

# North Carolina Humanities Committee

Fall Newsletter 1983



Brent D. Glass

## GLASS APPOINTED EXECUTIVE DIRECTOR

Brent D. Glass has been appointed as the new executive director of the North Carolina Humanities Committee effective June 1. Glass, who received his doctorate in history from the University of North Carolina at Chapel Hill, has worked in several research and administrative positions since he came to North Carolina in 1971. In 1974-75, he directed a statewide inventory of historic industrial and engineering sites and published a guide to the inventory in cooperation with the National Park Service. He served as assistant director of the Southern Oral History Program at UNC-Chapel Hill for two years and as Deputy State Historic Preservation Officer at the N. C. Division of Archives and History from 1976 to 1980. Before assuming his duties at the Humanities Committee, Glass worked as Executive Director of Durham Neighborhood Housing Services, a non-profit neighborhood revitalization program. He has published several articles and book reviews related to industrial history, oral history, historic preservation, and urban studies. He was a teaching assistant at UNC-Chapel Hill from 1972-74, an instructor in 1982 at East Carolina University and has lectured on a variety of topics in history and historic preservation throughout the state.

## A MESSAGE FROM THE EXECUTIVE DIRECTOR

I am especially pleased to begin my work as Executive Director of the North Carolina Humanities Committee. For me, this position represents a culmination of the previous twelve years of research, writing, teaching, and administration in North Carolina.

To have an opportunity to be involved with supporting public humanities programs is to achieve one of my lifelong goals: providing educational experiences for adults. I first thought about teaching in a fairly conventional way, i.e. a "top-down" approach in which the lines between teacher and student are clearly drawn and the boundaries of the classroom are distinctly marked. However, after I began traveling throughout North Carolina first as a surveyor of historical industrial buildings and later as an oral historian, I quickly discovered a classroom without walls and a limitless number of students from all age groups.

My work brought me into a dialogue with many individuals based upon our common interest in state and local history. The reasons why we shared these interests in history varied greatly but we were linked by a mutual understanding that the study of history, and indeed all humanities disciplines, established a perspective and a way of thinking in which all other learning could take place. I have since expanded my interests to include folklore, technology, architecture, and urban economics. But the foundation upon which I developed and continue to develop these areas of interest rests with the humanities.

It is the disciplines of the humanities that record our highest ideals and provides sources of meaning for our daily lives. To stimulate thoughtful dialogue on questions of meaning and to encourage critical thinking about human values and attitudes remains the central goal of the North Carolina Humanities Committee. I look forward to building upon the Committee's outstanding record during my tenure in this position by bringing humanities programs of high quality to the people of this state.

### The North Carolina Humanities Committee

Jack Claiborne, <i>Chairman</i> Charlotte	Blyden Jackson Chapel Hill	Carl Stewart Gastonia
Katherine Y. Armitage Waynesville	Jimmy R. Jenkins Elizabeth City	Ruel Tyson Chapel Hill
James C. Cannon, Jr. Dillsboro	William Jerry MacLean Wilson	John T. Wolfe, Jr. Fayetteville
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Janice Faulkner Greenville	Neill McLeod Williamston	
Shirley T. Frye Greensboro	Jean O'Barr Durham	
Laney Funderburk, Jr. Durham	Barbara A. Phillips Winston-Salem	
Ellen W. Gerber High Point	Judith P. Pulley Boone	
Daniel Gottovi Wilmington	Jeff Rackham Asheville	
Linda L. Harris Raleigh	J. Peyton Richardson Hickory	

#### STAFF

<i>Secretary:</i> LaVohn Frye
<i>Program Associate:</i> Alice S. Barkley
<i>Administrative Associate:</i> Daisy S. Brownstein
<i>Special Consultant:</i> John T. Caldwell
<i>Executive Director:</i> Brent D. Glass

Established in 1972 to promote public understanding of and involvement in the humanities

Located at 112 Foust Bldg., UNC-G, Greensboro, NC 27412

## DEADLINES FOR PROPOSALS

October 1  
for projects beginning after  
November 15

February 1  
for projects beginning after  
March 15

June 1  
for projects beginning after  
July 15

## NEW MEMBERS OF NORTH CAROLINA HUMANITIES COMMITTEE

Three new members of the North Carolina Humanities Committee have been elected in 1983 to serve four-year terms and one member, James Cannon, has had his term extended for an additional three years.



### KATHERINE Y. ARMITAGE

Born in Bakersville, North Carolina, Katherine received a Bachelor of Science degree from Morris Harvey College and an M.A. degree in library science from the University of Denver. Since 1978 she has been director of the Haywood County Public Library in Waynesville and serves on several community organizations dedicated to local history and the arts. She has worked in university libraries in Denver, Toronto, Pittsburgh, and Columbia, South Carolina.



### JANICE H. FAULKNER

An Associate Professor of English and Executive Director of the Regional Development Institute at East Carolina University, Janice was born in Martin County and received both her B.S. and M.A. degrees from ECU. She has held several important university positions including Director of Alumni Affairs from 1962-66 and Director of the Language Arts Conference from 1972 to the present. Janice has written extensively on the subject of education and North Carolina folklore.

### JAMES C. CANNON, JR.

Jim was born and still resides in Dillsboro in Jackson County where he once served as mayor. He graduated from Western Carolina University in 1943 and attended the University of Geneva School of International Relationship in 1946. He is President and Chief Executive Officer of Cannon Brothers Gasoline and Oil Company, Inc. and is active in the Jackson County Arts Council, the Sylva Players, and in efforts to rehabilitate several historic buildings in Dillsboro.



### RUEL W. TYSON, JR.

Ruel is a native of Pitt County, North Carolina. He studied philosophy at Washington and Lee University and ethics and philosophical theology at Yale University. He has been a professor in the Department of Religion at UNC-Chapel Hill since 1967 and served as chairman of that department from 1975-80. He has served in many administrative positions at the university and as a member of several national programs including the National Humanities Faculty, the Society for Values in Higher Education, the Rockefeller Foundation.



## SHORT NOTES

—Five new members of NCHC will be elected in 1984 for four-year terms. Any citizen of North Carolina can make a nomination to the Committee. The candidate should have a background or interest in adult education or in one of the humanities disciplines—history, literature, philosophy, religion, law, ethics—and should be willing to attend three two-day meetings each year to consider requests for funding.

—Committee vice-chairwoman Dr. Jean O'Barr has returned to Duke University after a six-month leave at Oxford University in England. Upon her return, Dr. O'Barr assumed new responsibilities as director of the Women's Studies Research Center at Duke. Welcome back, Jean, and congratulations!

## CALENDAR OF PROJECTS

### Funded by the North Carolina Humanities Committee

This is a partial listing of events assisted by the NCHC that will take place in September and October. Times are subject to change, so please check with project directors.

DATE	PROJECT	PLACE	TIME
August 29- September 30 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503 Eudora Welty Photographic Exhibit	South Gallery NCSU Student Center	
August 30 Cullowhee	"Western N. C. Traditional Architecture: Reading Buildings as Cultural Texts" Mountain Heritage Center Michael Ann Williams (704) 227-7129	Mountain Heritage Center Western Carolina University	8:00 pm
September 11 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	North & South Galleries NCSU Student Center	Exhibit & Reception 3:00-5:00
September 12-14, September 19-21, September 26-27 Raleigh	"A Celebration of Paul Robeson" Shaw University James D. Hunt (919) 755-4857	Student Union Ballroom	7:30 pm
September 13 Asheville	"Western N. C. Traditional Architecture: Reading Buildings as Cultural Texts" Mountain Heritage Center Michael Ann Williams (704) 227-7129	Public Library (Tentative)	8:00 pm
September 13 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	8:00 pm (Lecture)
September 15 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	8:00 pm (Lecture)
September 17, 18 Winston-Salem	"When I Rise Up: Four Personal Histories of Southern Black Women" Reynolda House, Inc.; Wake Forest University Emily Herring Wilson (919) 725-5325	Reynolda House	10:00 am 5:00 pm
September 19 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	6:00 pm (Documentaries)
September 20 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	5:00 pm (Film) 8:00 pm (Lecture)
September 20, 27 Durham	"The Measure of Humanity" Office of Continuing Education, Duke and Durham County Public Library Marilyn Hartman (919) 684-6259	Durham County Library (Main Branch)	7:30 pm
September 21 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Blue Room NCSU Campus	8:00 pm (Lecture)
September 22 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	8:00 pm (Lecture)
September 23 Raleigh	"The Negro Main Street: Four Cities in Retrospect" N. C. Dept. Cultural Resources Flora J. Hatley (919) 733-7305	Archives & History State Library Building	10:00 am
September 24 Durham	"The Negro Main Street: Four Cities in Retrospect" N. C. Dept. Cultural Resources Flora J. Hatley (919) 733-7305	Auditorium, Durham County Library	10:00 am
September 24 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	8:00 pm (Lecture)
September 25 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	3:00 & 8:00 pm (Play)
September 26 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Blue Room NCSU Campus	8:00 pm (Lecture)
September 27 Franklin	"Western N. C. Traditional Architecture: Reading Buildings as Cultural Texts" Mountain Heritage Center Michael Ann Williams (704) 227-7129	Public Library (Tentative)	8:00 pm

DATE	PROJECT	PLACE	TIME
September 27 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	8:00 pm (Lecture)
September 28 Raleigh	"The Great Depression and the 30s" N. C. State University Charlotte V. Brown (919) 737-3503	Stewart Theater NCSU Campus	8:00 pm (Panel)
September 28 Greenville	"Exploring Human Values in New Plays" Play—"Trading in Futures" Playwrights Fund of NC, Inc. Preston K. Sisk (919) 792-1505	Greenville Museum of Art	12:00 noon
September 28 Winston-Salem	"Women's Studies in the University and the Community" Wake Forest University Dr. Andrew V. Ettin (919) 761-5388	DeTamble Auditorium Tribble Hall Wake Forest University	8:00 pm
October 2- November 6 Greensboro	"The German-American Heritage: People and Ideas" UNC-Greensboro Karl A. Schleunes (919) 379-5629	Weatherspoon Gallery UNC-Greensboro	Standing Exhibit
October 3 Fayetteville	"Reach of Reason: The Enlightenment in the 18th Century" Cumberland Co. Public Library; Friends of the Library Ricki V. Brown (919) 483-1580	Cumberland Auditorium Fayetteville Tech. Institute	8:00 pm
Programs also offered on October 10, 17 and 24.			
October 5-7 Chapel Hill	"Frank Porter Graham Conference on Human Rights" UNC-Chapel Hill Warren Nord (919) 962-1123	Carolina Inn	6:00 pm noon
October 11 Boone	"Western N. C. Traditional Architecture: Reading Buildings as Cultural Texts" Mountain Heritage Center Michael Ann Williams (704) 227-7129	ASU (place to be announced)	8:00 pm
October 12 Winston-Salem	"Women's Studies in the University and the Community" Wake Forest University Dr. Andrew V. Ettin (919) 761-5388	DeTamble Auditorium Tribble Hall Wake Forest University	8:00 pm
October 19 Greenville	"Exploring Human Values in New Plays" Play—"Citizen Kline" Playwrights Fund of N. C., Inc. Preston F. Sisk (919) 792-1505	Greenville Museum of Art	12:00 noon
October 20 (tentative) Ahoskie	"Railroad and Vaudeville: The Lines and Mimes of Ahoskie" Gallery Theatre; Ahoskie Preservation Committee Mrs. Lottie M. Parker (919) 332-5710	Gallery Theatre	7:30 pm- 9:00 pm
October 25, 26, 27 Greensboro	"The German-American Heritage: People and Ideas" UNC-Greensboro Karl A. Schleunes (919) 379-5629	Elliott University Center UNC-Greensboro	8:15 pm (Lectures)
October 27 (tentative) Ahoskie	"Railroad and Vaudeville: The Lines and Mimes of Ahoskie" Gallery Theatre; Ahoskie Preservation Committee Mrs. Lottie M. Parker (919) 332-5710	Gallery Theatre	7:30 pm- 9:00 pm
October 27 Greensboro	"Great World Religions: Significant Influences on American Society" Bennett College Jimmy Guess and Ruth Lucier (919) 273-4431	Pfeiffer Science Assembly Bennett College	7:00 pm
October 28 Greensboro	"Great World Religions: Significant Influences on American Society" Bennett College Jimmy Guess and Ruth Lucier (919) 273-4431	Pfeiffer Science Assembly Bennett College	7:00 pm
October 28 Wilmington	"Renewing the Humanities Contribution to Social Choices in the 80's" UNC-Wilmington Sylvia K. Polgar (919) 791-4330	Student Union UNC-Wilmington	9:00 am- 5:00 pm
October 31 Fayetteville	"Reach of Reason: The Enlightenment in the 18th Century" Cumberland County Public Library; Friends of the Library Ricki V. Brown (919) 483-1580	Cumberland Auditorium Fayetteville Tech. Institute	8:00 pm

# NCHC Sponsors Institute for Teachers of N.C. History

This summer, the North Carolina Humanities Committee sponsored a two-week institute for 8th grade teachers of North Carolina history. The institute, developed and taught by the National Humanities Faculty, offered forty-two teachers training in research, teaching, and writing methods with an emphasis on primary source materials. A new textbook, written by Dr. Thomas Parramore and Dr. Doug Wilms, was introduced during the institute and Dr. Parramore served as a faculty member.

The NCHC has made humanities programs for public school teachers a major priority within the last year and the decision to support the Summer Institute reflects that commitment. The Institute is one of a series of initiatives the committee has sponsored and will continue to support in the future. The articles that follow are related directly to the support for teacher training and the underlying philosophy that has made this activity so important. Dr. William S. Price is director of the N. C. Division of Archives and History and a former member of the NCHC. His comments were written shortly before the summer institute and were printed in several newspapers around the state. Jack Claiborne is associate editor of the Charlotte Observer and serves as Chairman of the NCHC. His editorial, first published in the Observer and reprinted here by permission, appeared immediately after the conclusion of the Summer Institute.

## "Racing Catastrophe"

By William S. Price, Jr.

North Carolina boasts (and rightfully so) of two of the most progressive secondary schools in the nation in the School of the Arts in Winston-Salem and the School of Science and Mathematics in Durham. It has been a hallmark of Gov. James B. Hunt, Jr.'s administration that North Carolina position itself to attract high technology industry with its superior wages and excellent benefits—an excellent and highly desirable idea.

All over the state, educators and students alike are taking important steps to prepare themselves to function in a world where the language of the computer is rapidly becoming the lingua franca. The ultimate recognition of the rise of the computer occurred when *Time* magazine's heralded "Man of the Year" designation for 1982 was bestowed on the "Machine of the Year"—the computer.

No one, least of all a historian like me, should fail to recognize the absolute inevitability of change. If we are to progress, if we are to prosper, we must undertake a variety of innovations that will lead to different (if not always better) ways of doing things.

I welcome the rise of the computer, while still being perplexed by the simple memory functions of my little pocket calculator. I can already see the vast improvements it has made in the workplace in the hands of skillful people, and I sit in wonder at how commonplace its marvels already seem to my two children.

And yet I'm worried. The seductiveness of high technology is enormous. As we gear up to educate ourselves to computer usage, as we emphasize training in the sciences, as we reach for the better paying jobs that high technology offers, we must not forget to educate ourselves in one of the most

important lessons there is — that we are human beings.

One of the most proven, most effective means of conveying a sense of our "humanness" is through the humanities. If science nourishes our intelligence and the arts nourish our souls, then the humanities nourish our intellects.

What are the humanities? The National Endowment for the Humanities defines them through a variety of disciplines including linguistics, archaeology, comparative religions and jurisprudence. But the "hard core" humanities are the study of literature, history and philosophy.

What is to be gained by studying the humanities? As with the study of science, pursuit of the humanities makes us want to ask questions, makes us want to learn answers, makes us want to grow. President Franklin D. Roosevelt once said that while he didn't know all the answers, he did know the right questions!

The humanities help us ask the right questions because they give us a perspective from which to inquire. They provide us with a sense of movement through time and a knowledge that some of the most significant concerns we face as a society have been confronted in other forms at other times. The humanities provide us with a sense of community through the knowledge that human beings have accomplished some remarkable things by exercising their reason. The humanities help us to know mankind at its best.

Permit me to offer a current example of the usefulness of the humanities. Imagine, if you will, the importance of knowing the history of our relations with Latin America to those diplomats and policy makers currently wrestling with the dilemmas posed by Nicaragua and El Salvador. Knowledge of the past in that instance will not provide solutions to all the problems posed, but it will provide an essential perspective, an informed context to those people making decisions. And since we are fortunate enough to live in a democracy, our informed knowledge of the complexities involved will help us make our priorities known to our elected representatives.

Above all, the humanities make us fuller, more complete human beings. It is no accident that the first five letters of the word form "human." Mankind in its basest form is a mammal not unlike the ape. But our intelligence, our spirit and our intellect raise us above that level. To develop ourselves and our kind as full human beings we must nourish those attributes that raise our senses and broaden our minds.

I am proud to be a citizen of a state that recognizes the importance of education in the arts and sciences as it has done in the establishment of the fine institutions at Winston-Salem and Durham. I am prouder still of our great institutions of higher learning both public and private, and of the Department of Cultural Resources (of which I have been a part for 12 years).

(Continued on Page 4)

## N.C. As Leader: State History Course Helps Enliven A Great Tradition

By Jack Claiborne

(THE CHARLOTTE OBSERVER, July 9, 1983)

Two weeks ago, Jane Spivey of Concord and Virginia Tooker of Charlotte were not looking forward to the challenge that awaits them this fall. They are eighth-grade social studies teachers who, like their colleagues across the state, must resume teaching a North Carolina history course that all but disappeared from most classrooms 12 years ago.

They had doubts about the wisdom of that assignment: Was there enough in N. C. history to fill a year's study? That was one reason the course had slipped from the curriculum in the early 1970s—some teachers said there wasn't enough to teach.

How could the events of North Carolina's history possibly interest today's 13-year-olds, who tend to equate any history with the dead past and state history with rigor mortis?

And at a time of rising clamor for renewed emphasis on science and mathematics, doesn't a year's study of N. C. history seem irrelevant?

All that was two weeks ago. Since then, Jane Spivey, Virginia Tooker and 33 other eighth-grade teachers from across the state have attended an institute at Wake Forest University, sponsored by the N. C. Humanities Committee and the National Humanities Faculty.

They have heard Dan Carter, an Emory University professor, define history and show how it affects our daily lives and enriches our understanding. They have heard Dr. Burt Beers of N. C. State relate N. C. history to world history, Dr. Gail O'Brien of UNC tie N. C. history to American history, and anthropologist Jim Peacock connect N. C. history to local history.

They have heard Dr. Thomas Parramore of Meredith College, author of the new N. C. history text, explain why he wrote what he did, why he left out what he did, how his book is organized and what resources might be used to supplement it.

They've heard Dr. Richard Marius of Harvard treat history as an act of imagination, and show how it can be used in teaching students to think and write, to organize and analyze. They have heard Dan Patterson of UNC link N. C. history to folklore, and Ardis Kimzey of the N. C. Cultural Resources Department show how it can stimulate creative writing.

They have toured historic sites and been shown how such resources can be used to make history come alive in a community. They have engaged in role playing and seen how N. C. history can be interpreted differently by different people.

For instance, they heard Dan Carter discuss events at the turn of the 20th century, when Southern blacks were disfranchised and shackled by Jim Crow laws, and Southern whites put through a long series of education, transportation, health, economic

## The Faculty

Burt Beers—N. C. State University  
Dan Carter—Emory University  
Billie D. Gaines—National Humanities Faculty  
Ardis Kimzey—Department of Cultural Resources  
Benjamin Ladner—National Humanities Faculty  
Richard Marius—Harvard University  
Gail O'Brien—N. C. State University  
Barbara Parramore—N. C. State University  
Dan Patterson—UNC-Chapel Hill  
Jim Peacock—UNC-Chapel Hill

## The Teachers

Ann Andrews—Greensboro  
Willa Ann Baker—Spruce Pine  
Nancy Barlow—State Road  
Veronica Borders—Greensboro  
Joanne Boswell—Kannapolis  
Willie Bowen—Lexington  
Janice Brumley—Columbus  
Gladys Bunch—Williamston  
Peggy Bunton—Union Grove  
Linda Causey—Dobson  
Kay Cheek—State Road  
Julia Church—Winston-Salem  
Barbara Creech—Cary  
Celestine Gainer—Williamston  
Janet Gordon—Greensboro  
Marguerite Holt—Reidsville  
Carolyn King—Cary  
Ruth Locklear—Pembroke  
Deloris Long—Seaboard  
Karen Lowe—Roanoke Rapids  
Jack Luffman—Elkin  
Judy McGee—Wilkesboro  
Pauline Miller—Elon College  
Terry Mitchell—High Point  
Arlene Murphy—Greenville  
Joan Nelson—Fayetteville  
Roy Parton—Asheville  
Margaret Pevette—Statesville  
Dale Ritchie—Concord  
Joe Roberts—Fayetteville  
Joan Sheppard—Greensboro  
Terry Shive—Salisbury  
Jean Sinclair—Winston-Salem  
Jane Spivey—Concord  
Joanne Stockert—Currie  
Sarah Strickland—Jacksonville  
Virginia Tooker—Charlotte  
Sherwin Washburn—Boiling Springs  
Jeneal Whorton—Fayetteville  
Susan Williams—Hampstead  
Ricky Williamson—Chadbourn  
Joanne Wray—Reidsville

and penal reforms. While Southern blacks saw that as a period of repression, Southern whites welcomed it as an era of progress.

They also heard Dr. Carter, a South Carolina native educated at USC, talk about how, in that 1900 era, North Carolina began to shed its image as "a vale of humility between two mountains of conceit" and become the leader of an impoverished South's long climb to national respect.

"It was in that period that the notion took root that somehow North Carolina was different from the rest of the South," Dr. Carter said.

This state lacked the romance that blinded much of the Deep South. It lacked the kind of planter aristocracy that dominated other states and strangled their politics. It lacked the larger-than-life

(Continued on Page 5)

## N.C. As Leader: State History Course Helps Enliven A Great Tradition

(Continued from Page 4)

political figures whose rhetoric and schemes often attracted national attention.

As a state of small towns, small businesses and small farms, North Carolina was "hopelessly middle class," he said. For that reason, it was open to dissent and tolerant of unpopular ideas. That tolerance enabled UNC to emerge as the South's first great university, and the UNC Press to stimulate Southern thought with a long list of provocative publications.

"That tradition remains," he said, "and it's one that students in North Carolina need to be aware of. As Southerners we're too often proud of the wrong things, but that tradition is one that people in North Carolina *ought* to be proud of."

Returning N. C. history to the curriculum will help to maintain and strengthen that tradition, even as the schools give new emphasis to math and science. The two go hand in hand.

Barbara Parramore of N. C. State, in helping the teachers draw up lesson plans for the new course, touched on that. She began as a science and math teacher, she said, but over the years switched to social studies because she decided "that's the heart of the problem. . . . It's the study of how we manage ourselves in our world." Without history and philosophy, she suggested, we have nothing to guide our uses of math and science.

Having heard all that, Jane Spivey and Virginia Tooker now wonder how they're going to spread their enthusiasm for N. C. history among other eighth-grade teachers.

"Please, tell the public how incredibly good this course has been," Jane Spivey said. "Urge that something like it be made available to all the other teachers."

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## ENDOWMENT PUBLISHES CATALOG OF MEDIA PROGRAMS

MediaLog is a guide to television, film and radio programs that have been supported by the National Endowment for the Humanities. This guide is available *free* to teachers, librarians, community group leaders, museum coordinators and others looking for programs which bring alive a wide range of humanities subjects for both public and academic audiences. MediaLog describes over 315 film, television, and radio productions including information about length, content, format, distributor, and, in most cases, rental and/or purchase fees. Seven general areas of the humanities—United States History; Archaeology and Anthropology; Folk Traditions and Local History; World Culture and History; History, Theory and Criticism of the Arts; The Humanities in Literature; and Philosophy, Religion and Ethics—are listed in the catalog. MediaLog can be obtained by writing to the National Endowment for the Humanities, Public Affairs Office, 1100 Pennsylvania Avenue, N.W., Washington, D. C. 20506.

## "Racing Catastrophe"

(Continued from Page 3)

I am pleased by the important "grassroots" education in the humanities that the North Carolina Humanities Committee has fostered in recent years, and I congratulate it for its new efforts to work more closely with leading officials of the Department of Public Instruction. While I do not advocate the creation of a School of the Humanities to complement the School of the Arts or the School of Science and Mathematics, I do believe that the humanities should be an essential component of education. It seems to me that the humanities are best taught and learned when made a part of basic curricula.

Happily, there are some encouraging signs. Last year the state Board of Education restored significant history requirements (including North Carolina history for 8th graders) to the public schools after a decade of neglect. Those requirements will be implemented this fall.

But more needs to be done. In order for that to occur, all of us must recognize the importance of educating rounded, complete human beings rather than narrow specialists. To my mind, one of the best ways of assuring that goal is to provide a large measure of training in the humanities for everyone.

H. G. Wells once wrote, "Human history becomes more and more a race between education and catastrophe." He wrote that in 1920, before the nuclear age. If we are to win the race with catastrophe, we need to educate ourselves to the worth, the importance, the value—the necessity—of our own humanity.



Vera (Nancy Nixon) and John Leary (William Rackley) perform in a scene from the play "Vera" by Roland Reed of UNC-Charlotte. The play concerns the life and work of a woman in a textile mill village and played in various locations in the Charlotte area. The production is funded with a matching grant from the North Carolina Humanities Committee.

(Photo by Sue Johnson)

## NORTH CAROLINA SOCIAL HISTORY IS PUBLISHED

An outstanding five-volume series on the social history of North Carolina has been written by the N. C. Division of Archives and History and published by UNC Press. The series is called *The Way We Lived in North Carolina*, edited by Dr. Sydney Nathans of Duke University. Dr. William Price and Larry Misenheimer of the Division of Archives and History served as consultants for the project which was funded through grants from the National Endowment for the Humanities. The books provide an interpretation of state and local history by using selected historic places to illustrate patterns and events in social history. Authors for the series are Elizabeth A. Fenn and Peter H. Wood, *Natives and Newcomers*:

*The Way We Lived in North Carolina Before 1770*; Harry L. Watson, *An Independent People* (1770-1820); Thomas H. Clayton, *Close to the Land* (1820-1870); Sydney Nathans, *The Quest for Progress* (1870-1920); and Thomas C. Parramore, *Express Lanes and Country Roads* (1920-1970). Jean B. Anderson contributed research and marginalia to each book and Christine Alexander served as designer and art editor. The books are available in cloth (\$11.95 per volume) or paperback (\$6.95 per volume) at all state historic sites, many bookstores, or from the UNC Press, P. O. Box 2288, Chapel Hill, NC 27514.

### MAY WE HELP?

The North Carolina Humanities Committee staff can help you to develop an educational program. We won't design it for you, but we can help your organization to do so. If you have some ideas about the use of the humanities in educational activities for adults, call us and we'll arrange to visit with you (919—379-5325) — or mail the coupon at the right and we'll call you. Upcoming deadlines for grant proposals are: October 1, 1983; February 1, 1984; and June 1, 1984.

### Clip and Mail to:

Brent D. Glass  
Executive Director, NCHC  
112 Foust Bldg., UNC-G  
Greensboro, N. C. 27412

Please send me a project planning packet.

Please contact me to arrange for a visit by a NCHC staff member.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

Telephone Number \_\_\_\_\_



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