00	Children's Services Section Showcase
4:00 - 6:00	Documents Section
5:30	Exhibits Close
6:00 - 7:00	Round Table on the Status of Women Reception (North Carolina Museum of Art)
7:30 - 9:30	Banquet Dr. Dudley Flood Associate State Superintendent Department of Public Instruction
9:30	President's Dance

### Friday, October 4

All Day	Intellectual Freedom Committee
All Day	Microcomputer Users Group for Librarians in North Carolina
7:30	Round Table on Ethnic Minority Concerns Breakfast Major Owens U.S. Congressman
7:30 - 9:00	Children's Services Section Breakfast David McPhail Author and Illustrator
9:00	Exhibits Open
9:00 - 10:30	RTSS Catalog Interest Group
9:00 - 10:30	RTSS Collection Development Interest Group
10:00 - 12:00	Public Library Section
1:00	Exhibits Close
1:00 - 2:30	Third General Session Dr. Charles V. Petty
3:00 - 4:00	Public Library Section, Young Adult Committee

### *What is the NCASL Research Grant Program?*

The Research Grant program is NCASL's way of acknowledging library media coordinators' skills and expertise while responding to their interests to pursue new ideas and projects.

### *What is a Research Grant?*

Research Grants are financial awards to assist library media coordinators in carrying out research projects that provide for professional growth, improve media program effectiveness, and enhance student learning. (For ideas on locally based research see Margaret Tassia's "Idea Exchange" in the Spring 1984 issue of *School Library Media Quarterly*.)

### *Who can apply for a Research Grant Award?*

Any NCASL member (or members) who is not a library educator.

### *What are the deadlines for Research Grant Award Applications?*

This year, the deadline for applications is September 16, 1985. Awards will be made at the NCLA Conference and NCASL Work Conference.

### *How does an individual or group apply for the Research Grant Award?*

People interested in applying must follow the specific guidelines outlined and write a description of their research project (a proposal) including:

- what they want to do
- how much money they will need to carry out the research project (an itemized budget)
- how they plan to evaluate the effectiveness of the research project
- how they plan to share their findings and conclusions.

Specific guidelines are available from NCASL.

### *How much money can be requested for a Research Grant Project?*

Research Grant Awards can range from \$25 to \$1,000 depending on the depth, scope, and needs of the research project.

What can the Research Grant Awards money be used for?

The money *can* be used for such items as:

- computer time
- printing costs
- consulting fees
- postage
- professional travel
- release days.

The money *cannot* be used for:

- salaries
- retroactive projects

The money *could* be used for:

- equipment
- book and nonbook materials (if needed for the research project)

Provide a detailed justification if the request includes items which are usually purchased through local or other funds. Research Grant Awards may supplement, but *not* supplant, local funding.

What if I have never written a research proposal before?

Do not let inexperience in writing a research proposal prevent you from applying for a Research Grant Award.

If you have any questions, feel free to contact members of the NCASL Research Grant Committee for assistance. Members include:

- |                  |  |
|------------------|--|
| Frances Bradburn | Central Regional Education Center (Region 3) |
| Kittye Cagle     | R. J. Reynolds High School (Winston-Salem)   |
| Arabelle Fedora  | Winston-Salem/Forsyth Schools                |
| Dr. Gene Lanier  | East Carolina University                     |
| Juanita Spoon    | Washington School (Greensboro)               |

Submit proposals, no later than September 16, 1985, to:

Beth Rountree  
 Inservice Coordinator/Media  
 Thompson Staff Development Center  
 428 West Boulevard  
 Charlotte, NC 28203

# Join NCLA

## NORTH CAROLINA LIBRARY ASSOCIATION

\_\_\_ New membership    \_\_\_ Renewal    \_\_\_ Membership no.

Name \_\_\_\_\_  
                    First                      Middle                      Last

Position \_\_\_\_\_

Business Address \_\_\_\_\_

City or Town                      State                      Zip Code

Mailing Address (if different from above)  
\_\_\_\_\_  
\_\_\_\_\_

### CHECK TYPE OF DUES:

- SPECIAL—Trustees, paraprofessional and support staff, non-salaries persons, retired librarians, library school students, "Friends of the Library," and non-librarians ..... \$15.00
- LIBRARIANS—earning up to \$12,000 ..... \$22.00
- LIBRARIANS—earning \$12,000 to \$20,000 ..... \$30.00
- LIBRARIANS—earning over \$20,000 ..... \$40.00
- CONTRIBUTING—individual, Association, Firm, etc. interested in the work of NCLA ..... \$50.00
- INSTITUTIONAL—Same for all libraries ..... \$50.00

### CHECK SECTIONS: One free; \$4.00 each additional.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Children's     | <input type="checkbox"/> Trustees          | <input type="checkbox"/> Women's Round Table  |
| <input type="checkbox"/> College        | <input type="checkbox"/> Public            | <input type="checkbox"/> Ethnic Minorities RT |
| <input type="checkbox"/> Documents      | <input type="checkbox"/> Ref. & Adult      |   |
| <input type="checkbox"/> Jr. College    | <input type="checkbox"/> RTSS (Res.-Tech.) |   |
| <input type="checkbox"/> NCASL (School) | <input type="checkbox"/> JMRT              |   |

AMOUNT ENCLOSED \$ \_\_\_\_\_

**Mail to:** Eunice Drum, Treasurer, NCLA, Division of State Library, 109 East Jones Street, Raleigh, NC 27611.

# NCLA Minutes

## North Carolina Library Association Minutes of the Executive Board January 25, 1985

The Executive Board of the North Carolina Library Association met on January 25, 1985, at the Forsyth County Public Library in Winston-Salem, North Carolina. Board members present were Leland Park, Pauline Myrick, Jane Williams, Roberta Williams, Eunice Drum, Mertys Bell, Shirley McLaughlin, Jerry Thrasher, Judie Davie. Robert Burgin, Rebecca Ballentine, Patsy Hansel, Judith Sutton, Vivian Beech, Mary Avery, Larry Barr, Stuart Basefsky, Mary P. Williams, Karen Perry, and Benjamin F. Speller, Jr. Also present were Steven Squires (representing College and University Section), Kieth Wright, Ariel Stephens, Louise Boone, David Ferguson, and William H. Roberts, III.

The meeting was called to order by President Leland Park. He recognized William H. Roberts, III, director of the Forsyth County Public Library, who welcomed the group.

President Park shared with the group copies of his recent correspondence on behalf of the North Carolina Library Association with various outgoing and newly elected government officials, including Governor-Elect James G. Martin, Governor James B. Hunt, Lieutenant Governor Jimmy Green, Lieutenant Governor-Elect Robert B. Jordan, III, Secretary of the Department of Administration-Designate Grace J. Rohrer, outgoing Secretary of the Department of Cultural Resources Sara W. Hodgkins and Secretary-Designate of the Department of Cultural Resources Patric Dorsey.

The minutes of the October 12, 1984, meeting of the Executive Board were presented for Roberta Williams, Secretary, by Shirley McLaughlin, Acting Secretary. The following corrections were noted:

1. Page 1, paragraph 3—Change "Steering Committee and Task Force on Networking" to "North Carolina Library Networking Steering Committee and task forces."
2. Page 8, paragraph 3—Delete the name of M.I. Davis from the mailing address given for the Division of Public Information and Publications, North Carolina Department of Public Instruction; correspondence should be addressed to "Director, Division of Public Information and Publications, North Carolina Department of Public Instruction, Raleigh, North Carolina 27611."

The minutes were then approved as corrected.

Eunice Drum gave the treasurer's report and distributed copies to all board members. She stated that an updated report on the savings accounts would be mailed later to all board members. Treasurer Drum expressed concern about the payment of very small bills (\$1 to \$10 plus postage) sent direct to the treasurer from the sections. She pointed out that the association has to pay a service charge for each check written, no matter how small the amount. Treasurer Drum stated that, in many instances, it would be more economical for such small bills to be paid out of the section's petty cash fund with reimbursement made to the section later by the NCLA treasurer. After some discussion, the board suggested that President Park send out a communication to committee and section chairmen asking them to implement

measures to reduce the number of small bills going direct to the treasurer of NCLA.

Pauline Myrick, vice-president/president-elect, gave an update report on plans for the 1985 Biennial Conference. She recognized Ariel Stephens, conference manager, who reported on the conference program and scheduling of various events. He urged all section chairmen and others planning meetings and/or programs during the conference to notify Johnny Shaver, local arrangements chairman, as soon as possible regarding space needs and special requirements.

The possibility of increasing registration fees for the 1985 Biennial Conference was discussed. It was pointed out that the fees approved by the Executive Board at its meeting on October 12, 1984, were very low in comparison to those being charged at other recent conferences. Robert Burgin moved that all pre-registration fees for the 1985 conference be increased by \$5 over the fees listed in the October 12 minutes of the NCLA Executive Board, that all registration-at-conference fees be increased by \$10 and that fees for library school students be increased by \$5. The motion was seconded and passed.

Robert Burgin, editor of *North Carolina Libraries*, reported that the Winter 1984 issue is currently being printed and should be mailed in late January or early February. This issue has no particular theme, but features an article on UNC-Charlotte's experience with library automation, a survey of public access microcomputers in the state, and an article on the new Clemmons branch of the Forsyth County Public Library. Future issues include Spring 1985 (collection development), Summer 1985 (library history), and Fall 1985 (tentatively, library service to institutions).

Robert Burgin presented to the NCLA Executive Board a recommendation from the Editorial Board of *North Carolina Libraries* that copies of section and committee reports not be printed in the journal but that the journal limit itself to printing the minutes of the Executive Board meetings. Robert Burgin then moved that section and committee chairs be required to submit quarterly and biennial reports. Quarterly reports will be summarized by the secretary for inclusion in the minutes of the Executive Board. These minutes (not including the quarterly reports in full) and the biennial reports will be printed in *North Carolina Libraries*. This motion was seconded and passed.

Jane Williams, 2nd vice-president, announced that she had membership forms/brochures available.

In the absence of Dr. Gene Lanier, chairman, Intellectual Freedom Committee, President Park distributed a report from Dr. Lanier on recent activities and concerns being addressed by this committee.

The report of the Governmental Relations Committee was given by Louise Boone, chair. The ALA Legislative Workshop held on January 5, 1985, in Washington, D.C., was attended by Emily Boyce, Elsie Brumback, Gayle Keresey, Helen Tugwell, Judith Sutton, Nancy Bates, Nancy Massey, Bill Bridgman, Jake Killian, and Louise Boone. They reported a particularly informative session on lobbying by Bill Doswell, lobbyist for the Virginia Library Association. Washington Legislative Day will be held on April 16. NCLA sections should forward names of their delegates to Louise Boone

by March 13, 1985. Also, NCLA sections planning to provide inserts for the informational packets to be distributed to congressmen should send thirty-five copies to Louise Boone by April 10, 1985.

Dr. Kieth Wright and Dr. Judie Davie, faculty members of the Department of Library Science/Educational Technology, UNC-Greensboro, spoke to the board about concerns and future plans for library education programs in North Carolina. Dr. Wright pointed out that the proposal currently under consideration by the state legislature to require one media specialist per four hundred pupils in the public schools will create a demand for additional trained school library/media specialists in the state. Dr. Davie observed that there is a salary disparity for media specialists in North Carolina public schools in the proposed career development ladder. A master's degree is required for state certification, but the salary schedule for media specialists is the same as for teaching faculty with a bachelor's degree.

Steve Squires gave the College and University Section report for Robert Bland, chair, who was unable to attend the meeting. This section will sponsor a conference entitled "The Electronic Network: Sharing the Costs and Benefits of Library Automation," May 30-31, 1985, at the Whispering Pines Country Club in Whispering Pines, N.C. The program will present the most current information available on the state of automated library networks, with particular emphasis on how small and medium-sized libraries may be able to automate through networking arrangements in which costs of the hardware and software necessary to support an automated, integrated library system are shared. Speakers will include Barbara Epstein, library automation consultant; Bill Gosling, head of technical services, Duke University Libraries; Billie Ozone, library director of Smith College Library; Gary Pitkin, head of technical services at Appalachian State University Library; and a representative from SOLINET Brochures with complete information about the conference will be mailed in early March.

Mary Avery, chair, Community and Junior College Libraries Section, reported that the name change for this section which was approved by the Executive Board at its October 12, 1984, meeting was also approved by a unanimous ballot of the section membership in December 1984 and is thus now official.

The report of the Documents Section was given by Stuart Basefsky, chair. The Depository System Committee has been awarded \$500 by the GODORT-Friends of Documents Fund to be applied toward the design, printing, and distribution of brochures for use in lobbying for a North Carolina State Publications Depository System. The Documents Section will have a table at the 1985 NCLA Biennial Conference from which information and brochures about the section will be distributed. Janet Miller, Forsyth County Public Library, has been elected vice-chairperson/chairperson-elect of the Documents Section. She is also serving as editor of *The Docket*, the quarterly newsletter of the section. An advertisement soliciting subscriptions to *The Docket* will appear in the *SLA Newsletter*. In an effort to recruit new members to NCLA and to the Documents Section, a letter from the chair directed to all non-member Federal Depository Libraries in North Carolina was mailed in January. The section will hold a workshop on the purpose and functions of the North Carolina State Data Center at the Forsyth County Public Library on April 12, 1985.

Vivian Beech, chair, Junior Members Round Table Section, reported that brochures with application forms for the B & T Grassroots Grants are ready for distribution to the library schools. A \$250 grant will be awarded to a library school student to help defray expenses to the 1985 NCLA Biennial Conference. JMRT will have a booth in the exhibits area at NCLA and will sponsor an orientation to the NCLA program for new members of NCLA and first-time conference attendees. This will include a "Night on the Town" with dinner and dancing for conference attendees. Plans are being made to sponsor a "Young Librarians

Award," with the first winner to be announced in October at the Biennial Conference. Publicity about the award will be distributed this spring.

Judie Davie, chair, gave the report for NCASL. At the Third National Conference of the American Association of School Librarians held in Atlanta November 1-4, 1984, members of NCASL served as program presenters on SDPI Media Evaluation Center, School Library Media Day, microcomputers and evaluations of the conference. A resolution on the Future Structure Report was presented at the Challenge Forum; subsequently NCASL received attention in the national library press (*American Libraries* and *School Library Journal*). The resolution has been sent to the ALA Executive Board and the AASL Board of Directors. Eunice Query presented NCASL with \$5000 to establish a scholarship in honor of her students and colleagues at Appalachian State University. The scholarship is to be administered by NCASL and is to be awarded to an individual who is admitted to graduate study in school librarianship and who is not required to attend an ALA accredited program. A memorial fund has been established at the library of Forsyth Country Day School in memory of Lucy Cutler, former lower school librarian who died tragically in November 1984. Emily Boyce, Elsie Brumback, Gayle Keresey, and Helen Tugwell represented NCASL at the ALA Legislative Workshop. Edith Briles was invited by Betty Stone, former president of ALA, to participate in the discussion and plans of the National Library Week Committee. Elsie Brumback, Judie Davie, Gerald Hodges, Gayle Keresey, Marilyn Miller, and twenty school media professionals from throughout the country were invited to meet with Shirley Aaron, AASL president-elect, to establish priorities for her tenure as president of AASL. Several members of NCASL are candidates for national offices in ALA: Marilyn Miller for president-elect of AASL; Elsie Brumback for chair of the AASL Supervisors Section; Judie Davie for ALSC Board of Directors; Gayle Keresey for YASD Board of Directors. NCASL extends congratulations to Leonard Johnson, library media supervisor for Greensboro City Schools, on his retirement on January 31, 1985. Mr. Johnson is a former president of NCLA. Plans for the spring include the publication of the NCASL bulletin and two brochures on public relations topics; the participation of Judie Davie and Helen Tugwell in ALA Legislative Day; the implementation of School Library Media Day on April 17; and "R and R" forums in several school systems.

Reporting for the Public Library Section, chair Judith Sutton stated that the 1985 Public Library Trustee Conference will be held May 29-30 at the Radisson Plaza Hotel in Raleigh. John Berry, editor of *Library Journal*, is the keynote speaker. Theme for the conference is "Public Libraries and the Governmental Process."

Larry Barr, chair, Reference and Adult Services Section, reported on plans to sponsor a spring workshop on microcomputers in Raleigh. This section has also started a quarterly newsletter, with Joel Sigmon of the State Library serving as editor.

The report for the Resources and Technical Services Section was given by Ben Speller, chair. The NCLA/RTSS Executive Committee met on November 1, 1984. A wrap-up discussion of the Mini-Conference on the Changing Role of the Technical Services Librarian led to the following recommendations:

1. A state-of-the-art equipment facility should be organized to maintain equipment for demonstration purposes at programs such as the one held at Whispering Pines. The State Library was suggested as a possible agency to coordinate the development of this facility.

2. Future RTSS conferences should include programs on microforms and on the ergonomics of furniture for video display terminal use. These might be conducted as shorter traveling shows, going to the east, west, piedmont, and mountains.

Initial plans for the NCLA Biennial Conference were discussed. The Collection Development Interest Group and the Serials Interest Group plan to co-sponsor a program on "Retrospective Buying and Collection Development." The general RTSS session will focus on "Automated Authority Control." The now traditional RTSS Breakfast and Business Meeting will continue to be held with the breakfast being open to NCLA members. The RTSS bylaws do not specify a method of selecting chairs of interest groups. The consensus was that the RTSS Executive Committee should select new chairs for the biennium. The bylaws are being revised to include this policy.

Patsy Hansel, chair, reported that the Round Table on the Status of Women in Librarianship will sponsor a workshop on May 13-14 at the UNC School of Library Science entitled "Upper Level Management Speaks to Supervisors; or, Everything We Wish We'd Known When We Started Out." The round table plans to sponsor a speaker and fashion show for the Thursday morning session of the Biennial Conference. Members of the round table will also give a reception Thursday evening at the North Carolina State Museum of Art. Plans are underway for a summer workshop on lobbying to be held August 1-2.

Mary Williams, chair, reported that the Round Table on Ethnic Minority Concerns is planning to sponsor Congressman Major Owens as the speaker at a Friday morning breakfast session at the Biennial Conference.

Rebecca Ballentine reported that the SELA Conference held October 17-19 in Biloxi, Mississippi was very successful. SELA has grown in membership and the future looks bright with biennial conferences to be held in Atlanta (1986), Norfolk (1988), and Nashville (1990).

Other reports were given by Karen Perry (Children's Section) and Ariel Stephens (Networking).

Jane Williams distributed information on LSCA Continuing Education Grants and discussed these with the Board. NCLA Sections are eligible to apply for these grants. After July 1, 1985, they will be available solely for speaker fees and expenses. Williams also stated that Title II Library Construction Funds are available again this year.

Ariel Stephens reported that Benton Convention Center in Winston-Salem was holding space and dates pending confirmation of a definite booking for the 1987 NCLA Biennial Conference. Judith Sutton moved that the 1987 Biennial Conference be held in Winston-Salem at the Convention Center and that it be tentatively scheduled for October 27-30, 1987. The motion was seconded and passed.

Louise Boone inquired about the possibility of getting selected state officials on the NCLA mailing list by offering them complimentary membership in NCLA. Jerry Thrasher moved that no more than twenty-five "special" memberships in NCLA be given each biennium to congressional and state officials as recommended by the Governmental Relations Committee and the president of NCLA. This motion was seconded and passed.

President Park discussed plans for the NCLA Spring Workshop to be held in Greensboro at Greensboro College on April 12-13. He asked the board members to be prepared to share their suggestions and evaluations at the Workshop.

There being no further business, the meeting adjourned.

Roberta S. Williams, Secretary

### CONSTITUTION

of the

### NORTH CAROLINA LIBRARY ASSOCIATION

Changes in the Constitution and Bylaws Recommended by the Executive Board and the NCLA Constitution, Codes, and Handbook Revision Committee.  
(4/12/85)

NOTE: This publication of proposed constitution and by-law changes for the North Carolina Library Association meets the notification requirements of the current constitution. The changes listed here will be placed before the membership for ratification at the biennial conference, October 2-4, 1985.

### CONSTITUTION

#### PRESENT ARTICLE

#### ARTICLE III. MEMBERSHIP

1. Membership in the North Carolina Library Association shall consist of five classes: individual membership, institutional membership, contributing membership, honorary membership, and life membership. Only individual members have voting privileges.

5. *Honorary.* The Honorary and Life Membership Committee may recommend to the Executive Board for honorary membership non-librarians who have made unusual contributions to library services. Such nominees may be elected by the Executive Board.

6. *Life.* The Honorary and Life Membership Committee may recommend to the Executive Board for life membership persons who are no longer actively engaged in library work. Such nominees may be elected by the Executive Board.

#### PROPOSED ARTICLE

(Changed wording is underlined)

#### ARTICLE III. MEMBERSHIP

1. Membership in the North Carolina Library Association shall consist of five classes: individual membership, institutional membership, contributing membership, honorary membership, and life membership. Only individual and life members have voting privileges.

5. *Honorary.* The Honorary and Life Membership Committee may recommend to the Executive Board for honorary, non-voting membership non-librarians who have made unusual contributions to library services. Such nominees may be elected by the Executive Board.

6. *Life.* The Honorary and Life Membership Committee may recommend to the Executive Board for life membership, with voting privileges, persons who are no longer actively engaged in library work. Such nominees may be elected by the Executive Board.

*Discussion:* These proposed changes serve to state what is actually the practice, that is: honorary members are non-voting members; life members are individuals who have been regular members of NCLA and continue to have the right to vote.

## NCLA Minutes

### ARTICLE V. EXECUTIVE BOARD

1. The officers of the Association, the past President, two Directors elected by the Association at large, the representative of the Association to the ALA Council, the North Carolina member of the Executive Board of the Southeastern Library Association, the Editor of *North Carolina Libraries*, and the chairman of each section shall constitute the Executive Board. Chairmen of Round Tables shall serve as non-voting members of the Executive Board.

3. Round Tables of the Association may be organized by application, signed by twenty-five voting members of the Association and approved by the Executive Board.

5. The officers of the Sections and Round Tables shall be a Chairman and a Secretary, who shall be elected by the membership of the Section or Round Table, and who shall be responsible for the program meetings and any other business of the Section or Round Table. Other officers may be added at the discretion of the Section or Round Table.

6. The President of the Association may appoint a Chairman and a Secretary if the Section or Round Table fails to elect officers.

**Discussion:** *These proposed changes serve to state specifically that round tables and sections are the same, that is: they have the same requirements for method of organization, voting, finances, representation, and responsibility. The present constitution indicates that they are not equal. Also, a provision is made for a parliamentarian for the board, non-voting, who may be appointed by the President. This will serve to assure that the board follows procedures correctly in the administration of the business of the association.*

### ARTICLE V. EXECUTIVE BOARD

1. The officers of the Association, the past President, two Directors elected by the Association at large, the representative of the Association to the ALA Council, the North Carolina member of the Executive Board of the Southeastern Library Association, the Editor of *North Carolina Libraries*, and the chairman of each section and round table shall constitute the Executive Board. A parliamentarian may be appointed by the President as a non-voting member.

[3. Delete section 3 and renumber sections 4-8.]

4. The officers of the sections and round tables shall be elected by the membership of the section or round table. They shall be responsible for the program meetings and any other business of the section or round table.

5. The President of the Association may appoint officers if the section or round table fails to elect officers.

## BYLAWS

### PRESENT BYLAWS

#### ARTICLE II. DUTIES OF OFFICERS

1. *President.* The President shall preside at all meetings of the Association and of the Executive Board. He shall, with the advice of the Executive Board, appoint all committee chairmen and suggest other committee members ...

**Discussion:** *This proposed change brings the bylaws into conformity with that of the handbook of NCLA, stating that the President, with the advice of the Executive Board, appoints the editor of North Carolina Libraries.*

3. *First Vice-President.* If it becomes necessary for the First Vice-President to complete the unexpired term of the President, he may also serve his own term as President or relinquish the office. In the event of the First Vice-President becoming President during the unexpired term of the elected President, the Second Vice-President shall automatically become First Vice-President and President-Elect. If the Second Vice-President is unable to assume the duties of the First Vice-President and President-Elect, the Executive Board shall appoint a First Vice-President until an election can be held. If the Second Vice-President does assume the office of First Vice-President and President-Elect, the Committee on Nominations shall then present the names of two candidates for the office of Second Vice-President.

**Discussion:** *This proposal change states more clearly the formal order of succession and the procedures to be followed should the office of president, 1st vice president/president-elect, and 2d vice president become vacant.*

### PROPOSED BYLAWS

(Changed wording is underlined)

#### ARTICLE II. DUTIES OF OFFICERS

1. *President.* The President shall preside at all meetings of the Association and of the Executive Board. He shall, with the advice of the Executive Board, appoint the Editor of North Carolina Libraries and all committee chairmen and suggest other committee members ...

3. *First Vice-President.* The First Vice-President serves as President-Elect and presides in the absence of the President. If it becomes necessary for the First Vice-President to complete the unexpired term of the President, he shall also serve his own term as President. In the event of the First Vice-President becoming President during the unexpired term of the elected President, the Second Vice-President shall automatically become First Vice-President and serve in that office until a new First Vice-President is elected at the next regular election. The Executive Board shall appoint a Second Vice-President to serve until the next regular election is held. If the Second Vice-President is unable to assume the duties of the First Vice-President, the Executive Board shall appoint a First Vice-President to serve until the next regular election is held.

5. *Secretary.* The Secretary shall keep a record of the meetings of the Executive Board, and the biennial meetings and any special meetings of the Association.

6. *Treasurer.* The Treasurer shall assist in the preparation of the budget and keep whatever records of the Association the President and the Executive Board deem necessary. He will collect and disburse all funds of the Association under the instructions of the Executive Board and keep regular accounts, which at all times shall be open to the inspection of all members of the Executive Board. He shall handle and keep all membership records. He shall execute a bond in such sum as shall be set by the Executive Board, the cost to be paid by the Association. He shall perform such other duties and functions as may be prescribed by the Executive Board. The term of office shall be four years.

8. The term of office of all officers shall commence at the adjournment of the biennial meeting following their election, or if the biennial meeting cannot be held, upon their election. The term of office of the Treasurer shall commence at the adjournment of the biennial meeting following his election.

*Discussion:* These proposed changes state more clearly the formal order of procedure should the office of secretary or treasurer become vacant. Also, it establishes the term of office of treasurer to parallel that of the association's fiscal year (January 1 - December 31) rather than that of the other officers which changes at the close of the biennial conference. This is necessary for an orderly transition and the handling of the annual audit.

### ARTICLE III. MEMBERSHIP

1. Dues shall be collected on a biennial basis beginning in 1973 as follows: ... (then lists all categories and amounts, etc.).

2. The Association shall allot to the Section 25% of the biennial dues of individuals and institutional members according to the Section chosen by the members when the dues are paid. Each member is entitled to the choice of one section and becomes a member of that section upon stating the choice.

10. No changes in the policies or traditions regarding membership shall be made without approval of the membership by a mail vote. A majority of the votes cast shall be required to make any such change. The Executive Board or the membership at any duly constituted meeting may initiate such procedure.

*Discussion:* These proposed changes remove from the constitution the actual dollar amount for membership in NCLA and thus eliminates the requirement for the constitution to be changed each time a dues change is made. Dues are and still will be changed only by a vote of the membership.

5. *Secretary.* The Secretary shall keep a record of the meetings of the Executive Board, the biennial meetings, and any special meetings of the Association. In case of a vacancy, the Executive Board shall appoint a Secretary to serve until the next regular election is held.

6. *Treasurer.* The Treasurer shall assist in the preparation of the budget and keep whatever records of the Association the President and the Executive Board deem necessary. He will collect and disburse all funds of the Association under the instructions of the Executive Board and keep regular accounts, which at all times shall be open to the inspection of all members of the Executive Board. He shall handle and keep all membership records. He shall execute a bond in such sum as shall be set by Executive Board, the cost to be paid by the Association. He shall perform such other duties and functions as may be prescribed by the Executive Board. The term of office shall be four years. In case of a vacancy, the Executive Board shall appoint a Treasurer to serve until the next regular election is held.

8. The term of office of all officers except the Treasurer shall commence at the adjournment of the biennial meeting following their election, or if the biennial meeting cannot be held, upon their election. The term of office of the Treasurer shall commence at the end of the fiscal year following his election.

### ARTICLE III. MEMBERSHIP

1. Dues shall be collected on a biennial basis. Categories of membership shall include individual, contributing, honorary, and life. Honorary and life members are not assessed dues.

2. Each member is entitled to the choice of one section or roundtable at no additional cost.

10. No changes in the dues structure or policies regarding membership shall be made without approval of the membership by a mail vote. A majority of the votes cast shall be required to make any such change. The Executive Board or the membership at any duly constituted meeting may initiate such procedure.

Treasurer's Report

January 1, 1985 — March 31, 1985

Exhibit A

<b>Balance on Hand</b> — January 1, 1985 — Checking Account		\$11,385.47
Receipts:		
Dues and Receipts:		
Association	\$ 14,406.12	
Sections	<u>4,867.00</u>	
<b>Total Dues and Receipts</b>		\$ 19,273.12
NORTH CAROLINA LIBRARIES (Schedule 1)		2,318.13
Reimbursed Expenses (THL)		634.36
Reimbursed Expenses (Special Libraries)		50.00
1985 Conference		<u>4,400.00</u>
<b>Total Receipts</b>		<u>26,675.61</u>
<b>Total Cash to Account For</b>		\$38,061.08
Expenditures (Exhibit B)		<u>19,657.19</u>
<b>Cash Balance, March 31, 1985</b>		<u><u>\$18,403.89</u></u>

Exhibit B  
Cash Disbursements

Executive Office Expenses:		
Telephone	\$ .76	
Postage	94.63	
Copies	3.50	
Data Processing	404.80	
Supplies	78.06	
Membership Mailing	88.95	
Clerical Help	<u>205.00</u>	\$ 875.70
ALA Representative Expenses		321.00
SELA Representative Expenses		258.94
President's Expenses		25.00
Transfer to Assoc. Savings		10,000.00
Transfer to McLendon Loan Savings		300.00
1985 Conference		278.75
Committee Expenses:		
Intellectual Freedom	\$113.99	
Governmental Relations	135.00	
Library Resources	<u>62.54</u>	\$ 311.53
Sections Expenses (Schedule 1)		1,551.55
NORTH CAROLINA LIBRARIES (Schedule 1)		4,901.91
SELA Membership Dues		25.00
Freedom to Read Foundation Dues		100.00
Bulk Mail Account Deposits (Less Reimbursements)		415.34
Refunds of Dues		80.25
Tar Heel Libraries		<u>212.22</u>
<b>TOTAL DISBURSEMENTS (To Exhibit A)</b>		<u><u>\$19,657.10</u></u>

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## What is NCLA?

- the only statewide organization interested in the total library picture in North Carolina, whose purpose is to promote libraries and library service in the state
- an affiliate of the American Library Association and the Southeastern Library Association, with voting representation on each council

## What are the benefits of membership?

- provides opportunities for interaction among those interested in good library service
- entitles you to receive *North Carolina Libraries*, a quarterly journal, winner of the prestigious H. W. Wilson Award in 1981
- gives you the opportunity to develop leadership skills
- enables you to attend workshops, continuing education programs, and conferences at reduced rates
- keeps you informed on library developments in the state through an information network and publications

- gives you individual voting rights in the association
- encourages support staff and paraprofessionals to join at reduced rates
- entitles you to membership in one of the sections or roundtables of the association

To enroll as a member of the association or to renew your membership, check the appropriate type of membership and the sections or roundtables which you wish to join. NCLA membership entitles you to membership in one of the sections or roundtables shown below at no extra cost. For each additional section, add \$4.00 to your regular dues.

Return the form below along with your check or money order made payable to North Carolina Library Association. All memberships are for two calendar years. If you enroll during the last quarter of a year, membership will cover the next two years.

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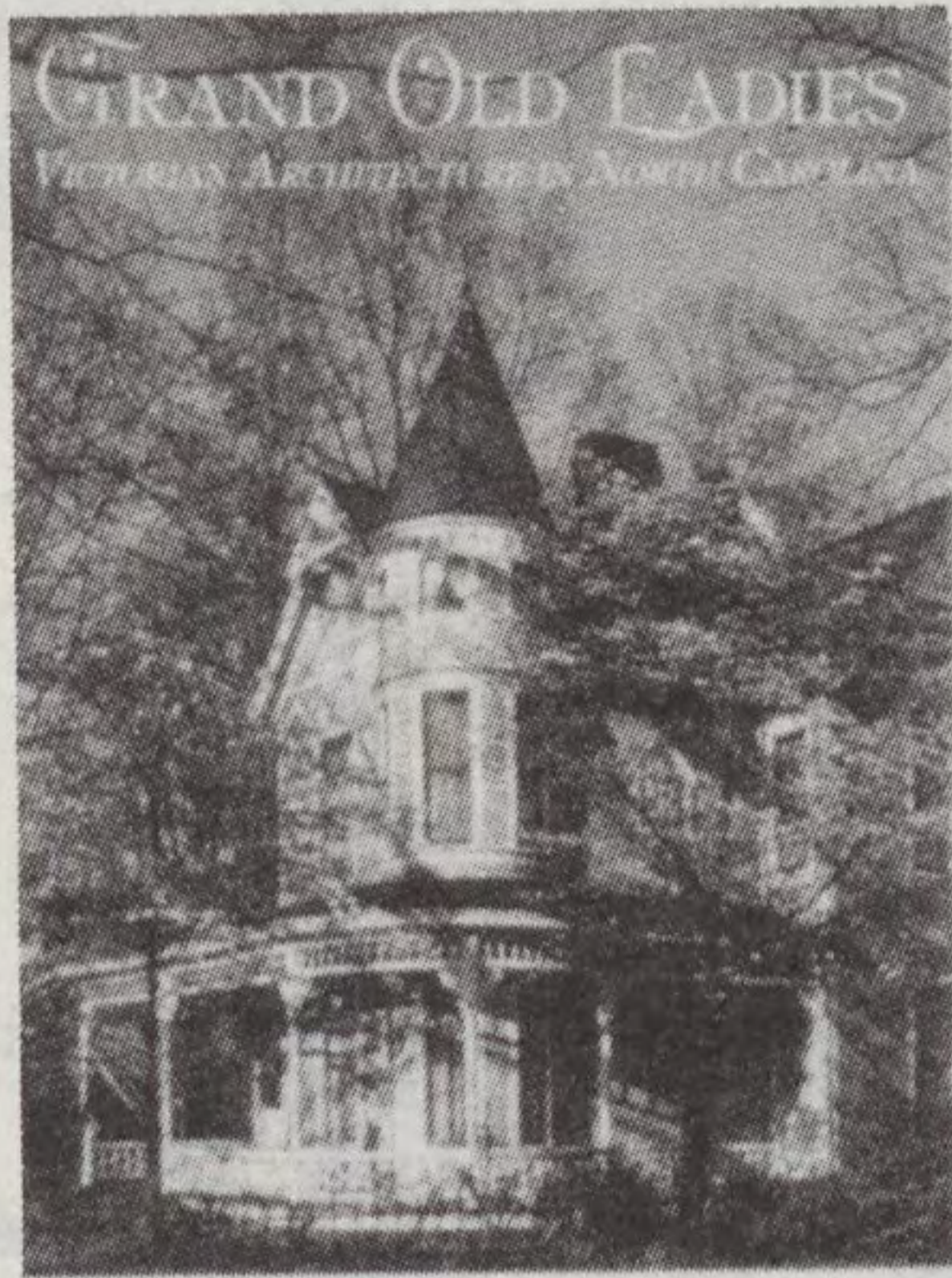
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School of Library Science  
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(919) 683-6485

### Associate Editor

PATSY J. HANSEL  
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Forsyth County Public Library  
660 West 5th Street  
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### Round Table on the Status of Women in Librarianship

MARY McAFEE  
Forsyth County Public Library  
660 West 5th Street  
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### Trustees

Address all correspondence to: Robert Burgin, Editor  
School of Library Science, N.C.C.U., Durham, NC 277070.

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