
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.¹ 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.² 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.'"³

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)."⁴

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."⁵ 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 overdue 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.⁶ From the first she was a believer in the user 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."⁷

The young librarian followed up with a second article in the *High School Journal* for February 1930 entitled "A Plan for Teachers' Meetings."⁸ 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."⁹ 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.¹⁰ 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.¹¹ 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.¹²

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.¹³ 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.¹⁴



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.¹⁵ 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."¹⁶ 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,"¹⁷ 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."¹⁸

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."¹⁹

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.²⁰

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.²¹

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,"²² 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.²³ 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.²⁴ 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.²⁵ 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.²⁶ 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.

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

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 1943.²⁷ 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 1944.²⁸ 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.²⁹ 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.³⁰ 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.³¹ 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."³² "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."³³

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.³⁴ 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.³⁵

Articles by Mrs. Douglas on standards were not hard to find.³⁶ They discuss mainly the ALA standards of 1945 and 1960,³⁷ 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.³⁸ 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."³⁹

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

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..."⁴⁰

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.⁴¹ 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."⁴²

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."⁴³

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)⁴⁴

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 1937.⁴⁵ 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."⁴⁶

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*.⁴⁷ 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.⁴⁸ 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.⁴⁹

Nine reviews of the book were located, three by non-librarian educators and six by librarians.⁵⁰ 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.⁵¹ 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.

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

One such publication is the attractive paperback booklet published by ALA in 1957 called *The Pupil Assistant in the School Library*.⁵² 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*.⁵³ 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.⁵⁴ 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 1961.⁵⁵ 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.⁵⁶ 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.⁵⁷ 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.⁵⁸ 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.⁵⁹



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."⁶⁰ 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.⁶¹ 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.⁶² 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.⁶³ 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.

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

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.⁶⁴ 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.⁶⁵

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

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.⁶⁷ 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?"⁶⁸ 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 Secondary 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*]." 26.
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.

Community College COM Catalogs Available

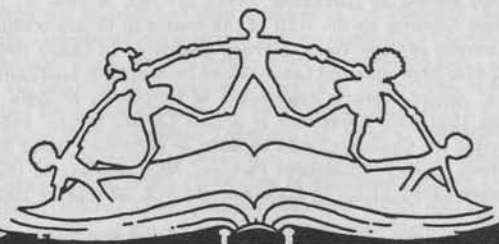
The North Carolina Community Colleges Union COM Catalog on microfiche will soon be available for purchase for \$50. Approximately two hundred thousand monographic titles from eleven community and technical colleges will be included in the first phase of the union COMCAT.

To reserve a copy please contact, by August 30: Linda Halstead, Project Director, NCCC Union COM Catalog, Central Carolina Technical College, 1105 Kelly Drive, Sanford, North Carolina 27330. Catalogs will be shipped and billed in early November.

Participating institutions include: Asheville-Buncombe Technical College, Brunswick Technical College, Cape Fear Technical Institute, Carteret Technical College, Central Carolina Technical College, Craven Community College, Guilford Technical Community College, Rowan Technical College, Sampson Technical College, Wilson County Technical Institute, and Vance-Granville Community College.

The Future of NCLA What Do You Think? We Want to Know

This biennium, the Futures Committee was appointed by President Park "to look at NCLA from top to bottom, anyway and everyway... to stop and say where are we, where should we go, what needs to be changed, what should be left alone, etc." The committee wants to hear your thoughts about our association, its purpose, its structure and its future. No comment is too picky or too general—we welcome all of your ideas. Please contact Arabelle Fedora, chairman, at 4020-C Huntinggreen Lane, Winston-Salem, NC 27106, 919/765-7344.



CHILDREN and LIBRARIES
An Investment in Our Future

Children's Services Section NCLA

Is currently selling notepads for \$1.00. Proceeds will go to pay program expenses for the Oct. '85 NCLA Conference.

The pads are 8½ X 5½, have 50 pages each, and are available in pink, green & yellow.

Order from: Rebecca Taylor
College Sq. Branch Library
330 S. College Rd.
Wilmington, NC 28403
\$1.00 + 50¢ postage and handling.