**State Library of North Carolina - Library Services and Technology Act**

**NC ECHO DIGITIZATION GRANT**  
2009-2010  
Application

<table>
<thead>
<tr>
<th>INSTITUTION / LIBRARY:</th>
<th>University Library, University of North Carolina at Chapel Hill</th>
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</thead>
</table>
| MAILING ADDRESS:       | Davis Library, CB#3900  
                         Chapel Hill, NC 27514-8890 |
| U.S. CONGRESSIONAL DISTRICT (in which library is located): | Fourth |
| PROJECT MANAGER, NAME / TITLE: | Natasha (Natalia) Smith, Head of Digital  
                                Publishing, Carolina Digital Library and Archives |
| PHONE:                 | 919-962-9590  
                         FAX:                              |
| EMAIL:                 | nsmith@email.unc.edu |

**PROJECT FUNDS 2009-10 (whole dollars only)**

<table>
<thead>
<tr>
<th>Grant Amount Requested</th>
<th>$74,553</th>
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<tbody>
<tr>
<td>Matching Funds</td>
<td>$20,000</td>
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</table>

**2009-2010 Total Costs** = $94,553

**PROJECT TITLE:** Driving Through Time: The Digital Blue Ridge Parkway in North Carolina

**ABSTRACT:** "Driving through Time: The Digital Blue Ridge Parkway in North Carolina" will present an innovative, visually- and spatially-based model for documenting the twentieth-century history of a seventeen-county section of the North Carolina mountains. The project will feature historic maps, photographs, postcards, government documents, and newspaper clippings, each of which will be assigned geographic coordinates so that it can be viewed on a map, enabling users to visualize and analyze the impact of the Blue Ridge Parkway on the people and landscape in western North Carolina. Primary sources will be drawn from the collections of the UNC-Chapel Hill University Library, the Blue Ridge Parkway Headquarters, and the North Carolina State Archives. These materials are especially significant in that they document one of North Carolina's most popular tourist attractions, but also in the way that they help to illuminate the way that the Blue Ridge Parkway transformed the communities through which it passed. In addition to the digitized primary sources, the project will include scholarly analyses of aspects of the development of the Blue Ridge Parkway in North Carolina, and an educational component designed for K-12 teachers and students.

**CERTIFICATION AND SIGNATURES** (please sign in blue ink):

We are aware of, and agree to comply with, all state and federal provisions and assurances required under this grant program. If awarded grant funds, we assure that we will carry out the grant project according to the approved grant proposal. The appropriate authorities of the applying institution/library have authorized this application.

**Printed name of library director**

Sarah C. Michalak

**Signature, library director**

Date 2/18/09

**Printed name & title of local government or institutional authorizing official**

Tony G. Waldrop  
Vice Chancellor For Research and Economic Development

**Signature/above official**

Date 2/19/09  
SLNC 12/08

LSTA NC ECHO Digitization Grant, 2009-2010 Application  
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PART I. PROJECT NARRATIVE

1. PROJECT OVERVIEW

a. Product. Summarize the project you are proposing and describe its goals.

The Carolina Digital Library and Archives (CDLA) at the University of North Carolina at Chapel Hill is planning a new digital collection to document the development and impact in North Carolina of the Blue Ridge Parkway (BRP), the most visited site in the National Park system. "Driving through Time: The Digital Blue Ridge Parkway in North Carolina" will present an innovative visually and spatially based model for illustrating North Carolina's key role in creating the Parkway, for representing the twentieth-century history of a seventeen-county section of the North Carolina mountains, and for understanding crucial elements of the development of the American National Park system.

The project will draw from the rich resources of the University Library's North Carolina Collection, including historic maps, photographs, and newspaper clippings, and will make widely available for the first time resources on Parkway history chosen from the extensive map and historical photograph collections at the Blue Ridge Parkway headquarters and archives in Asheville and the North Carolina State Archives. Anne Mitchell Whisnant, author of *Super Scenic Motorway: A Blue Ridge Parkway History* (UNC Press, 2006), will serve as scholarly advisor to the project. We seek LSTA funding through the State Library of North Carolina for a two-year term beginning in July 2009.

Using digital technologies to open a new window on the history of the Parkway and its region is especially timely considering the approach of the Parkway's 75th anniversary in 2010 and the National Park Service's 100th anniversary in 2016. This project is certain to be a valuable and popular resource for millions of tourists as well as for teachers, students, and historians, both within North Carolina and beyond.

The four distinct goals of the project are:

1. to document the history of the Blue Ridge Parkway in North Carolina by focusing on the development of the scenic highway and the effects it has had on the communities and region through which it passes;
2. to provide users with innovative, spatially based tools for viewing and analyzing the historic materials digitized for the project;
3. to offer scholarly analysis of selected materials in the project in order to provide context for the digitized primary sources and to demonstrate the transformative potential of spatially organized digitized historical materials for academic research;
4. to develop tools for K-12 teachers and students to view, analyze, and understand the history and issues surrounding the evolution of the Blue Ridge Parkway in North Carolina.

This project will build on the knowledge and capabilities developed by the University of North Carolina at Chapel Hill Libraries in the award-winning digital publishing program *Documenting the American South* (DocSouth), available at [http://docsouth.unc.edu/](http://docsouth.unc.edu/). This digital library currently comprises twelve collections of primary source materials, including books, articles, manuscript documents, propaganda posters, artifacts, music, maps, and oral history interviews. The seven most recent collections, published online in the past seven years, contain a wealth of materials directly related to the history of North Carolina. This new project will complement DocSouth collections by presenting new geographic, textual, and graphic materials that document the social, cultural, and economic history of the state.

b. Partners

Describe any partner institution(s) and why these institution(s) are appropriate partners for this project. Explain their respective roles in the project.
In the first year of the project, the UNC University Library will work with two partners on this project, the Blue Ridge Parkway headquarters, a unit of the National Park Service based in Asheville (http://www.nps.gov/blri/) and the North Carolina State Archives (http://www.archives.ncdcr.gov/). It is important to clarify that although we are not seeking to establish a formal partnership with the Blue Ridge Parkway and the North Carolina State Archives for this project, we have a clear commitment from each repository to contribute digital content and to advise us on the selection and presentation of materials from their collections.

The Blue Ridge Parkway headquarters is the repository for the official records of the Blue Ridge Parkway, and contains a wealth of historic material relating to the development of the Parkway, including maps and photographs. For this project, the Parkway headquarters will provide access to selected primary sources, enabling them to be digitized and published online. In addition, drawing on their extensive knowledge of the history of the Parkway and the needs and interests of current visitors, the staff at the Parkway headquarters will advise project staff on the selection of materials and their online presentation.

The Non-Textual Materials Unit of the North Carolina State Archives holds a large collection of historic photographs and maps documenting the construction of the Blue Ridge Parkway. Selected materials from this collection will be published online as part of this project.

The UNC-Chapel Hill University Library and its collaborators understand that there is a considerable wealth of related materials in other collections and institutions throughout the state. We are willing and fully committed to working with additional partners beyond the two that have already committed to this project. If appropriate, we will explore the possibility of establishing a formal partnership with an additional institution for the second year of this project. While preparing the Letter of Intent, the UNC-Chapel Hill University Library wrote colleagues at the UNC-Asheville and Appalachian State University about our plans to develop this new project. Richard Szary, Director of the Wilson Library, noted in his letter that “[t]he initial development of the Blue Ridge Parkway project is intended to lay the groundwork for an online resource that could certainly expand to include additional features, as well as relevant materials from other libraries, museums, and archives, including your own if you are interested.” His letter clearly states the UNC-Chapel Hill University Library’s position on the future project development: “While the initial development of the collection will take place here in Chapel Hill, both Anne [Whisnant] and we are interested in pursuing collaborations with other interested repositories as the project takes shape. We would be happy to keep you informed of our progress and hope that we can expand the scope of the collection and its features as we go forward.”

c. Audience

Who will be the primary audience(s) for this project? How and for what purpose do you envision each audience using the resources?

"Driving Through Time: The Digital Blue Ridge Parkway in North Carolina" will have a broad appeal, but is certain to be of interest to at least three distinct audiences in the State of North Carolina and beyond.

The General Public will likely be largest audience for this project. The Blue Ridge Parkway continues to have a wide popular appeal, visited by upwards of eighteen million people each year, making it one of the most popular tourist attractions in North Carolina and the most visited site in the National Park system. The continued popularity of books, calendars, postcards, and other contemporary materials documenting the Parkway demonstrate the enduring interest in the scenic highway. This project will enable visitors and residents alike to explore beneath the scenic views and begin to understand the rich and complicated history of the project by viewing interactive maps, historical photographs, and original plans and by reading scholarly essays about the Parkway. The project will digitize and publish online a selection of
Driving through Time: The Digital Blue Ridge Parkway in North Carolina

Blue Ridge Parkway photographs by the popular North Carolina photographer Hugh Morton. The Morton photographs will provide a visual record of the striking landscapes in western North Carolina.

**K-12 Teachers and Students** will be an important audience for this project. The diverse content digitized for the project will inform students studying state history and social sciences, and will provide avenues for further investigation in geography, ecology, and political science. In an effort to make these materials accessible to K-12 teachers and students, we will work with LEARN NC and the School of Education at UNC-Chapel Hill to develop lesson plans and learning objects to facilitate the use of these materials in the classroom. The interactive maps developed for the project will be especially useful in the classroom, enabling teachers and students to study changes over time by comparing different maps of the same area.

**Local Historians and Enthusiasts** will be another large and significant audience for this project. Anyone interested in the history of western North Carolina will enjoy the primary sources digitized for this project, as well as the manner in which they are presented. The Blue Ridge Parkway was a significant engine of change, transforming not just the economy in the areas it touched, but the people and landscape as well. Through historic maps, photographs, oral histories, and newspaper clippings, this project will document all seventeen counties (see Appendix I) through which the Parkway passes in North Carolina, providing ample resources for local historians, residents, adjoining landowners, and genealogists.

There is a large community of **Blue Ridge Parkway Advocates, Partners, and Planners** in North Carolina who are working to raise awareness of Parkway preservation issues and who have responsibility to plan for how the Parkway will be managed. These groups include nonprofit organizations such as Friends of the Blue Ridge Parkway, the Blue Ridge Parkway Foundation, the Conservation Trust for North Carolina, Blue Ridge Parkway 75, Inc.; and the Blue Ridge Parkway Association, all of whom have a strong presence in North Carolina. They also include local governments and community leaders, as well as planners and managers at the Parkway headquarters, all of whom will benefit from having ready and unified access to a variety of historical materials that are presently housed in widely scattered collections.

We strongly believe that this new digital collection will directly address the LSTA Five-Year Plan’s call for projects that “enhance information for lifelong learning for all North Carolinians by expanding the information resources in our state’s libraries through strengthening, sharing, digitizing and preserving our valuable and unique collections” (http://statelibrary.dcr.state.nc.us/lsta/plan2008-12.pdf).

**d. If multiyear, explain why your project requires more than one year to implement.**

With its complex technological infrastructure, as well as the amount and variety of primary sources to be digitized and published online, this project will take two years to complete. Year one will be spent in digitizing primary sources, transferring digital files between partner institutions, harvesting existing metadata, designing the user interface, and developing the database and technological infrastructure for the project. Year two activities will include continued digitization and technological development, the writing and publication of K-12 lesson plans and learning objects, usability testing, and final project implementation.

In Year 1, Natasha Smith and Anne Mitchell Whisnant will actively explore opportunities of establishing formal partnerships with institutions that hold related collections. We will start the project with digitizing and providing access to rich holdings of the UNC-Chapel Hill University Library, Blue Ridge Parkway Headquarters, and the State Archives, fully realizing that this will be just the beginning steps towards achieving the ultimate goal: to present a truly comprehensive history of BRP development. We hope that our project will lay the foundation for what will eventually become a larger multi-institutional undertaking.

LSTA NC ECHO Digitization Grant, 2009-2010 Application
"Driving Through Time: The Digital Blue Ridge Parkway in North Carolina" was initially inspired by the work of Anne Mitchell Whisnant, Director of Research, Communications, and Programs for the Office of Faculty Governance, adjunct assistant professor of history at UNC-Chapel Hill, and author of the book *Super-Scenic Motorway: A Blue Ridge Parkway History* (UNC Press, 2006).

Knowing of Whisnant's work on the Parkway, which originated in 1991 from her research in UNC's North Carolina Collection, CDLA staff initiated a conversation in the spring of 2008. Having long envisioned using technology to help visualize historically layered landscapes along the Parkway, Whisnant responded enthusiastically to the invitation to participate in an initial meeting on June 26, 2008. She then drafted a preliminary proposal for the digital project, which was shared with the Library Administration.

By September 2008, the Library decided to develop a Letter of Intent to the State Library for a new digital collection. Whisnant and CDLA staff met twice more and also discussed the project with colleagues at the State Historic Preservation Office, Appalachian State University, and on the UNC-Chapel Hill campus. They discussed the project with David Anderson, Landscape Architect and GIS Coordinator, and Jackie Holt, Curator at the Blue Ridge Parkway headquarters in Asheville, which holds the bulk of the Parkway's official records. Holt and Anderson are enthusiastic about providing materials for the project. We also contacted Kim Cumber, Archivist in the Non-Textual Materials Unit at the North Carolina State Archives and her colleagues-archivists Chris Meekins and Lisa Coombes, about a collection of Blue Ridge Parkway construction photographs and land acquisition maps in that repository. The UNC-Chapel Hill University Library also wrote to colleagues at UNC-Asheville and Appalachian State University about the development of the Letter of Intent.

4. CONTENT

4a. Scope & Significance

**Primary Materials and Collections**

- **What materials do you propose to digitize and make available to the public in this project? Briefly summarize the materials your library and any partners will contribute to the project.**
- **How and why were these materials chosen as the focus of the project?**
- **How will your digitization project provide better access to your primary source materials?**

The following groups of materials, some of which have not been available to the public before, much less available in such an organized fashion, will be digitized and published online as part of this project:

**Selected Historic Photographs from the County Collections in North Carolina Collection Photographic Archives.** The North Carolina Collection, located in Wilson Library at UNC-Chapel Hill, contains collections of historic photographs for each of North Carolina's 100 counties. This project will include selections from these collections for the seventeen counties through which the Blue Ridge Parkway passes.

**Selected Blue Ridge Parkway Photographs from the Hugh Morton Collection.** The collection of well-known photographer Hugh Morton, recently acquired by the North Carolina Collection Photographic Archives, contains thousands of images of western North Carolina, primarily Grandfather Mountain and the surrounding area. These images range in date from the 1950s through the early 2000s and document the development of parts of western North Carolina. The Morton collection also includes many iconic photographs of the Blue Ridge Parkway.

**Selected Photographs from the North Carolina State Archives.** The Blue Ridge Parkway Photograph Collection (PhC.66) in the North Carolina State Archives contains 14 boxes of photographs and negatives...
documenting the construction of the Blue Ridge Parkway (and 5 boxes of index cards describing the photographs.) These photographs range in date from 1931 to 1959. Over 1,000 of the photographs have already been scanned and will be available for use in “Driving Through Time: The Digital Blue Ridge Parkway in North Carolina.” The finding aid is available at http://www.archives.ncdcr.gov/ead/eadxml/pha_blue_ridge_pkwy_photo_coll.xml (see Appendix 7).

**Historical Blue Ridge Parkway Photographs** selected from over 10,000 photographs (1934-present) at the Blue Ridge Parkway archives in Asheville. These photographs document Parkway construction, the work of the Civilian Conservation Corps, early Parkway buildings, and Parkway-region landscapes both before and after Parkway construction from the 1930s on. The collection includes scenic shots, detailed views of Parkway features (bridges, stonework), images of workers and machinery, pictures of structures razed or relocated for the Parkway, photographs of Parkway road crossings and intersections, and images of landscape rehabilitation, signage, visitors, and key Parkway personnel. Locations for most of the photographs are given by Parkway milepost. For this project, we plan to digitize approximately 1,000 photographs. All of the images selected will be of North Carolina scenes that can be accurately geo-tagged.

**Parkway Land Acquisition Maps for North Carolina (1930s-1960s)** selected from approximately 500 maps, created by the North Carolina State Highway Commission’s Right-of-Way Department, which show parcels of land acquired through eminent domain for the entire Parkway in North Carolina. These acquisition maps, carefully drawn to scale (1" to 100’), contain detailed information about land ownership along the Parkway corridor and depict some landscape features such as roads and streams. They are organized by the numbered Parkway sections (from 2A at the NC/VA line to 2Z on the Cherokee reservation), and each section’s map also contains a valuable “summary land schedule” indicating names of all landowners from whom land was taken, along with acreages, assessed values, and prices paid. These maps give an excellent overview of land ownership along the Parkway at the time of the commencement of Parkway construction.

**Selected Parkway Land Use Maps (PLUMS)** housed at the Parkway headquarters’ archives in Asheville. Approximately 600 maps, dating from the 1930s through the 1980s, show the “as-built” initial condition of the Parkway. These are also drawn to scale (1” to 100’) and organized by numbered Parkway sections. These maps show the right-of-way boundary for each Parkway section and indicate the road alignment and connecting roads, as well as the sequencing of views, arrangement of ornamental plantings, and other scenic features. All of these maps have previously been digitized by Parkway staff, but have not been geo-referenced or made available to the public. They allow a viewer to understand the planners’ original implementation of Parkway design along each section of the Parkway.

**Maps and plans for Parkway “developed areas”** such as Doughton Park and Cumberland Knob. These maps, drawn to scale and held at the Parkway headquarters in Asheville, reveal the process of planning the Parkway’s “recreation areas,” which were large areas of land where features such as lodging, hiking, camping, and other recreational activities were to be offered. These areas were also carved from private lands, although the land acquisition was handled directly by federal agencies, rather than by the states. Approximately 10-15 maps will be selected that depict the evolution of plans for two of the earliest developed areas in North Carolina, Cumberland Knob and Doughton Park (originally known as The Bluff). Maps show plans (in many cases not implemented) for hiking trails, water features, lodges, cabins, and campgrounds, and may indicate plans for segregated facilities that were at least briefly provided at Doughton Park.

**Alternate Parkway routing maps, North Carolina and Tennessee routes, 1934.** At least one map depicting the various alternative routings for the Parkway considered in 1934 is available at the Parkway headquarters and will, when digitized, provide a way to visualize the Parkway that might have resulted had Tennessee’s preferred route been chosen over that advocated by North Carolinians and lying entirely within North Carolina.
Alternate Parkway routing maps for selected North Carolina sections. Three or four maps for proposed (not built) routes along contested sections of the Parkway will be selected from the collections at the Blue Ridge Parkway archives. Areas for focus could include the sections through the Cherokee reservation and the section around Grandfather Mountain. These maps will enhance understanding of the options in front of planners and landowners as conflicts over routing emerged from the 1930s to the 1960s.

Newspaper Clippings from the North Carolina Collection. The extensive subject clipping file in the North Carolina Collection contains over 200 newspaper clippings on the Blue Ridge Parkway, ranging in date from the 1930s to the 1970s. These document the early planning of the route and its progress during construction. The newspaper clippings will be important sources for understanding the history of the Parkway, and will give users a sense of the initial reactions to the idea of a scenic highway in North Carolina.

Oral Histories drawn from several sets of interviews held at the Blue Ridge Parkway archives. The interviews, conducted from the 1960s to the 2000s, include conversations with former Parkway employees and Civilian Conservation Corps workers, as well as more recent interviews conducted as a part of an ethnographic study of the Parkway region. Although most of the oral histories are transcribed, they also exist in their original form on reel-to-reel tapes, cassettes, and CDs. Signed release agreements are in place for most of the more recent interviews. Our selection process will be guided by the existence of released forms.

Note: We do not seek LSTA funding for selecting relevant newspaper pages nor for transcribing oral histories interviews.

Context

- What kinds of contextual information, if any, will your project compile and include in the final product to help researchers understand and effectively use these materials?

For this project, some contextual information will be inherent in the primary sources themselves. For example, the newspaper clippings that will be digitized will enable users to find short and easy-to-read summaries of the progress of the Blue Ridge Parkway planning and construction over time.

However, the most significant contextual information will be provided by Anne Mitchell Whisnant, the scholarly adviser to the project. Drawing material from her book, Dr. Whisnant will write a brief overview of the history of Blue Ridge Parkway development, which will serve as an introduction to the project and provide the basic contextual information necessary for understanding and appreciating the digitized primary sources. Additionally, she will provide at least two focused scholarly essays that use the primary sources available in the project to analyze and interpret specific aspects of the history of the Blue Ridge Parkway in North Carolina. Topics could include the 1934 routing controversy between North Carolina and Tennessee and the contentious processes of land acquisition at several locations (Cherokee, Little Switzerland, and Grandfather Mountain).

- Describe the end product(s) and/or presentation(s) of this project.
- If you plan to address the needs of the K-12 audience, please outline how you will make sure the K-12 material adheres to the recommendations in Chapter 8 of the NC ECHO Digitization Guidelines (<http://www.ncecho.org/dig/digguidelines.shtml>).

Using digital technologies to open a new window on the history of the Parkway and its region is especially timely considering the approach of the Parkway’s 75th anniversary in 2010 and the National Park Service’s 100th anniversary in 2016. This project is certain to be a valuable and popular resource for millions of tourists as well as for teachers, planners, advocates, students, and historians. The final project will combine several components in its final presentation on the Web:
Interactive Map: Employing tools developed for previous LSTA-funded projects at the CDLA ("Going to the Show" and "North Carolina Maps"), project staff will build an interactive map feature that will allow users to compare different historic maps and views by overlaying and "seeing through" the images. The interactive map will allow users to visualize and analyze more effectively Parkway impacts upon surrounding landscapes and communities and the evolution of the Parkway landscape (including Parkway views and land ownership patterns) over the road's 75-year history.

Geotagged Primary Sources: Project staff will digitize and publish online a broad selection of primary source materials related to BRP development and its impact in North Carolina. Every digitized object will be assigned geographic coordinates that match the object with the physical location. These referenced places must then be located, as accurately as possible, on a map with place markers or "push pins." Proposed content includes the following materials drawn from the University Library, the North Carolina State Archives, and the collections at the Blue Ridge Parkway headquarters in Asheville: maps, photographs, postcards, and other visual materials, newspaper clippings, oral history interviews, historical census data for Parkway counties.

Scholarly Narratives: Anne Whisnant will prepare narratives addressing specific aspects of BRP history. These in-depth yet accessible narratives will demonstrate how geospatial analysis can serve scholars, teachers, and students in the humanities, mainly by making more transparent how people in the past made the decisions that produced the Parkway. Topics for initial narratives could include:

- The social dynamics of Parkway land acquisition. The maps and other materials to be digitized offer an opportunity to understand changing land use patterns in the North Carolina mountains and the effects of land acquisition via eminent domain on small and large landowners throughout the seventeen-county region.
- The Parkway "road not taken." Several Parkway routes were debated in the 1930s, including one that would have turned westward into Tennessee, bypassing Asheville altogether. Mapping alternative routes in relation to existing 1930s communities, travel corridors, attractions, and other geophysical data will illuminate the real choices available to 1930s citizens, and reveal the significance of having made one choice over another.
- The Parkway at Cherokee, North Carolina. Overlaying the original Parkway proposal (which would have followed the route where U.S. 19 now lies) on a 1930s map of the same area allows a clearer view of Cherokee concerns about these plans. Plotting subsequent tourism and travel route development will help reveal the relative impact of the (relocated) Parkway and U.S. 19 on tourism growth on the Qualla Boundary lands.

Educational Component:
As stated above, K-12 teachers and students will be an important audience for this project. The diverse content digitized for the project will inform students studying state history and social sciences, and will provide avenues for further investigation in geography, ecology, and political science. In an effort to make these materials accessible to K-12 teachers and students, we will work with LEARN NC and the School of Education at UNC-Chapel Hill to develop lesson plans and learning objects to facilitate the use of these materials in the classroom. The interactive maps developed for the project will be especially useful in the classroom, enabling teachers and students to study changes over time by comparing different maps of the Parkway region.

We plan to work on an educational component for this project in the second year of the project development. Over the past eight years, the UNC-Chapel Hill University Library and DocSouth staff has developed a strong relationship with the School of Education by working closely with Dr. Cheryl Mason Bolick, associate professor at the School of Education at UNC-Chapel Hill. This successful collaboration resulted in five DocSouth Teachers' Summer Institutes with over 100 North Carolina teachers in attendance and several dozens of lesson plans and activities that constitute part of DocSouth's "Classroom" (http://docsouth.unc.edu/classroom/) and of the LEARN NC (http://www.learnnc.org)
database (see Appendix 2 for the list of current lessons plans, digital narratives and other educational materials created for DocSouth collections). LEARN NC, a comprehensive educational resource center for K-12 teachers and students, is committed to providing long-term support of these valuable teaching materials, maintain them as part of their database, and keep them mapped to the current state North Carolina Standard Course of Study. We will continue this successful collaboration in the proposed project by developing a set of curriculum materials. In line with the Standard Course of Study’s emphasis (in 4th grade) on “1.04 Evaluating ways the people of North Carolina used, modified, and adapted to the physical environment, past and present”, the lesson plans will demonstrate how the maps make possible detailed county-level study of demographics and changing land use. For the 8th-grade students, we would like to focus on the Depression and New Deal topics, on how people were living in Parkway counties, and how the Parkway affected them. This topic will be in line with the course of study “6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.”

4b. Quantity & Type of Materials
Use the table in Appendix A to list the specific materials that your library and any partners will make available for digitization. Submit one completed table for each partner (including the lead library) plus one summary table for the entire project. If the proposed project is intended to be multiyear, for each proposed year submit a completed table for each partner and a summary table.

See Appendix A.

5. STANDARDS AND PRACTICES

From its beginning in 1995, the UNC-Chapel Hill University Library digital publishing program Documenting the American South has carefully followed and implemented national and international standards and best practices. The DocSouth staff has also been actively involved in various national and international projects and initiatives that have led to standards and best practices development and maintenance. These practices have been carefully followed in the implementation of DocSouth and the Library grants funded by the Library of Congress, IMLS, NEH, and LSTA. UNC-Chapel Hill University Library staff members were closely involved in the development of the NC ECHO Digitization Guidelines and have followed changes to the guidelines and ensured that our practices continue to conform to the NC ECHO standards.

5a. Conventional Methods of Preservation and Access
Briefly describe the status of current conventional preservation and access to the material which each partner plans to contribute to the project (use of preservation enclosures, stable physical environment, existence of sufficient traditional access tools such as card catalogs, MARC records, finding aids to the folder level, full registrar records, etc.). Provide information sufficient to demonstrate that the materials intended for digitization have been properly housed, and that you and your partners use professionally accepted methods or tools to provide appropriate and user-friendly access to the collections that will be digitized.

The UNC-Chapel Hill University Library
The Wilson Library environment, which is continuously monitored, meets current standards for storage of library materials. All materials are permanently housed in Wilson Library’s secure, climate-controlled stacks. The Wilson Special Collections maintain a closed-stack system and supervised reading rooms. The Library Conservation Department staff operates a state-of-the-art conservation laboratory which serves all Special Collections to ensure that materials in need of conservation work receive the highest level of care. They work closely with all digitization projects, including all LSTA-funded projects. The Conservation staff reviews Special Collections materials to be certain that they can be scanned without damage and treats them as necessary. If any repairs are necessary, or protective enclosures are required, they will be made by one of the conservators or by a student assistant working under their supervision.
North Carolina Collection maps are stored in acid-free folders in flat map drawers. Many of the maps have been treated by staff conservators, who have repaired small tears, removed tape and other adhesives, and prepared custom enclosures, among other treatments as necessary. All maps selected for inclusion in this project will be reviewed by a conservator prior to digitization. North Carolina Collection maps are cataloged to the item level. Each map is given a MARC record, which is then made available through the UNC University Library's online catalog, and through OCLC WorldCat (see Appendix 3).

Photographs in the North Carolina Collection Photographic Archives are described using standard archival finding aids, some of which have been marked up using Encoded Archival Description and published online. The North Carolina County Collection (collection number P1) is one of the photograph collections from which many materials will likely be drawn for this project. Photographs in this intentionally assembled collection are arranged by location depicted within each county. The location lists are published on the North Carolina Collection Photographic Archives website at http://www.lib.unc.edu/ncc/pcoll/01counties.html. The page describing the Buncombe County photographs is available at http://www.lib.unc.edu/ncc/pcoll/01buncombe/buncombe.html.

The images in the county collection in the North Carolina Collection Photographic Archives are described on the item level, usually in the form of short captions and dates. This information will be captured for all photographs used from these collections.

The North Carolina Collection contains bound volumes and also microfilm of newspaper articles clipped by the staff primarily from newspapers and magazines. The physical volumes have an overall index and each volume has a table of contents. The indices are available online at http://www.lib.unc.edu/ncc/ref/clip/clippings.html. For these materials, the only metadata captured for the project will be the name of the newspaper, headline, and date. Because the articles have been physically removed from the original papers, page numbers are rarely available. (Information about newspaper clippings related to the “Blue Ridge Parkway” topic is available at http://www.lib.unc.edu/ncc/ref/subject/bssubj.html. CALL NO.: CR917 N87. REEL NO.: 5, VOL. NO.: 19, PAGE(S): 617-782, 1144-1161).

The Hugh Morton collection, in the North Carolina Collection Photographic Archives, is in the process of being arranged and cataloged now. By the time the materials selected for inclusion in this project are ready to be digitized, they will be described in a DACS-compliant finding aid. The photographs will be described to the group and sometimes item level, where they will be arranged by subject, then roughly by date (many of the Morton photographs are not dated and approximate dates had to be determined by the Archivist). The Morton Blue Ridge Parkway images will be housed within the North Carolina Places series, Landmarks and Attractions sub-series. Descriptive information being captured about the Morton images includes the photographic format, date, and subject content (where known/available).

The Blue Ridge Parkway Archives
The Blue Ridge Parkway Archives was established in 1989 when park records, mostly central files documenting the concept, development, construction and management of the park, were aggregated in Asheville, North Carolina. By 1992, over 100 lin of material was processed and series level cataloging had been accomplished. In 2002, the park processed and arranged nearly 100 lin of records, audio transcripts, maps, drawings and plans. A series level finding aid was developed and is available to park staff and the public. The Blue Ridge Parkway Archives collection is housed in an 1800-square-foot museum collections storage facility. The storage area has environmental controls and a security system in place.

1 From "About the North Carolina Collection Photographic Archives “ at http://www.lib.unc.edu/ncc/pha/about.html. "The [Hugh Morton] collection is estimated to contain more than a half a million photographic items and 60,000 linear feet of film footage. Acquired in early 2007, the collection is not yet available for researcher use. To keep abreast of progress on our efforts to prepare the collection for use and to catch glimpses into the collection, visit the blog A View to Hugh "<http://www.lib.unc.edu/blogs/morton/>".
The photographs are housed in a cold room for storage of slides and negatives. The maps and drawings are housed in double wide museum cabinets on Spacesaver mobile units for cabinet storage. Preservation enclosures are used for the archival collections.

The Blue Ridge Parkway Archives are accessioned and cataloged into the National Park Service Automated National Catalog System (ANCS+). Series level finding aids are available. The Blue Ridge Parkway has an approved Museum Collections Access Policy (see Appendices 8 and 9).

North Carolina State Archives
The Blue Ridge Parkway Photograph Collection, PHC.66, is comprised of black and white photographic prints that were once glued, pasted, or affixed with rubber cement to pages in 45 scrapbooks documenting the construction of the Parkway. The scrapbook pages were exceedingly acidic and the various substances used to stick the prints to the pages were breaking down and in many cases had ceased to function. Because the scrapbook pages were deteriorating and prints were loose or in some instances were no longer adhering to the pages, the scrapbooks were disassembled and the prints filed in archival boxes by their unique image numbers in the order in which they had appeared in the scrapbooks (chronological order). The scrapbooks also contained a description card for each print. Each description card bears the unique image number of the photo it describes. In the scrapbooks, these description cards were underneath or beside the images to which they corresponded. When the scrapbooks were taken apart, the description cards were also filed in numerical order in archival boxes. All boxes in the collection are kept at optimal archival temperature and humidity levels in the secure stacks of the State Archives.

Before being disassembled, the Blue Ridge Parkway Photograph Collection scrapbooks were microfilmed intact. A silver microfilm master is kept in the State Archives vault, and an access copy of the microfilm is available to researchers in the State Archives Search Room. This microfilm serves to depict the layout of the original scrapbooks and is useful to some researchers as an access tool. A traditional finding aid is available in the State Archives Search Room, and an EAD finding aid is available online at http://www.archives.ncdcr.gov/ead/eadxml/phc_blue_ridge_pkwy_photo_coll.xml (see Appendix 7.). Some researchers also use the description cards to aid in accessing prints.

5b. Rights and Permissions
Briefly describe the steps the lead library and each partner institution have taken to assure that you have full rights and permissions under current law to create and make available to the public digital copies of all materials proposed for the project. Your response should clearly demonstrate that you know who owns copyright to the material.

Materials digitized for this project will come from many different collections. We will pay close attention to copyright concerns, taking care to digitize only those photographs that are clearly in the public domain or those for which we have received permission from both the copyright holder and the repository that holds the physical item. A large number of the materials that will be digitized for this project are state and federal government documents and thus fall clearly in the public domain. This is true for the maps and photographs at the Blue Ridge Parkway headquarters and North Carolina State Archives, as well as for the published government documents in the UNC-Chapel Hill University Library.

When the Hugh Morton photograph collection was donated to the North Carolina Collection, copyright for the images was transferred to the UNC-Chapel Hill University Library. We have received permission from the Curator of the North Carolina Collection to use selected Morton photographs in this project and to provide access to them on the Web. Credit line for the Morton photographs selected for this project will be given in a manner consistent with departmental standards.
The photographs in the county collections in the North Carolina Collection Photographic Archives come from a variety of sources, each with a different copyright status. For some of the materials, rights have been clearly transferred to the UNC-Chapel Hill University Library, while others, particularly the works of living photographers, require that permission be obtained before publication. And many of the images in the collections are orphan works whose copyright status is uncertain. Project staff will work with the North Carolina Collection Photographic Archives staff in order to determine copyright status for the images selected for this project, and will abide by standards and guidelines determined by the Photographic Archives.

Most of the Blue Ridge Parkway newspaper clippings in the North Carolina Collection were published by papers that still exist, primarily the Raleigh News & Observer and the Charlotte Observer. Because the clippings were published after 1922, the newspapers still hold rights to the articles. We will contact each newspaper for which we would like to use articles and ask permission prior to digitization. Both the News & Observer and the Charlotte Observer have granted permission to the UNC-Chapel Hill University Library to digitize and publish historic newspaper articles in the past, and we are confident that the papers will approve additional digitization of newspaper clippings for this project.

5c. Digital Access and Storage

- **What methods of digital access (cataloging, indexing, online mark-up, etc.) are you planning to use for your proposed project?**
- **Describe your plans for long-term storage and preservation of the digital master images created during your proposed grant project.**

The UNC-Chapel Hill University Library and DocSouth follow international standards and best practices in all digital projects to ensure interoperability with other resources and the longevity of its data. "Driving through Time: The Blue Ridge Parkway in North Carolina" will continue this practice.

*Maps, photographs and other graphic materials.* The master images created for this project, which will be in the form of large, uncompressed TIFF files, will be part of the UNC-Chapel Hill University Library’s Digital Archive. The Digital Archive will add storage, replace outdated units, and expand capacity with newer technology as required. The system is designed to be tiered, so objects placed in the archive may be transparently migrated. Duplicate tape backups of all archive content will be stored in separate locations on the UNC campus for disaster recovery purposes. In order to avoid accidental deletion, the master images stored in the Digital Archive will be locked so that they can be deleted only by UNC-Chapel Hill University Library Systems staff.

*Audio files.* In 2005, the UNC-Chapel Hill University Library received an IMLS funding to digitize and publish online 500 interviews from the UNC Southern Oral History Program. The result of this grant, a new DocSouth collection “Oral Histories of the American South” (http://docsouth.unc.edu/sohp/), offers unique, personal insights into a number of compelling historical topics, including civil rights, southern women, southern politics, and environmental issues, by simultaneously displaying audio and transcripts, and by offering powerful advanced features that allow users to search the content. In the process of working on the IMLS grant, we developed highest standards for audio digitization and preservation and incorporated standards that demand high levels of quality audio production. Per recommendation of our audio engineers, we dispensed with recording preservation-quality audio files to CDs. Instead, we are now using reliable, redundant network storage exclusively. High-resolution audio files created in the digitization process are used to generate additional digital copies for audio enhancement and Web-deliverable MP3s. Subsequently, these preservation-quality files are archived to a dedicated digital "dark" archive maintained by the UNC Libraries Systems Department. Extensive metadata are recorded throughout the digitization process to ensure the accessibility and longevity of the created digital objects.
Transcription of oral histories interviews and other textual materials. Textual materials will be encoded in XML according to the Text Encoding Initiative (TEI) Guidelines. TEI (http://www.tei-c.org) provides guidelines for the long-term preservation of electronic data and a means of supporting effective usage of such data in many subject areas. It is the encoding scheme of choice for producing digital texts and for managing detailed metadata associated with electronic text and cultural heritage collections.

We intend to create both MARC and Dublin Core (DC) project-level records and additional records for selected materials as necessary for more detailed access. The MARC records will be incorporated into our online catalog and OCLC and will also be available as a group in OCLC’s Electronic Collection Sets, of which the DocSouth collection is already a member. DC records will be generated from the DocSouth MySQL database, from which information can be drawn to generate all 15 DC fields. DocSouth is already one of the data providers for many Open Archives Initiative (OAI) international repositories.² Finally, we use METS³ and MODS schemas as being designed to cover all descriptive, administrative, and structural metadata. It is used extensively by the Library of Congress and is well suited to describing multimedia data and to ensuring the longevity of content through detailed administrative metadata.

5d. Capability to create and maintain the digitized resources

- Describe in-house experience and expertise in digitization projects, or training that will be undertaken, to demonstrate that you can meet the requirements in both creation of the resources and their long-term maintenance.
- Explain the adequacy of information technology infrastructure and institutional support to host and deliver the digital product, and maintain it for the long term.

The UNC-Chapel Hill University Library has a long history of successfully planning, implementing and maintaining digital initiatives of various size and complexity. The UNC-Chapel Hill University Library, especially its digital publishing program, Documenting the American South, has managed large grant-funded digitization projects for more than ten years. DocSouth projects have been funded by IMLS, NEH, and LSTA. Completed projects are maintained on the UNC-Chapel Hill University Library’s website at http://docsouth.unc.edu/.

The DocSouth and CDLA staff has extensive experience converting textual, graphic, maps, and audio materials into digital formats and is well versed in all aspects of the digital conversion process, including preparation for digitization, in-house scanning and editing, outsourcing, proofreading and quality control, XML/TEI-encoding, metadata assignment, Web publishing, and long-term preservation of created digital assets. The internationally renowned Blake Archive (http://www.blakearchive.org/blake/) recently moved its headquarters to UNC-Chapel Hill, and the UNC Library staff provides technical support to their new partners at the Blake Archive.

DocSouth as the Library digital publishing program is based on an Open Source LAMP platform (Linux, Apache, MySQL, and PHP/Perl). The DocSouth database currently contains over 94 tables with approximately 550 fields that include metadata of various types for all stored objects. The DocSouth publishing engine uses database metadata and the XML/TEI source files to generate HTML- and PHP-based views of the content. This method produces a highly scalable and easily searchable platform for DocSouth publications. The system is housed on the University Library’s Web servers, and is supported by the Library’s Systems Department. All digital files are stored in the Library’s Dark Archive, as well as being subject to regular backups.

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² OAIster of the University of Michigan (http://oaister.umdl.umich.edu/o/oaister/browsed.html); AmericanSouth.Org (http://www.americansouth.org/); OAI Registry at the University of Illinois at Urbana-Champaign (http://gita.grainger.uiuc.edu/registry/ListAllAllRepos.asp).
³ http://www.loc.gov/standards/mets/.
The technology infrastructure of the UNC-Chapel Hill University Library is maintained by the 22-member Library Systems Department. Library Systems maintains a suite of high-performance networked systems for the creation, maintenance, and preservation of digital content and services. These include the following:

- alpha- and beta-class development servers that allow for the testing of new technologies without potential disruptions to existing production services;
- a suite of redundant Web servers that allow offline updates to operating systems and software applications in a LAMP (Linux-Apache-MySQL-PHP) environment;
- two computer rooms in separate buildings, each equipped with high-speed network connections, temperature and humidity monitoring systems, and emergency power generators to protect hardware and provide continuity of services in the event of utility power failures;
- storage arrays currently comprising 40 terabytes (TB) of online, available disk space partitioned for creation and manipulation of in-process files; Web servers for presentation; and archival (read-only) storage and preservation;
- automated tape back-up systems and snapshot technologies to ensure against accidental loss of data; a content management system (CONTENTdm from OCLC) to facilitate the creation and maintenance of standard metadata for digital objects;
- management of an annual budget of approximately $150,000 - $200,000 for planned technology replacement, upgrades, physical plant infrastructure maintenance and to support ongoing R&D efforts.

The Digital Production Center (DPC) at the Carolina Digital Library and Archives combines highly-skilled and knowledgeable personnel with state-of-the-art hardware and software to provide the highest possible quality of digitization services through a combination of industry “best practices,” quality control standards, and workflow management. Appendix 4 provides an overview of DPC services and specialized digitization equipment that ensure safe and successful digitization of all types and formats of rare, fragile, and valuable Special Collections materials.

Besides the existing technological capacities of planning, implementing, and maintaining the digital collection of this scope and importance, the work on this project will respond to the University Library’s mission to support “inquiry and learning [...] for the people of North Carolina” (see http://www.lib.unc.edu/Plan20051118.pdf). At the same time, this innovative digital collection will help the Library provide “leadership in the development of scholarly communication systems and in the application of information technology to teaching, research and learning” (ibidem). Sarah Michalak, University Librarian and Associate Provost for University Libraries at UNC-Chapel Hill, expressed the Library’s commitment to sustaining digital collections: “UNC-Chapel Hill has invested extensively in developing a rich and scholarly digital library presence that must include multimedia and any other format that is essential to a great collection. With regard to sustainability, just as we invest extensively in preservation of print-based material, we will invest in perpetual storage and migration of our digital collections.”

5e. Outsourcing

We will not be outsourcing any of the work for this project.

6. ACTION PLAN

The plan below includes year-by-year activities (narrative and timeline) for the two-year project “Driving through Time: The Digital Blue Ridge Parkway in North Carolina” at the University of North Carolina at Chapel Hill.

FIRST YEAR, 2009-2010

Staff
As soon as we receive confirmation that the project will be funded, we will advertise for and hire the Project Manager, Project Programmer and two Temporary Research Assistants (RAs).

**Digitization**

The Section 4 “Content” and Appendix A give the full description of materials that we plan to digitize in the period of two years, as well as the number of items and what collections they will be drawn from. In the first year, we will digitize:

- all 250 selected maps
- 1,500 – 1,700 photographs and postcards
- all newspaper clippings (ca. 200)
- oral histories (ca. 20-30)

**MAPS.** This work will be done in the Library's Digital Production Center (DPC) within the Carolina Digital Library. We are currently coordinating details of how maps selected at the Blue Ridge Parkway headquarters in Asheville will be transported to the UNC-Chapel Hill University Library and processed in-house using our state of the art scanning equipment. We will create archival (300 dpi uncompressed TIFF) and access copies for all maps selected for the project.

Technical specification for maps digitization:

- 300 dpi
- Bit depth: 8
- RGB color
- Size: approx 7,500 x 12,000 pixels per page
- File size: ca. ISO-175MB per single page map

**PHOTOGRAPHS, POSTCARDS, NEWSPAPER CLIPPINGS.** The project staff (RA2) will create a 600 dpi uncompressed TIFF file for each selected item, scanned according to already established UNC-Chapel Hill University Library scanning guidelines, which are in full compliance with international standards and best practices. Master preservation files will be stored in the UNC University Library's Digital Archive. Low-resolution access JPEG or JPEG2000 images will be mounted on the Web to allow for easy access of the images.

**ORAL HISTORIES.** In the process of working on the IMLS-funded “Oral Histories of the American South” collection <http://docsouth.unc.edu/sohp>, we developed highest standards for audio digitization and preservation and incorporated standards that demand high levels of quality audio production. High-resolution audio files created in the digitization process are used to generate additional digital copies for audio enhancement and Web-deliverable MP3s. Extensive metadata is recorded throughout the digitization process to ensure the accessibility and longevity of created digital objects. (See Appendix 5 for a MARC record and TEI Header for one of the digitized oral history interviews.) The project staff will digitize and publish interviews. DocSouth has extensive experience in offering synchronized audio and transcripts by using open source technologies. The audio files used for access will be in MP3 format, and transcripts will be encoded in XML according to TEI guidelines.

**Metadata Assignment.**

The Project Programmer will work closely with the Project Manager on developing the metadata schema that will be developed in consultation with the Library metadata specialists. The project staff will keep the schema up to date. The schema will be based on the work that the Library staff completed on two previously funded LSTA grants, “Going to the Show” and “North Carolina Maps.” The project staff will finalize technical, administrative, and descriptive metadata for all types of materials selected for digitization (maps, photographs, postcards, oral histories, selected newspaper clippings.) The PP will use
Driving through Time: The Digital Blue Ridge Parkway in North Carolina

The new project will benefit tremendously (and on many levels) from "Going to the Show" and "North Carolina Maps," projects already funded by the State Library. We will start building the infrastructure for the project and finalizing the design of the backend and the framework for the whole digital collection. The project team led by PP will focus on the following activities:

- **Relational database.** The Project Programmer (PP) will be responsible for developing and fine-tuning the PostgreSQL database that will serve as the backend for the Django web framework and the digital collection. PostgreSQL is an open-source relational database system. It was selected for use in this project (as well as "Going to the Show") because of its support for geospatial data through the use of the Open Geospatial Consortium compliant extension PostGIS. The PP will also be responsible for ensuring proper interaction between the project's PostgreSQL database and DocSouth's primary MySQL database.

- **Image viewer.** In addition to the database work, the project programming staff will work on further improvement and implementation of a new image viewer for the new DocSouth collection. The image viewer is currently being developed by the Research and Development Group at CDLA. The goal for the new image viewer is to enable effective and user-friendly viewing, navigation, and zooming of images without having to rely on a commercial project such as the Google Maps viewer or Zoomify. After investigating multiple options, the CDLA programming staff decided on aDORe djatoka, a Java-based open-source image server (see http://african.lanl.gov/aDORe/projects/djatoka). Djatoka uses JPEG2000 as its service format and OCLC's OpenURL implementation as a service framework for disseminating images. Source images can be in a variety of formats (which will be converted to JP2) and can be disseminated in various formats. The use of JPEG2000 means that arbitrary sections of the image can be returned at whatever zoom levels the image supports. We have been working on a Javascript image viewer based on OpenLayers (see http://openlayers.org) that is completely open source (with a BSD license) and works across most Web browsers. The viewer allows basic pan and zoom operations, and can be customized to handle more sophisticated tasks, like annotations. This combination of tools is being implemented in the North Carolina Maps project and also as the default image viewer for the UNC Library's ContentDM installation.

**Georeferencing.**

We will georeference 200 out of 250 selected maps. PM, PP and RA1 will work on geo-referencing selected maps. Using a workflow developed for the "Going to the Show" project, maps will be georeferenced using the software Global Mapper. This is a time-consuming process, involving the matching of as many as a hundred different points between historic maps and current GIS layers or satellite images. By georeferencing the historic maps, we will be able to present them so that they line up with other georeferenced maps and images of the same area, enabling users to compare the different images by toggling back and forth or "seeing through" the historic maps.

**Assigning coordinates and creating place markers or "push-pins"**

Every digitized object will be assigned geographic coordinates that match the object with the physical location of what that object is "about." For example, the coordinates could identify the location of an overlook or monument seen in a photograph or mentioned in a newspaper article. These referenced places must then be located, as accurately as possible, on a map. A tool such as Google Earth will be used to determine the geographic coordinates of the identified locations.

This process of "geotagging" photographs and postcards will enable us to prepare maps of the Parkway area with place markers or "push pins" showing where each image is located. These place markers can
Driving through Time: The Digital Blue Ridge Parkway in North Carolina

then be associated with photographs, postcards, oral history interviews, newspaper clipping or other content, providing a visual link between the content and related physical locations. Categories and date ranges can be used with both place markers and content to provide additional facets for exploring the collection. In addition to place markers, the geotagging of objects makes it possible to explore geographic location as an additional search parameter, allowing users to search for objects "near" a specific location or close to an already discovered object of interest.

Seeking partners for the further content development.
Smith and Whisnant will actively explore opportunities of establishing formal partnerships with institutions that hold related collections. We started the project with digitizing and providing access to rich holdings of the UNC-Chapel Hill University Library, Blue Ridge Parkway headquarters and the State Archives, fully realizing that it is just a beginning of achieving the larger goal of creating a comprehensive history of the Blue Ridge Parkway in North Carolina.

Content development
We will continue the content development of the project; however, no grant funding will be spent on this task.

Website development
The project and DocSouth staff will start working on the functionality design for the collection website. This work will be refined based on outcomes of the usability testing planned for the year 2.

TIMELINE, YEAR I

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Activity</th>
<th>Responsible Party(ies)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>As soon as the project funded (mid-June)</td>
<td>Advertise and hire Project Manager/Project Programmer (PM) and TRA</td>
<td>Natasha Smith (NS)</td>
<td>Hire project staff as soon as we receive a notification that the project is funded</td>
</tr>
<tr>
<td>7/1/09 - 7/31/09</td>
<td>Training RA1 and RA2</td>
<td>Project Manager (PM), NS and staff</td>
<td></td>
</tr>
<tr>
<td>7/1/09 - 6/30/10</td>
<td>Coordination of digitization activities in between BRP Headquarters and UNC Library. Workflow and process are addressed.</td>
<td>NS, Anne Mitchell Whisnant (AMW), PM</td>
<td>The activities are currently being discussed. All involved parties are positive on establishing arrangements that will suit everybody.</td>
</tr>
<tr>
<td>7/15/09 - 6/30/10</td>
<td>Scanning maps and other selected materials. Coordinate scanning documentary materials by the Digital Production Center (DPC)</td>
<td>TRA#2 and PM</td>
<td>Digitization of graphic materials and maps will start as soon as the training is completed.</td>
</tr>
<tr>
<td>7/1/09 - 6/30/10</td>
<td>Work on a relational database</td>
<td>Project Programmer (PP), PM and TRA1</td>
<td>Work on designing architecture of PostgreSQL database that will serve as the backend and the framework for the whole digital collection.</td>
</tr>
<tr>
<td>7/1/09 - 6/30/10</td>
<td>Content development of the new DocSouth digital collection</td>
<td>AMW</td>
<td>Selection of supporting materials and work on historical commentary and</td>
</tr>
<tr>
<td>Current and ongoing</td>
<td>Clearing up permission issues for newspaper clippings</td>
<td>NS</td>
<td>We are currently in process of working with the Raleigh News &amp; Observer and the Charlotte Observer to secure their permission to use clippings online.</td>
</tr>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/1/09 – 6/30/10</td>
<td>Seeking partners for the further content development. This activity might lead to changing the scope of the project by turning it into a multi-institutional initiative</td>
<td>AMW, NS, staff</td>
<td>Explore opportunities of establishing formal partnerships with institutions that hold related collections. The ultimate goal is to create a comprehensive history of the BRP development</td>
</tr>
<tr>
<td>7/1/09 – 9/30/09</td>
<td>Development of the metadata schema and adoption of already existing library practices</td>
<td>PP, PM, TRA1 and TRA2</td>
<td>UNC-Chapel Hill University Library follows national open standards</td>
</tr>
<tr>
<td>8/1/09-6/30/10</td>
<td>Metadata assignment for all digitized content</td>
<td>TRA2 and PM</td>
<td>Technical, administrative, and descriptive metadata for all digitized assets will be assigned by RA2 using schema developed by the project team</td>
</tr>
<tr>
<td>7/1/09 – 6/30/10</td>
<td>Continuing research and development of GIS technology. Development of framework and tools for publishing</td>
<td>PP, PM, TRA1, staff</td>
<td>Though the project team will follow already developed and implemented GIS expertise, the technology changes very quickly</td>
</tr>
<tr>
<td>9/1/09 – 6/30/10</td>
<td>Geo-referencing</td>
<td>PM, PP, TRA1</td>
<td>We will follow the workflow for geo-referencing that has been already developed in-house</td>
</tr>
<tr>
<td>2/1/10 – 6/30/10</td>
<td>Work on website design starts</td>
<td>PP, PM, NS, AMW, TRA1</td>
<td>Start working on the website design and its integration into DocSouth.</td>
</tr>
<tr>
<td>Ongoing</td>
<td>PR work</td>
<td>AMW, Library staff</td>
<td></td>
</tr>
</tbody>
</table>

**SECOND YEAR, 2010-2011**

*Digitization.* During the second – and final – year of the project, we will complete in-house digitization of graphic materials (postcards and photographs).

*Metadata Assignment.* RA will continue entering pertinent metadata for the digitized materials into the database using the administrative Web interface, developed by the PP during year 1. The metadata schema developed during Year 1 will be employed and maintained by the project staff.

*Georeferencing.* We will georeference the rest of selected maps. For more details about the process and specs, please see the Year 1.

*Assigning coordinates and creating place markers or “push-pins.”* We will continue the geotagging in Year 2 to ensure that the digitized content will be presented on interactive maps.

*Activity is not supported with the LSTA funding.*
Usability testing. DocSouth staff will collaborate with the UNC-Chapel Hill University Library Instructional Services staff on developing and conducting usability testing to inform the final development of the Web interfaces, search and browse functions, etc. Final site adjustments will be determined by the outcomes of usability testing.

Content development. We will continue the content development of the project; however, no grant funding will be spent on this task.

Educational Component. Professor Cheryl Mason Bolick and TRA will develop educational resources related to the project, including learning objects and lesson plans for K-12 teachers and students. Lessons will be developed to assist educators in teaching the North Carolina Standard Course of Study in a more critical and comprehensive manner. By using the diverse content digitized for the project, the lessons will provide teachers and students with a better understanding of the curriculum of state history and social sciences. They will also provide avenues for further investigation in geography, ecology, and political science. Learning opportunities such as these motivate students to think analytically, which aids in developing higher order thinking skills. Activities such as these also provide students with opportunities to develop and refine technology skills. In an effort to make these materials accessible to K-12 teachers and students, we will work with LEARN NC and the School of Education at UNC-Chapel Hill to develop lesson plans and learning objects to facilitate the use of these materials in the classroom.

Access. Dublin Core and MARC records will be created from the information stored in the maps MySQL and Postgres databases.

Digital Preservation and Curation. At the end of the project, the newly created digital assets will be ingested into the UNC-Chapel Hill Library's Digital Archive for long-term management and preservation. According to our estimate, we will need 850GB of storage space to secure preservation of archival quality digital assets created for the new collection.

PR activities. During project development and after the grant is finished, we plan to exploit a range of venues and organizational networks to make the new collection visible to scholars, archivists, librarians, enthusiasts, and prospective users. We can envision numerous national and international venues and meetings through which to share our work and discuss its implications with colleagues at other institutions: the American Historical Association, the Joint Conference on Digital Libraries, Digital Humanities conferences, American Association for History and Computing, National Council on Public History, Organization of American Historians, Society for American City and Regional Planning History, and the Society of American Archivists.

In North Carolina and regionally, we will make every effort to publicize the results of our work through the Society of North Carolina Archivists, Historical Society of North Carolina, the Appalachian Studies Association, and the Triangle Research Libraries Network, as well as through communications channels maintained by the Blue Ridge Parkway Foundation, Friends of the Blue Ridge Parkway, the Blue Ridge Parkway Association, and other conservation and Parkway-oriented nonprofits.

We will also take advantage of electronic networks, listservs, as well as online and analog publishing venues, i.e. the journal The Public Historian; and CRM, a National Park Service publication, to mention a few. We will advertise the project through websites like National Parks Traveler (http://nationalparkstraveler.com/) and the Blue Ridge Parkway Blog (http://www.blueridgeparkwayblog.com/), which are dedicated specifically to covering the Parkway and the entire National Park system.

Finally, we will make sure to participate in all activities associated with the Blue Ridge Parkway's 75th anniversary, including two major symposia in spring and fall 2010, the first of which will be held in
**TIMELINE, YEAR 2**

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Activity</th>
<th>Responsible Party(ies)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1/10 - 6/30/11</td>
<td>Continue work on the collection backend</td>
<td>PP and TRA1</td>
<td>Continue and complete work on the database architecture</td>
</tr>
<tr>
<td>7/1/10 - 4/30/09</td>
<td>Scanning maps and other selected materials</td>
<td>TRA2</td>
<td>Wrapping up digitization of visual materials and maps</td>
</tr>
<tr>
<td>7/1/08 - 6/30/09</td>
<td>Metadata assignment</td>
<td>PM and TRA2</td>
<td>Continue work on metadata assignment and entering it in the database</td>
</tr>
<tr>
<td>7/1/10 - 4/30/11</td>
<td>Dr. Anne Whisnant works on the project content development</td>
<td>AMW</td>
<td>Staff continues work on the further content development and publishing of essays</td>
</tr>
<tr>
<td>7/1/10 - 4/30/11</td>
<td>Geo-referencing the digital content and work with Google Earth</td>
<td>PM, PP, and TRA1</td>
<td></td>
</tr>
<tr>
<td>7/1/08 - 6/30/09</td>
<td>Educational Materials, work with the UNC School of Education</td>
<td>Prof. Cheryl Bolick (CB) and project staff</td>
<td>Develop educational resources and lesson plans related to this digital collection</td>
</tr>
<tr>
<td>7/1/10 - 3/31/11</td>
<td>Website design and usability tests</td>
<td>PP, PM, Library Instructional Services</td>
<td>Develop the website design and integrate a new collection into DocSouth.</td>
</tr>
<tr>
<td>1/1/11 - 6/30/11</td>
<td>Integration into DocSouth</td>
<td>PP, PM, NS, TRA1</td>
<td>Work on integrating digitized materials into already existing DocSouth site as a new series</td>
</tr>
<tr>
<td>ongoing</td>
<td>Digital preservation of the new DocSouth collection</td>
<td>Library and Project staff</td>
<td>The UNC-Chapel Hill University Library has a commitment to secure digital preservation of created collections in perpetuity</td>
</tr>
<tr>
<td>1/1/11 - 6/30/11</td>
<td>Creating MARC and DC records</td>
<td>Library catalogers and project staff</td>
<td>Work on MARC and DC records</td>
</tr>
<tr>
<td>7/1/10 - ongoing</td>
<td>PR activities</td>
<td>AMW, Library staff</td>
<td>Several venues for PR are described in the narrative of the Action Plan.</td>
</tr>
</tbody>
</table>

7. EVALUATION
We plan to use Outcomes-Based Evaluation in connection with the goals outlined above to measure the success of this project. One of the most important measurable outputs will be the number of maps and other selected materials digitized and published online. We will closely monitor those numbers, which will be assisted by a schedule for submitting regular reports for LSTA multiyear grants.

The Instructional Services Department and DocSouth staff members will conduct usability studies and surveys to inform the continuing development of the project. A prototype of the Web interface will be tested during those sessions. The data gathered from these studies and surveys will provide an important summative evaluation of the interface. The Instructional Services Department has been conducting usability studies on Web products for several years, and will be able to provide us with recommendations regarding the layout and navigation of the site. They will also conduct tests to ensure that the site conforms to accessibility standards as determined by the Americans with Disabilities Act.

Three key audiences will be studied: university students and scholars; K-12 educators; and members of the general public. The testing administered to the academics and the general public will be task-centered and goal-oriented, whereas the testing given to the K-12 educators will be scenario-based. Results of these studies will be used to improve site interface design, including features involved with navigation, browsability, and searchability, to ensure that audiences can effectively access and use these digital materials. The usability tests will be followed by a series of focus groups with local teachers and faculty members for their input on the development of curricular materials. Comments from DocSouth users are reviewed daily and actions are taken to respond to these comments. DocSouth staff monitors usage statistics carefully (see Appendix 6).

8. SUSTAINABILITY AND FUTURE PLANS

8a. Long-Term Availability.

The digital library has already assumed its place alongside collection development, instruction, reference, and interlibrary loan as a critical component of a major research library. Sarah Michalak, University Librarian and Associate Provost for University Libraries at UNC-Chapel Hill, has, on many occasions, expressed the Library's commitment to sustaining and further developing digital library initiatives: "UNC-Chapel Hill has invested heavily in developing a rich and scholarly digital library presence. With regard to sustainability, just as we invest heavily in preservation of print-based material, we will invest in perpetual storage and migration of our digital collections."

Our library digital publishing program has more than ten years of experience in managing large, grant-funded digitization and digital publishing projects that have been funded by IMLS, NEH, and LSTA. Completed projects are maintained on the UNC-Chapel Hill University Library's website at http://docsouth.unc.edu/. As one of the oldest established programs in the country, we recognize both the challenges to long-term preservation of digital assets as well as the daily support that our content requires. As mentioned in previous sections, we create digital content that fully adheres to international and national open standards and best practices. The Library staff closely follows the development of standards and is capable of adapting to changes in the digital realm. DocSouth receives high-quality technical support from the Library Systems Department and is hosted on the Library servers, which are backed up and archived in accordance with industry standards.

As part of the project, we will create lesson plans and reusable learning objects. LEARN NC is committed to providing long-term support for these valuable teaching materials, maintaining them as part of its database, and keeping them mapped to current state standards. The UNC-Chapel Hill University Library is committed to seeking additional funding for workshops and instructional materials for K-12 teachers.

Currently, the UNC-Chapel Hill University Library is leading campus-wide efforts to create the Carolina Digital Repository (CDR). The Library is committed to gaining knowledge about sustainability issues so
the resources we create will be useable in the future. We are currently able to store created digital resources in a safe environment, and we anticipate that the CDR will be well along on its development road by the time this project would begin.

8b. Future Use of Equipment. No equipment will be purchased using State Library grant funds.
PART II. BUDGET INFORMATION

1. BUDGET TABLE

See Appendix B.

2. BUDGET NARRATIVE

YEAR ONE

Equipment: Two Computer Workstations
Cost: $1,204 each
Grant Funds Requested: $0; Local Match: $2,408

Specifications: ThinkCentre M57 6075-UN2 8212-UN6 Desktop
- Intel Core 2 Duo processor E6750 (2.66 GHz, 1 GHz FSB, 4MB L2)
- 3 GB RAM (3072 MB) PC2-5300 DDR2 667 MHz
- 320 GB 7200 rpm Hard Drive
- DVD Multi-burner
- DVD-ROM Drive
- 256MB ATI Radeon HD2400 XT
- Eight (8) USB 2.0 Ports
- Lenovo 2 Button optical Scroll Wheel Mouse
- Full-size keyboard with integrated Finger Print Reader
- Windows Vista Enterprise Edition
- Microsoft Office 2007 Professional Edition

These two computer workstations will be purchased for grant-funded staff members based at the UNC University Library. These computers will be purchased using local funds from the UNC University Library.

Dr. Anne Mitchell Whisnant will serve as the scholarly advisor on the project. Her time is donated and not included in this project’s budget. She will work on the project content development and will write scholarly introductions to the project and historical commentaries on several correlated topics. Dr. Whisnant will work with Natalia Smith on exploring opportunities for formal partnerships with institutions that hold related collections.

Personnel: Part-time (20 hours/week) Project Manager
Cost: $35,000 (salary and benefits, no health insurance)
Grant funds requested: $35,000
The Project Manager will work 20 hours/week on this project for two years. This employee will manage the project on a daily basis, will maintain an efficient workflow, will train and supervise the Temporary Research Assistant 2. The PM will work closely with the UNC-Chapel Hill University Library staff on monitoring the budget and on keeping the project on schedule. The PM will ensure the quality of digitized materials and integrity and consistency of the data entered into databases. The PM will work with the Project Programmer and library staff on developing the metadata schema and ensure the quality of technical, descriptive, and administrative metadata.

Personnel: Part-time (10 hours/week) Project Programmer
Cost: $16,000 (salary and benefits, no health insurance)
Grant funds requested: $16,000
The Project Programmer (PP) will work 10 hours/week on this project for two years. The PP will be responsible for designing the PostgreSQL database that will serve as the backend and the framework for the whole digital collection. She or he will be also responsible for the development of the metadata schema and adoption of existing library practices. The PP will research and work on developing GIS technologies. The PP will supervise TRA1.

**Personnel: Temporary Research Assistant 1**
Cost: $20,403 (Salary: $13,500; Benefits: $1,889; Tuition award: $5,014)
Grant Funds Requested: $12,042; Local Match: $8,351

The Temporary Research Assistant 1 (TRA1) will work 20 hours/week assisting the Project Programmer in all technical issues associated with the new collection development; more specifically, she or he will help with designing the new database and the metadata schema, as well as with the development of framework and tools for publishing. TRA1 will assist with the website design.

**Personnel: Temporary Research Assistant 2**
Cost: $17,028 (Salary: $10,125; Benefits: $1,889; Tuition award: $5,014)
Grant Funds Requested: $10,512; Local Match: $6,516

The Temporary Research Assistant 2 (TRA2) will work 15 hours/week during the first year of the project. She or he will assist the PM with metadata assignment for all digitized content and will enter technical, administrative and descriptive metadata in the database. TRA2 will digitize maps and other selected materials (photographs, newspaper clippings and oral histories interviews). TRA2 will georeference maps and geotag digitized items.

**Personnel: Natalia Smith**
Cost: $2714.85 (3% of time)
Grant Funds Requested: $0; Local Match: $2,715

Natalia (Natasha) Smith, Head of Digital Publishing Group/Documenting the American South at the Carolina Digital Library and Archives, will spend approximately 3% of her time on this project during the first year. She will help with the establishment of the project database, ensuring that it conforms to the standards and practices already in place for digital projects at UNC. She will train and advise the PM on technical and workflow issues and assist with the development of metadata fields for the project. Smith will work with the scholarly advisor on exploring opportunities of formal partnerships with institutions that hold related collections.

**Travel:**
Cost: 1,000 (direct cost)
Dr. Whisnant and Smith will need to visit the Blue Ridge Parkway Headquarters and the NC State Archives staff who are willing to share their holdings for the collection's development. We plan to organize meetings with potential partners that hold related collections. In addition, we plan to start addressing the need to publicize the work done on the project. We plan to participate in several meetings and conferences and present the experimental and technologically innovative work done by the Library.

**YEAR TWO**

Dr. Anne Mitchell Whisnant's time is donated and not included in this project's budget.
She will work on the project content development and will write scholarly introductions to the project and historical commentaries on several correlated topics. She and Smith will exploit a range of venues and organizational networks to make the new collection visible to scholars, archivists, librarians, enthusiasts, and prospective users.

Professor Cheryl Bolick's time is donated and not included in this project's budget.
She will advise project staff on creating the educational component of the project and will work with the Library Instructional Services on developing lesson plans and learning objects for the K-12 community.
Personnel: Part-time (20 hours/week) Project Manager
Cost: $35,700 (salary and benefits, no health insurance)
Grant funds requested: $35,700
The Project Manager will work 20 hours/week on this project for two years. This employee will continue managing the project on a daily basis, will maintain an efficient workflow, and will supervise the Temporary Research Assistant 2. The PM will work closely with the UNC-Chapel Hill University Library staff on monitoring the budget and on keeping the project on schedule. The PM will ensure the quality of digitized materials and integrity and consistency of the data entered into databases. The PM will ensure the quality of technical, descriptive, and administrative metadata assigned by the TRA2. She or he will assist with developing the website and with integrating the new collections into DocSouth.

Personnel: Part-time (10 hours/week) Project Programmer
Cost: $16,329 (salary and benefits, no health insurance)
Grant funds requested: $16,320
The Project Programmer (PP) will work 10 hours/week on this project for two years. The PP will continue work on the collection architecture and on developing the collection advanced features. The PP will continue research and development of GIS technologies. She or he will work on the website design and on integration of the collection into DocSouth.

Personnel: Temporary Research Assistant 1
Cost: $20,403 (Salary: $13,500; Benefits: $1,889; Tuition award: $5,014)
Grant Funds Requested: $12,042; Local Match: $8,351
The Temporary Research Assistant 1 (TRA1) will work 20 hours/week assisting the Project Programmer in all technical issues associated with the digital collection development as described in the PP’s duties.

Personnel: Temporary Research Assistant 2
Cost: $17,028 (Salary: $10,125; Benefits: $1,889; Tuition award: $5,014)
Grant Funds Requested: $10,512; Local Match: $6,516
The Temporary Research Assistant 2 (TRA2) will work 15 hours/week. She or he will assist the PM with metadata assignment for all digitized content and will enter technical, administrative and descriptive metadata in the database. TRA2 will finish digitization of all selected materials. TRA2 will finish georeferencing maps and geotagging digitized items.

Personnel: Natalia Smith
Cost: $2714.85 (3% of time)
Grant Funds Requested: $0; Local Match: $2,715
Natalia “Natasha” Smith, Head of Digital Publishing Group/Documenting the American South at the Carolina Digital Library and Archives, will spend approximately 3% of her time on this project during the second year. She will supervise the PM on all issues associated with the collection development and management. She will work with the scholarly advisor on exploiting a range of venues and organizational networks to make the new collection visible to scholars, archivists, librarians, enthusiasts, and prospective users. She will work with the PM and the Library Instructional Services staff on organizing the usability testing and integrating the usability’s recommendations into the new collection.

Travel:
Cost: $1,000 (direct cost)
Dr. Whisnant and Smith will need to visit the Blue Ridge Parkway Headquarters, the NC State Archives and other North Carolina cultural institutions with related collections. We plan to continue participating in several meetings and conferences and present the experimental and technologically innovative work done by the Library.
1. Institution Information

Institution: University of North Carolina at Chapel Hill Libraries

Project representative: Natasha Smith

Address: CB#3990, Wilson Library, UNC-Chapel Hill

Telephone: 919-962-9590

E-mail: nsmith@email.unc.edu

2. Collections Narrative

a. List the most significant items or collections this partner will contribute to the project and describe why these materials are important and relevant to the topic. How were these materials chosen for inclusion?

Section 4a "Primary Materials and Collections" lists several groups of materials, some of which have not been available to the public before, much less available in such an organized fashion. The section provides more information about the selected content and its importance for the collection’s development.

PHOTOGRAPHS:

UNC University Library

- from the County Collections in North Carolina Collection Photographic Archives. The project will include selections from collections of historic photographs for the seventeen counties through which the Blue Ridge Parkway passes.

- from the Hugh Morton Collection (North Carolina Collection). Blue Ridge Parkway photographs from a very large collection of well-known photographer Hugh Morton will be digitized for the project. The images range in date from the 1950s through the early 2000s and document the development of parts of western North Carolina. The Morton collection also includes many iconic photographs of the Blue Ridge Parkway.

North Carolina State Archives

- The project team will work with the North Carolina State Archives staff to select photographs from the Blue Ridge Parkway Photograph Collection (PhC.66) that contains 14 boxes of photographs and negatives documenting the construction of the Blue Ridge Parkway. In addition, the collection includes 5 boxes of index cards describing the photographs.) These photographs range in date from 1931 to 1959. The NC State Archives are also willing to make available for use in our collection over 1,000 of the photographs that have already been scanned. The finding aid is available at http://www.archives.ncdcr.gov/ead/eadxml/phc_blue_ride_pkwy_photo_coll.xml (see Appendix 7.)

Blue Ridge Parkway headquarters in Asheville

- Materials will be selected from over 10,000 photographs, 1934-present, that document Parkway construction, the work of the Civilian Conservation Corps, early Parkway buildings, and Parkway-region landscapes both before and after Parkway construction from the 1930s on. The collection includes scenic shots, detailed views of Parkway features (bridges, stonework), images of workers and machinery, pictures of structures razed or relocated for the Parkway, photographs of Parkway road crossings and intersections, and images of landscape rehabilitation, signage, visitors, and key Parkway personnel. Locations for most of the photographs are given by Parkway milepost.

MAPS:

North Carolina State Archives
Driving through Time: The Digital Blue Ridge Parkway in North Carolina
University of North Carolina at Chapel Hill

- Parkway Land Acquisition Maps for North Carolina (1930s-1960s) will be selected from approximately 500 maps, created by the North Carolina State Highway Commission’s land acquisition department. These acquisition maps, carefully drawn to scale (1” to 100’), contain detailed information about land ownership along the Parkway corridor and depict some landscape features such as roads and streams. They give an excellent overview of land ownership along the Parkway at the time of the commencement of Parkway construction.

Blue Ridge Parkway headquarters in Asheville

- Approximately 600 Parkway Land Use Maps (PLUMS), dating from the 1930s through the 1980s, show the “as-built” initial condition of the Parkway. All of these maps have previously been digitized by Parkway staff, but have not been georeferenced or made available to the public. They allow a viewer to understand the planners’ original implementation of Parkway design along each section of the Parkway.
- Maps and plans for Parkway “developed areas” reveal the process of planning the Parkway’s “recreation areas,” which were large areas of land where features such as lodging, hiking, camping, and other recreational activities were to be offered. These areas were also carved from private lands, although the land acquisition was handled directly by federal agencies, rather than by the states.
- Alternate Parkway routing maps, North Carolina and Tennessee routes, 1934. At least one map depicting the various alternative routings for the Parkway considered in 1934 is available at the Parkway headquarters and will, when digitized, provide a way to visualize the Parkway that might have resulted had Tennessee’s preferred route been chosen over that advocated by North Carolinians and lying entirely within North Carolina.
- Alternate Parkway routing maps for selected North Carolina sections will be added to the collection. Areas for focus could include the sections through the Cherokee reservation and the section around Grandfather Mountain. These maps will enhance understanding of the options in front of planners and landowners as conflicts over routing emerged from the 1930s to the 1960s.

NEWSPAPER CLIPPINGS:

- Newspaper Clippings from the North Carolina Collection. The extensive subject clipping file in the North Carolina Collection contains over 200 newspaper clippings on the Blue Ridge Parkway, ranging in date from the 1930s to the 1970s. These document the early planning of the route and its progress during construction. The newspaper clippings will be important sources for understanding the history of the Parkway, and will give users a sense of the initial reactions to the idea of a scenic highway in North Carolina.

ORAL HISTORIES (AUDIO AND TRANSCRIPTS):

- Oral Histories drawn from several sets of interviews held at the Blue Ridge Parkway archives. The interviews, conducted from the 1960s to the 2000s, include conversations with former Parkway employees and Civilian Conservation Corps workers, as well as more recent interviews conducted as a part of an ethnographic study of the Parkway region. Although most of the oral histories are transcribed, they also exist in their original form on reel-to-reel tapes, cassettes, and CDs. Signed release agreements are in place for most of the more recent interviews. Our selection process will be guided by the existence of released forms.

Note: We do not seek LSTA funding for selecting relevant newspaper pages nor for transcribing oral histories interviews.

b. For the material this participant plans to contribute to the project, describe the status of current preservation and access (e.g., use of preservation enclosures, provision of stable physical environment, existence of sufficient arrangement and description of original materials and access tools such as card catalogs, MARC records, finding aids to the folder level, full registrar records, etc.). Provide enough information to demonstrate that materials are properly housed and described.
Section 5a describes in great detail the current status of preservation and access for selected materials that are housed in three repositories.

**The UNC-Chapel Hill University Library**

The Wilson Library environment, which is continuously monitored, meets current standards for storage of library materials. All materials are permanently housed in Wilson Library's secure, climate-controlled stacks. The Wilson Special Collections maintain a closed-stack system and supervised reading rooms. The Library Conservation Department staff operates a state-of-the-art conservation laboratory which serves all Special Collections to ensure that materials in need of conservation work receive the highest level of care. They work closely with all digitization projects, including all LSTA-funded projects. The Conservation staff reviews Special Collections materials to be certain that they can be scanned without damage and treats them as necessary. If any repairs are necessary, or protective enclosures are required, they will be made by one of the conservators or by a student assistant working under their supervision.

North Carolina Collection maps are stored in acid-free folders in flat map drawers. Many of the maps have been treated by staff conservators, who have repaired small tears, removed tape and other adhesives, and prepared custom enclosures, among other treatments as necessary. All maps selected for inclusion in this project will be reviewed by a conservator prior to digitization. North Carolina Collection maps are cataloged to the item level. Each map is given a MARC record, which is then made available through the UNC University Library's online catalog, and through OCLC WorldCat (see Appendix 3).

Photographs in the North Carolina Collection Photographic Archives are described using standard archival finding aids, some of which have been marked up using Encoded Archival Description and published online. The North Carolina County Photograph Collection (collection number P1) is one of the photograph collections from which many materials will likely be drawn for this project. Photographs in this intentionally assembled collection are arranged by location depicted within each county. The location lists are published on the North Carolina Collection Photographic Archives website at http://www.lib.unc.edu/ncc/pcoll/01counties.html. The page describing the Buncombe County photographs is available at http://www.lib.unc.edu/ncc/pcoll/01buncombe/buncombe.html.

The images in the county collection in the North Carolina Collection Photographic Archives are described on the item level, usually in the form of short captions and dates. This information will be captured for all photographs used from these collections.

The North Carolina Collection contains bound volumes and also microfilm of newspaper articles clipped by the staff primarily from newspapers and magazines. The physical volumes have an overall index and each volume has a table of contents. The indices are available online at http://www.lib.unc.edu/ncc/ref/clip/clippings.html. For these materials, the only metadata captured for the project will be the name of the newspaper, headline, and date. Because the articles have been physically removed from the original papers, page numbers are rarely available. (Information about newspaper clippings related to the "Blue Ridge Parkway" topic is available at http://www.lib.unc.edu/ncc/ref/subject/bsub.html. CALL NO.: CR917 N87. REEL NO.: 5, VOL. NO.: 19, PAGE(S): 617-782, 1144-1161).

The Hugh Morton collection, in the North Carolina Collection Photographic Archives, is in the process of being arranged and cataloged. By the time the materials selected for inclusion in this project are ready to be digitized, they will be described in a DACS-compliant finding aid. The photographs will be described to the group and sometimes item level, where they will be arranged by subject, then roughly by date.

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5 From "About the North Carolina Collection Photographic Archives" at http://www.lib.unc.edu/ncc/pha/about.html. "The (Hugh Morton) collection is estimated to contain more than a half a million photographic items and 60,000 linear feet of film footage. Acquired in early 2007, the collection is not yet available for researcher use. To keep abreast of progress on our efforts to prepare the collection for use and to catch glimpses into the collection, visit the blog "A View to Hugh" <http://www.lib.unc.edu/blogs/morton/>".

LSTA NC ECHO Digitization Grant, 2009-2010
Application
(many of the Morton photographs are not dated and approximate dates had to be determined by the Archivist). The Morton Blue Ridge Parkway images will be housed within the North Carolina Places series, Landmarks and Attractions sub-series. Descriptive information being captured about the Morton images includes the photographic format, date, and subject content (where known/available).

The Blue Ridge Parkway Archives
The Blue Ridge Parkway Archives was established in 1989 when park records, mostly central files documenting the concept, development, construction and management of the park, were aggregated in Asheville, North Carolina. By 1992 over 100 If of material was processed and series level cataloging had been accomplished. In 2002 the park processed and arranged nearly 100 If of records, audio transcripts, maps, drawings and plans. A series level finding aid was developed and is available to park staff and the public. The Blue Ridge Parkway Archives collection is housed in an 1800-square-foot museum collections storage facility. The storage area has environmental controls and a security system in place. The photographs are housed in a cold room for storage of slides and negatives. The maps and drawings are housed in double-wide museum cabinets on Spacesaver mobile units for cabinet storage. Preservation enclosures are used for the archival collections. The Blue Ridge Parkway Archives are accessioned and cataloged into the National Park Service Automated National Catalog System (ANCS+). Series level finding aids are available. The Blue Ridge Parkway has an approved Museum Collections Access Policy.

North Carolina State Archives
The Blue Ridge Parkway Photograph Collection, PhC.66, is comprised of black and white photographic prints that were once glued, pasted, or affixed with rubber cement to pages in 45 scrapbooks documenting the construction of the Parkway. The scrapbook pages were exceedingly acidic and the various substances used to stick the prints to the pages were breaking down and in many cases had ceased to function. Because the scrapbook pages were deteriorating and prints were loose or in some instances were no longer adhering to the pages, the scrapbooks were disassembled and the prints filed in archival boxes by their unique image numbers in the order in which they had appeared in the scrapbooks (chronological order). The scrapbooks also contained a description card for each print. Each description card bears the unique image number of the photo it describes. In the scrapbooks, these description cards were underneath or beside the images to which they corresponded. When the scrapbooks were taken apart, the description cards were also filed in numerical order in archival boxes. All boxes in the collection are kept at optimal archival temperature and humidity levels in the secure stacks of the State Archives.

Before being disassembled, the Blue Ridge Parkway Photograph Collection scrapbooks were microfilmed intact. A silver microfilm master is kept in the State Archives vault, and an access copy of the microfilm is available to researchers in the State Archives Search Room. This microfilm serves to depict the layout of the original scrapbooks and is useful to some researchers as an access tool. A traditional finding aid is available in the State Archives Search Room, and an EAD finding aid is available online at http://www.archives.ncdcr.gov/ead/eadxml/phc_blue_ridge_pkwy_photo_coll.xml (see Appendix 7.) Some researchers also use the description cards to aid in accessing prints.

Appendix A, continued

C. Describe the steps you have taken to assure that you have full rights and permissions under current law to create and make available to the public digital copies of all materials proposed for the project. Your response should clearly demonstrate that you know who owns copyright to the material.

Section 5b of the Narrative describes in great detail the situation with the copyright and permission issues that are related to all selected materials.

Materials digitized for this project will come from many different collections. We will pay close attention to copyright concerns, taking care to digitize only those photographs that are clearly in the public domain or those for which we have received permission from both the copyright holder and the repository that
holds the physical item. A large number of the materials that will be digitized for this project are state and federal government documents and thus fall clearly in the public domain. This is true for the maps and photographs at the Blue Ridge Parkway headquarters and North Carolina State Archives, as well as for the published government documents in the UNC-Chapel Hill University Library.

When the Hugh Morton photograph collection was donated to the North Carolina Collection, copyright for the images was transferred to the UNC-Chapel Hill University Library. We have received permission from the Curator of the North Carolina Collection to use selected Morton photographs in this project and to provide access to them on the Web. Credit line for the Morton photographs selected for this project will be given in a manner consistent with departmental standards.

The photographs in the county collections in the North Carolina Collection Photographic Archives come from a variety of sources, each with a different copyright status. For some of the materials, rights have been clearly transferred to the UNC-Chapel Hill University Library, while others, particularly the works of living photographers, require that permission be obtained before publication. And many of the images in the collections are orphan works whose copyright status is uncertain. Project staff will work with the North Carolina Collection Photographic Archives staff in order to determine copyright status for the images selected for this project, and will abide by standards and guidelines determined by the Photographic Archives.

Most of the Blue Ridge Parkway newspaper clippings in the North Carolina Collection were published by papers that still exist, primarily the Raleigh News & Observer and the Charlotte Observer. Because the clippings were published after 1922, the newspapers still hold rights to the articles. We will contact each newspaper for which we would like to use articles and ask permission prior to digitization. Both the News & Observer and the Charlotte Observer have granted permission to the UNC-Chapel Hill University Library to digitize and publish historic newspaper articles in the past, and we are confident that the papers will approve additional digitization of newspaper clippings for this project.

3. Collections Table

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⁶ We calculated ca. 35 pages for an interview based on our previous experience with the DocSouth collection “Oral Histories of the American South”
### Appendix B

**BUDGET TABLE**

Estimated total costs of the project. If your project is to be multiyear, provide a budget table for each proposed year.

**FIRST YEAR, 2009 - 2010**

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**PLANNING/ COLLABORATION**

| i. Travel                     |          | 1,000     | +      |           | 1,000   |
| j. Subsistence                |          |           | +      |           |         |

**PERSONNEL**

| k. Salaries/benefits **        |          | 35,000    | +      |           | 35,000  |
| l. Training                   | Project Manager 1/2 SPA | 16,000    | +      |           | 16,000  |
|                              | Project Program mer 1/4 SPA | 11,542     | 3,847  |           | 15,389  |
| TRA1                         | 1 TRA     | 10,012    | 2,002  |           | 12,014  |
| Natalia Smith                | @3%       | 2,715     |        |           | 2,715   |

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* Grant funds requested must be at least $2,500, but cannot exceed $75,000 ($150,000 when partnering).  
** LSTA funds of $10,000 or above require matching funds. Local matching funds must equal at least 10% of the LSTA request (i.e., a 1 to 10 ratio, or 1/11th of total project costs). Of that 10%, no more than one-quarter may come from in-kind salaries and benefits of existing full-time staff who will work with the project.
Driving through Time: The Digital Blue Ridge Parkway in North Carolina

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| Natalia Smith | @ 3% | 2,715 |

**CONTRACTUAL SERVICES (specify)**

| m. | + | = |

**OTHER (specify)**

| n. | Tuition Award | 2 TRA | 400 | + | 9,628 | = | 10,028 |

| o. | + | = |

**TOTAL PROJECT COSTS (a.-o. above)**

| p. | 74,953 | + | 18,192 | = | 93,146 |

Total Project Costs = LSTA Grant Funds + Matching Funds

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Appendix C

Certification of Local Commitments
All partners (including the lead library or single library applicants) that participate in an LSTA NC ECHO Digitization Grant must certify the following. To do so, the Director or CEO of each partner should initial to the right of each statement and sign below.

- The copyright of materials to be reproduced digitally by this grant program are a) in the public domain, b) held by the library or one or more of the grant project partners, c) used by the library or project partners with the written permission of the copyright holder for publication on the World Wide Web, or d) materials that will be used pursuant to fair use governed by the Copyright Act, 17 USC § 107 et seq. The entity holding copyright agrees to the publication of digital copies of their materials as specified in this document on the World Wide Web.

- All materials proposed for digital reproduction using funds from this grant are stored in appropriate preservation enclosures and are under stable environmental (humidity, light, and temperature) conditions.

- All materials proposed for digital reproduction using funds from this grant have appropriate forms of "traditional access": finding aids and/or library online catalog records or museum registrar records.

- All materials proposed for digital reproduction using funds from this grant will have master and access images created and stored in appropriate resolution, format, and storage media, as described in the NC ECHO “Digitization Guidelines” document.

- All digital products created using funds from this grant will incorporate appropriate Dublin Core and MARC record forms of access.

- All archival finding aids made Web-accessible using funds from this grant will make use of Encoded Archival Description.

- Any digital products created through use of funds from this grant will be made accessible for the long-term over the World Wide Web.

- Any digital products created through use of funds from this grant will be maintained and migrated according to current standards and best practices in order to ensure sustainability.

[Signature, Library Director or CEO] [Date

LSTA NC ECHO Digitization Grant, 2009-2010 Application

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List of Appendices:

1. List of seventeen counties through which the Parkway passes in North Carolina
2. Educational content for Documenting the American South (DocSouth)
3. MARC record for maps (available through the UNC University Library’s online catalog, and through OCLC WorldCat). Buncombe County, North Carolina.
4. Digital Production Center at Carolina Digital Library and Archives (services and specialized digitization equipment)
5. Oral history interview with Bill Clinton. Interview A-027. MARC record and TEI Header.
Appendix 1

The 17 Blue Ridge Parkway Counties of North Carolina

- Ashe
- McDowell
- Alleghany
- Burke
- Surrey
- Buncombe
- Watauga
- Henderson
- Wilkes
- Transylvania
- Avery
- Haywood
- Caldwell
- Jackson
- Mitchell
- Yancey
- Swain
Appendix 2

Educational Content for Documenting the American South (DocSouth) Digital Projects

In addition to the curriculum materials listed below, considerable research has been conducted on how the DocSouth digital collections are used in the classroom. Dr. Cheryl Mason Bolick of the UNC School of Education is currently researching student cognition within the DocSouth learning environment.

Lesson Plans on North Carolina History

1869: A Report on Schools in North Carolina
In this lesson, students use a guided reading to look at a report on the status of education in North Carolina in 1869, and discuss the reasons given then for why the Governor and Legislature should support educating North Carolina's children. They are provided an opportunity to compare and contrast the 1869 document against their own ideas about the civic duty to attend school through age 16, and its relative value to the state and the country.

Busing for Integration vs. Neighborhood Schools
This lesson plan will introduce students to the political, social, and economic issues surrounding school desegregation using oral histories from those who experienced it firsthand. They will learn about the history of the "separate but equal" U.S. school system, the 1971 Swann case which forced Charlotte-Mecklenburg Schools (CMS) to integrate, and the recent decision to discontinue busing for racial integration in Charlotte-Mecklenburg.

Changing Communities: Past vs. Future
This lesson plan introduces students to changes that have occurred in western North Carolina, through two hundred years of national and regional development. Students will learn about the geographical, political, and technological issues that have influenced change in mountain communities using oral histories by Madison County residents.

Cherokee Relocation
Using primary sources from the Documenting the American South collection, students will investigate the boundaries of the Cherokee lands set for North Carolina after the Revolutionary War.

Children at Work: Exposing Child Labor in the Cotton Mills
In this lesson, students will learn about the use of child labor in the cotton mills of the Carolinas during the late 19th and early 20th centuries. They will learn what life was like for a child worker: how much the workers made, how many hours they worked each day, what their homes were like and what they did for fun.

Civil Disobedience and Political Change in the 1960s
Students will compare and contrast "Civil Disobedience" and "Nonviolent resistance" during the Civil Rights era in N.C. They will analyze changes in North Carolina during the postwar period to the 1970's and assess the political and social impact of the Civil Rights movement on local, state and national levels.
Confederate Currency: An Inflation Simulation
Using primary sources from the Documenting the American South collection, this lesson provides a brief simulation of inflation during the Civil War while introducing students to issues faced on the home front.

Conflicts in North Carolina Colonial History: Tuscarora War (Lesson 1)
In this lesson the class will examine primary source documents and secondary sources to answer the questions who, what, when, where and why about the Tuscarora War.

Conflicts in North Carolina Colonial History: Culpepper's Rebellion
Independently students will examine primary source documents and secondary sources to answer the questions who, what, when, where and why about the Culpepper's Rebellion.

De Facto vs. De Jure Segregation
In this lesson, students will contrast and compare de facto and de jure segregation, listening to oral history examples of each from residents of Charlotte, North Carolina. Students will then brainstorm solutions to each type of segregation, and will discuss why de facto segregation can persist even after de jure segregation is eliminated.

Development and Flooding: Is There a Connection?
In this lesson, students will take their knowledge about the hydrosphere and apply it to the issue of population growth and development. In particular, students will learn how increasing development in eastern North Carolina may have worsened the effects of flooding from Hurricane Floyd, due to lack of soil and tree absorption of run-off. Students will create their own development plans for North Carolina in small groups, explaining how their plan will benefit North Carolina's water resources and environment.

Diary of a Tar Heel Confederate Soldier
In this lesson students read the account of a private from Charlotte who served in the Civil War and grew tired of only hearing about the war from the perspectives of officers. After reading his experiences as a "man behind the gun" students will write their own point-of-view piece. They also have the opportunity to read other diary accounts from the war available through Documenting the American South.

Early North Carolina Exploration (warm-up activity)
This lesson is intended to be used at the beginning of a unit that examines the early exploration of the North Carolina coast and its inhabitants

Exploring the 1835 NC Constitutional Convention
This Internet scavenger hunt allows students to read the actual proceedings of the 1835 Constitutional Convention while they discover for themselves some of the significant amendments that were made. The activity also sets the foundation for class discussions about why the state Constitution was amended in 1835 and what impact the amendments had on religious groups, free blacks, and American Indians.

Eyewitness to the flood
This lesson looks at actions and reactions of those who have been affected by hurricanes and floods by contrasting what happens to Janie in Zora Neale Hurston's Their Eyes Were Watching God with personal accounts from North Carolinians who were flooded out of their homes by Hurricane Floyd in 1999.

Hurricane Floyd
One of the most damaging hurricanes to hit North Carolina, Hurricane Floyd made landfall on
Driving through Time: The Digital Blue Ridge Parkway in North Carolina

September 16, 1999. Visitors to this site will see images of the damage that occurred to the eastern part of North Carolina and hear the stories of those who lived through this devastating storm.

Interstate Highways From the Ground Up
This lesson gives students a first-hand opportunity to hear about the planning and effort it takes to build a highway through an oral history of a North Carolina Department of Transportation (NCDOT) resident engineer. Through his oral history, students will learn about "the largest single construction project in the history of the NCDOT."

Introduction to Colonial Times
Students will be introduced to different types of sources, examine primary sources in detail, define colony and learn when the colonial time period was in relation to other historical events.

Interpreting Diaries of the American South
Students will read diaries of individuals who lived in the American South from 1865-1917. After reading these diaries the students will use a visual means of displaying their interpretation. Visual presentations will be one of the following: shadow box, poster, PowerPoint using drawings done by the student, brochure, or presenting an item that would have been used during the time that their diary was written.

Labor unions in the cotton mills
In this lesson, students will learn about the labor union movement in the U.S., specifically the union influence on the cotton mills of North and South Carolina. Students will listen to oral histories from former mill workers explaining why they did or did not become involved with the union, and then will be asked to make that decision themselves. They will provide an explanation for their decision by giving a speech to convince their classmates to join or not join, drawing on the oral histories and what they've learned.

Land of Milk and Honey Relocated or Not (Lesson 1)
In this lesson students will brainstorm reasons people leave their homes and move somewhere else. After discussing modern day reasons for migration students will explore the motives of early settlers to immigrate to colonial North Carolina. Motives will be explored using a primary source, specifically letters from potential settlers asking for permission to come to the land of "milk and honey".

Land of Milk and Honey (Lesson 2)
Using primary sources students will examine the use of propaganda and how it influenced people's decisions to immigrate to the colonies.

Land of Milk and Honey Relocated or Not (Lesson 3)
Using primary sources students will read about the establishment of the city of New Bern, North Carolina. The students will also use maps to draw conclusions about what was read.

Liberation and Deliberation: The North Carolina Ratification Debates of 1788
This lesson focuses on the deliberations over ratification of the US Constitution by the North Carolina legislators. In particular it traces the arguments of the Federalists and Anti-federalists found in the primary sources digitized in the Documenting the American South collection.

Lunsford Lane: A Slave in North Carolina Who Buys His Freedom
Lunsford Lane's story is about a slave who lives in Raleigh, North Carolina. Though his master owns as many as three plantations outside of Raleigh, Mr. Lane is not a plantation slave. Rather, he works for his
master in the city-dwelling. His story provides an example of an ingenious, determined, and disciplined slave who's vision and creativity affords him the opportunity to earn money and eventually buy his freedom. This is an incredible story.

Measuring the waters
In this lesson plan, students will discuss and understand measurement of a single event and measurement over time. Students will learn how to use different tools for measurement, and decide which are better for long-term or short-term use.

Moravians in North Carolina
In this lesson students will explore groups that moved to North Carolina from other colonies. Time will be spent discussing the influence the Moravians had on colonial North Carolina. Students will also research the buildings that were a part of an early Moravian town.

Native Americans and Jamestown
Using primary sources, students will investigate the role of Native Americans in the successes and failures of Jamestown. Students will identify and analyze inaccurate portrayals of Pocahontas and Powhatan by comparing historical facts with literary fiction.

Native Americans Original Natives of Colonial North Carolina
Students will explore different groups of Native Americans that inhabited the lands of North Carolina prior to the colonist's arrival. Students will also examine how colonists interacted with the Native Americans after the colonists arrived in North Carolina.

North Carolina: A Pirates Safe Haven
Students will examine written records regarding the presence of pirates off the coast of the North Carolina colony. Using primary source documents, the students will discover that North Carolina did not discourage pirates from living along the coast. Economic and social reasons for harboring pirates will be explored.

North Carolina Women and the Progressive Movement
This lesson includes primary sources from Documenting the American South specifically related to North Carolina women involved in reform movements characteristic of the Progressive era. For the most part, these documents detail women's work in education-related reform and describe the creation of schools for women in the state. They also demonstrate that, as was true in the rest of the nation, the progressive, female reformers of N.C. were segregated based on race and socio-economic status.

Pirates of the Carolinas
Students will examine written records regarding famous pirates living in the Carolinas. Students will learn about the lives of Blackbeard, Anne Bonney and Mary Reade.

Politics and Economics of Land Settlement in Colonial North Carolina
Using a primary source, students will examine the political nature of land settlement in North Carolina. The influence the economy had on land settlement will also be highlighted. Students will also learn about colonial industry in North Carolina.
Recording School Desegregation: Conduct Your Own Oral History Project
In this unit, students will research the history of school desegregation, and bring that history to life by listening to oral histories of North Carolinians who lived through desegregation. Students will then become historians, recording their own oral histories with relatives or community members, and reflecting on the experience through writing. The oral histories will be collected into a final project and placed in the school's library for students and teachers to study in the future.

School Desegregation Pioneers
In this lesson, students will learn about the challenges faced by the first students to desegregate Southern schools, such as racism, verbal harassment, and physical threats. They will hear oral histories telling the story of desegregation pioneers in Alabama and North Carolina, and critically analyze images of school desegregation. Students will then write a narrative from the point of view of a black student desegregating a white school, exploring how the student may have felt about the experience.

Slave Narratives: A Genre Study
In this lesson, students will read selected excerpts from slave narratives, determining common characteristics of the genre. Students will then write their own slave narratives as a slave from their region of North Carolina, researching for historical accuracy and incorporating elements of the slave narrative genre to demonstrate understanding.

Slavery Across North Carolina
In this lesson, students will read excerpts from slave narratives written by North Carolinians to better understand the slave experience in different regions across the state.

Spirituals and the Power of Music in Slave Narratives
After reading two brief excerpts about the importance of music in the lives of slaves from slave narratives written by Thomas L. Johnson and William H. Robinson, students will listen to and discuss folk spirituals.

Storytellers in the Mountains of North Carolina
Students will study five famous North Carolina storytellers: Jackie Torrence, Ray Hicks, Donald Davis, David Holt and Sheila Kay Adams. They will research how their stories were collected and how they developed their storytelling styles that distinguish them from other tellers.

A survivor's story: How does it really feel?
In this lesson plan, students will look at photographs of women and discuss their first impressions. After listening to an excerpt from an oral history, students will gain empathy for a flood survivor of 1999's Hurricane Floyd.

Two Perspectives on Slavery: A Comparison of Personal Narrative
Students will read and analyze personal narratives written by two North Carolinians who grew up on antebellum plantations in New Bern. One, Mary Norcott Bryan, was the daughter of a wealthy slaveholder, while the other author, William Henry Singleton, was a man born into slavery who fought for the Union Army. How do the authors' cultural backgrounds influence the texts?

A Visit to Colonial North Carolina
This lesson plan extends student learning about the colonial period in North Carolina history by incorporating primary sources from the Documenting the American South collection. After reading first-
hand accounts of travelers to colonial America, students will create their own travel brochure advertising North Carolina.

**African American History Lesson Plans**

**The African American Experience in NC after Reconstruction**
The documents included in this lesson come from "The North Carolina Experience" collection of Documenting the American South and specifically focus on African Americans and race relations in the early 20th century. The lesson juxtaposes accounts that relate to both the positive improvements of black society and arguments against advancement. Combined these primary sources and the accompanying lesson plan could be used as a Document Based Question (DBQ) in an advanced US history or African American history course.

**Brown versus Board of Education: Rhetoric and realities**
In this lesson, students will listen to three oral histories that shed light on political and personal reactions toward the 1954 Supreme Court ruling Brown versus Board of Education. Though the ruling itself is not mentioned, words like "integration" and "forced busing" refer to the social outcomes as perceived by the speakers.

**Busing for Integration vs. Neighborhood Schools**
This lesson plan will introduce students to the political, social, and economic issues surrounding school desegregation using oral histories from those who experienced it firsthand. They will learn about the history of the "separate but equal" U.S. school system, the 1971 Swann case which forced Charlotte-Mecklenburg Schools (CMS) to integrate, and the recent decision to discontinue busing for racial integration in Charlotte-Mecklenburg.

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**Exploring the Church in the Southern Black Community**
Students explore the Documenting the American South Collection titled, the "Church in the Southern Black Community." Beginning with a historian's interpretation of the primary sources that make up the collection, students search the collection for evidence to describe the experiences of African Americans living in the south during the Antebellum through the Reconstruction Period centering on their community churches. The activity culminates in student presentations of a digital scrap book.

**"Forward" to the Great Escape**
In this lesson, the students will read a primary source document from Documenting the American South and examine a painting by Jacob Lawrence to illustrate the conditions of the underground railroad before the US Civil War. The students will create a painting and a narrative related to the underground railroad.
Driving through Time: The Digital Blue Ridge Parkway in North Carolina
University of North Carolina at Chapel Hill

Fugitive Slave Law Simulation
Students face the crisis issue of the Fugitive Slave Bill which gave southerners the right to regain their runaway slaves and return them to bondage. It is also considered by many to have contributed to growing sectionalism in the U.S. and eventually the Civil War. In order to take on the roles of historical actors, students will examine primary source documents from the Documenting the American South collection and critique arguments in favor and opposed to the Bill.

An Introduction to Slave Narratives: Harriet Jacobs' Life of a Slave Girl
This lesson is intended to enhance student knowledge about the life experiences of slaves in America during the 1800's by using the story of a North Carolina slave woman who eventually escaped.

Interracial "harmony" and the Great Awakening
The students will be introduced to two episodes in 19th century American history, around the time of the Great Awakening, that show glimpses of some positive and negative consequences of interracial interaction in a religious context. The students will examine primary sources from the Documenting the American South collection to then be able to write a "sermon" from the perspective of a southern itinerant preacher during the Great Awakening arguing for or against religion as a cure for the social ill of racism and slavery.

Lessons for the Children: Creating a Picture Book about Slavery
Using the slave narratives of Harriet Jacobs and Ellen Craft made available through the Documenting the American South on-line collection, students will examine the institution of slavery, and create their own picture books.

Lunsford Lane: A Slave in North Carolina Who Buys His Freedom
Lunsford Lane's story is about a slave who lives in Raleigh, North Carolina. Though his master owns as many as three plantations outside of Raleigh, Mr. Lane is not a plantation slave. Rather, he works for his master in the city-dwelling. His story provides an example of an ingenious, determined, and disciplined slave who's vision and creativity affords him the opportunity to earn money and eventually buy his freedom. This is an incredible story.

The Middle Passage According to Olaudah Equiano
Students will learn more about the kidnapping, enslavement, and transport of African slaves to the New World via the infamous Middle Passage and gain insight into the horrifying conditions facing slaves throughout the ordeal.

Plantation Life in the 1840s: A Slave's Description
This lesson introduces students to a description of life on the plantation and the cultivation of cotton from the perspective of a slave. It focuses on the use of slave narratives made available by the Documenting the American South collection.

Recording School Desegregation: Conduct Your Own Oral History Project
In this unit, students will research the history of school desegregation, and bring that history to life by listening to oral histories of North Carolinians who lived through desegregation. Students will then become historians, recording their own oral histories with relatives or community members, and reflecting on the experience through writing. The oral histories will be collected into a final project and placed in the school's library for students and teachers to study in the future.

Religion and Slavery in the American South: Comparing Perspectives
In this lesson plan, students consult a variety of primary sources from the Documenting the American South collection.
South Collection to uncover the varied impacts of religion in the lives of slaves in the American South. They are encouraged to seek out multiple, and sometimes contradictory, perspectives of this history.

School Desegregation Pioneers
In this lesson, students will learn about the challenges faced by the first students to desegregate Southern schools, such as racism, verbal harassment, and physical threats. They will hear oral histories telling the story of desegregation pioneers in Alabama and North Carolina, and critically analyze images of school desegregation. Students will then write a narrative from the point of view of a black student desegregating a white school, exploring how the student may have felt about the experience.

Selecting Evidence to Support an Argument
This is a strategy lesson to teach students how to select evidence from a text to support an argument for an essay. It was designed to take two class periods and is comprised of three mini-lessons; these lessons include teacher modeling strategy to large group, student practice with strategy in small groups, and student practice with strategy individually on what will ultimately be the essay that they write.

Slave Narratives: A Genre Study
In this lesson, students will read selected excerpts from slave narratives, determining common characteristics of the genre. Students will then write their own slave narratives as a slave from their region of North Carolina, researching for historical accuracy and incorporating elements of the slave narrative genre to demonstrate understanding.

Slave Songs
This lesson plan allows students to learn more about the religious observances of slaves in the United States by presenting hymns from Slave Songs in the US digitized in the Documenting the American South Collection. This is a great lesson to introduce the intersection of religion and slavery in a US history or African American history class.

Slavery and Childhood
This lesson is designed to extend student understanding of the experiences of slaves living in the American, antebellum south. The chosen samples and excerpts from the Documenting the American South collection reflect the childhood of two enslaved people born in America, Harriet Jacobs and Frederick Douglas, and two people born in Africa, Olaudah Equiano and Omar Bin Said. All four persons relate their experiences with vivid details. Two knew what it was like to be free before being captured and placed into servitude, and longed to be free again; two were born into slavery and like the two native born Africans had aspirations of freedom. Students are invited to compare their childhood memories with the lives of these children in an effort to make history more human.

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In this lesson, students will read excerpts from slave narratives written by North Carolinians to better understand the slave experience in different regions across the state.

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Lesson Plans on U.S. History

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In this lesson, students will listen to three oral histories that shed light on political and personal reactions toward the 1954 Supreme Court ruling Brown versus Board of Education. Though the ruling itself is not mentioned, words like "integration" and "forced busing" refer to the social outcomes as perceived by the speakers.

Busing for Integration vs. Neighborhood Schools
This lesson plan will introduce students to the political, social, and economic issues surrounding school desegregation using oral histories from those who experienced it firsthand. They will learn about the history of the "separate but equal" U.S. school system, the 1971 Swann case which forced Charlotte-Mecklenburg Schools (CMS) to integrate, and the recent decision to discontinue busing for racial integration in Charlotte-Mecklenburg.

Child Labor in Cotton Mills of the Early 20th Century
This lesson will provide students with a look into mill life and child labor in the South in the early 20th century, as part of the story of American industrialization. Students will examine a poster from a mill village as a focus and review activity and students will read a document calling for an end to child labor in Southern cotton mills, especially focusing on ending the employment of females under 14 years of age.

Comparing and Contrasting Political Change through Map Making
In this lesson, students will work in cooperative groups to compare and contrast the following presidential elections: 1876, 1896, 1948, 1964, 1972, 1980, and 2008 through the creation of political maps.

Cotton Mills Seen Through Differing Perspectives: Critical Analysis of Primary Documents
In this lesson, students will read two primary source documents from Documenting the American South, a digital library collection sponsored by the University Library at UNC. One document is Child Labor in the Carolinas, a pamphlet published in 1909 by the National Child Labor Committee exposing the use of child labor in the cotton mills of North Carolina.

Critical Inquiry of Propaganda Posters from World War I
This lesson is designed so that students will examine posters from WW I to determine the use of propaganda. The posters reflect economics, patriotism, environmental issues, recruitment, fear, and investment. These primary sources can be found in Documenting the American South (UNC-CH Libraries)which provides an wide array of posters which will help avoid repetition by students.

De Facto vs. De Jure Segregation
In this lesson, students will contrast and compare de facto and de jure segregation, listening to oral history examples of each from residents of Charlotte, North Carolina. Students will then brainstorm solutions to each type of segregation, and will discuss why de facto segregation can persist even after de jure segregation is eliminated.

Exploring First-Person Female Narratives Related to Sherman's March to the Sea
This lesson plan uses first person narratives from the Documenting the American South collection to
Driving through Time: The Digital Blue Ridge Parkway in North Carolina
University of North Carolina at Chapel Hill
demonstrate differences in perspective related to historical events, in this case, Sherman's march to the sea. It encourages students to compare the views of two southern ladies with that of a Union soldier.

Interpreting Diaries of the American South
Students will read diaries of individuals who lived in the American South from 1865-1917. After reading these diaries the students will use a visual means of displaying their interpretation. Visual presentations will be one of the following: shadow box, poster, PowerPoint using drawings done by the student, brochure, or presenting an item that would have been used during the time that their diary was written.

Interracial "Harmony" and the Great Awakening
The students will be introduced to two episodes in 19th century American history, around the time of the Great Awakening, that show glimpses of some positive and negative consequences of interracial interaction in a religious context. The students will examine primary sources from the Documenting the American South collection to then be able to write a "sermon" from the perspective of a southern itinerant preacher during the Great Awakening arguing for or against religion as a cure for the social ill of racism and slavery.

Join Up
This lesson is designed to help students look more closely at the reasons why Paul and his friends from the novel All Quiet on the Western Front, along with other soldiers joined the armed forces in WWI. Through primary sources and the novel, students will have a better understanding of propaganda and how it affects people.

Labor unions in the cotton mills
In this lesson, students will learn about the labor union movement in the U.S., specifically the union influence on the cotton mills of North and South Carolina. Students will listen to oral histories from former mill workers explaining why they did or did not become involved with the union, and then will be asked to make that decision themselves. They will provide an explanation for their decision by giving a speech to convince their classmates to join or not join, drawing on the oral histories and what they've learned.

"Letters Back Home" World War I: A Soldier's Perspective
World War I traumatized many of the soldiers that participated in the war. It had a lasting effect on the political, economic, social, and cultural lives of Americans during the 1920s. By reading letters that one soldier wrote to his family back home. Students can gain insight into the reasons why the "Great War" had such a profound impact on the United States in years following the war.

Liberation and Deliberation: The North Carolina Ratification Debates of 1788
This lesson focuses on the deliberations over ratification of the US Constitution by the North Carolina legislators. In particular it traces the arguments of the Federalists and Anti-federalists found in the primary sources digitized in the Documenting the American South collection.

The Middle Passage According to Olaudah Equiano
Olaudah Equiano is perhaps one of the most well-known abolitionist writers and former slaves to live in America. His narrative has been digitized as a part of the Documenting the American South "North American Slave Narratives" collection. His vivid retelling of his trip onboard a slave ship bound for the New World illustrates the horrific and dehumanizing experience.

Outfitting a World War I Soldier - Teaching US History with Primary Sources
What do soldiers wear? Students will say a uniform and mention boots. However, many of the...
necessities of soldiers are often overlooked by civilians whether the items be standard issue or personal. This lesson gives students the opportunity to not only look at William B. Umstead's artifacts from World War I, but gain insight into how and why each item was used.

Native Americans and Jamestown
Using primary sources, students will investigate the role of Native Americans in the successes and failures of Jamestown. Students will identify and analyze inaccurate portrayals of Pocahontas and Powhatan by comparing historical facts with literary fiction.

Recording School Desegregation: Conduct Your Own Oral History Project
In this unit, students will research the history of school desegregation, and bring that history to life by listening to oral histories of North Carolinians who lived through desegregation. Students will then become historians, recording their own oral histories with relatives or community members, and reflecting on the experience through writing. The oral histories will be collected into a final project and placed in the school's library for students and teachers to study in the future.

School Desegregation Pioneers
In this lesson, students will learn about the challenges faced by the first students to desegregate Southern schools, such as racism, verbal harassment, and physical threats. They will hear oral histories telling the story of desegregation pioneers in Alabama and North Carolina, and critically analyze images of school desegregation. Students will then write a narrative from the point of view of a black student desegregating a white school, exploring how the student may have felt about the experience.

Socialization and the Traditional Role of Women in the South
Students will define traditionally accepted notions concerning behavior and expectations for women in the South using the investigation of oral histories, cultural institutions and methods of socialization pre-WWI.

Take Action: Working to Stop Child Labor Today
In this lesson, students will first learn about the use of child labor in the cotton mills of North and South Carolina from the 1880's through the 1920's by listening to oral histories from former child mill workers. They will also research the use of child labor in today's world. Students will then brainstorm and implement actions to stop child labor around the world, such as educating themselves and others about the issue, letter writing campaigns to governments and companies, and donating to organizations that work to stop child labor.

War Time Propaganda: American Posters of the Great War
This lesson correlates with students' study of the World War I period. In particular, students will examine war time propaganda, in the form of posters that appeared on the home front digitized in the Documenting the American South "North Carolina and the Great War" collection.

Welcome to the New World
This lesson provides students an opportunity to read and interpret writings of the late 1500's and to transfer the information provided in the writings into a visual medium as a means of understanding and interpretation. The lesson also provides students practice in persuasive techniques.

Where Have We Been? Tracing Family through a Timeline of National History
This lesson plan introduces students to examples of how wars and technological developments have impacted the movement of people throughout United States and world history. Students will learn about the effects of political, technological, and geographical issues on the population of one North Carolina community.

LSTA NC ECHO Digitization Grant, 2009-2010 Application
Who started the Civil War? Comparing Perspectives on the Causes of the War
This lesson plans presents the account of Rose O'Neal Greenhow, a confederate spy during the Civil War. Students are encouraged to find confirming and disconfirming evidence of her perspective on what caused the Civil War by browsing the Documenting the American South Collection of digitized primary sources.

World War I and the changing face of gender roles
Students will assess the political, economic, social, and cultural effects of the war on the women's movement

Stories of the American South
The Stories of the American South is a series of both stand-alone and reusable educational content based on artifacts found in the special collections of the Wilson Library and the digital collections of the Documenting the American South Digital Library.

Change in the Mountains
While development and change were slow in coming to the North Carolina Mountain Region, the last half a century has seen a surge in both.

Changes in Southern Politics
The political landscape in the South underwent significant change during the twentieth century. Political and social change in Southern states was directly connected to some of the landmark events of American history, particularly the Civil Rights Movement.

Child Labor in the Cotton Mills
Dozens of mills across North and South Carolina drew workers from rural and mountain farms, who traded in farm life for life in the mill village...

Hurricane Floyd
Hurricane Floyd is considered one of the most damaging hurricanes to hit North Carolina, and what caused the damage may surprise you...

Race in Charlotte Schools
In the 1970s, the public school system of Charlotte-Mecklenburg County in North Carolina was ordered by the federal courts to desegregate. The district then faced busing, lawsuits, protests, and riots during its struggle with the issue of racial quotas...

Slavery in North Carolina
North Carolina, like other Southern states, relied on slavery to build its economy during the 18th and 19th centuries. Slaves across the state raised crops, did domestic chores, constructed new buildings, sailed ships, and performed countless other jobs, all for no pay...

Southern Women Trailblazers
The twentieth century was a time of great social change in America. One example of remarkable change was in the role of women in American society.

Tobacco Bag Stringing
Throughout the tobacco-growing regions of the American South during the Great Depression,
individuals and families earned much-needed income by sewing drawstrings into small cotton tobacco bags.

The Teacher's ToolKit

The toolkit consists of a number of guides intended to provide teachers the necessary tools to access and incorporate the primary source documents that make up the Documenting the American South collection. Keeping in mind that many of the documents contained in this digital library are lengthy and acknowledging the lack of time that is a major reality for teachers in public schools, teaching materials and lesson plans are included in this toolkit. Teachers are recommended to adapt the resources to the individual needs of their classrooms and students.

Tools for Using DocSouth

Creating Document Based Questions (DBQs) with the DocSouth resources

Activities using Primary Sources

RAFT Assignments and Rubric (point-of-view writing)

You Were There: A witness to history speech

Primary Source Analysis Sheet

Primary Sources Comparison Chart

Compare and Contrast Chart: Primary Source Documents

Digital Narratives

Digital Historical Narratives (essay)

Digital Historical Narratives in the Classroom (essay)

Getting Started (how to create a digital narrative)
Appendix 3

Buncombe County, North Carolina [cartographic material]
prepared by the North Carolina State Highway and Public Works Commission; in cooperation with the Federal Works Agency Public Roads Administration.

Author: North Carolina State Highway and Public Works Commission.
Published: [Raleigh] : The Commission, 1938.
Language: English
Format: Map

Full Record
Other Author: United States. Public Roads Administration.
Subject: Asheville (N.C.)--Maps.
Buncombe County (N.C.)--Maps.
Business enterprises--North Carolina--Buncombe County--Maps.
Industries--North Carolina--Buncombe County--Maps.
Roads--North Carolina--Buncombe County--Maps.

Physical Description: 1 map on 3 sheets : photocopy; 259 x 206 cm. on sheets 92 x 208 cm. or smaller.
Cartographic Scale: [ca. 1:34,000] ; Polyconic proj.
Data: "Data obtained from State-Wide Highway Planning Survey."
Relief shown by hachures.

Sheet 3 includes 10 ancillary maps, scale [ca. 1:12,672]: Inset 1 Enka -- Inset 2 Candler -- Inset 3 [Skyland area] --
Inset 4 Fairview -- Inset 5 East Asheville -- Inset 6 Buena Vista -- Inset 7 Emma -- Inset 8 Ridgecrest -- Inset 9 Montreat
-- Inset 10 [Oteen].
Shows streets and roads, road structures and quality, public utilities, government property, businesses, industries,
houses, and distances.

OCLC Number: 52594872
Persistent URL: http://search.lib.unc.edu/search?R=UNCb4301479
View this record in the Classic Catalog

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Catalog Home | Libraries & Collections | E-Research Tools | E-Journal Finder | Other Catalogs | WorldCat | Libraries Home | Feedback

1 of 1

2/17/2009 9:41 AM
Appendix 4

Digital Production Center, Carolina Digital Library and Archives

Mission

The goal of the Digital Production Center is to develop the highest level of technical infrastructure and human resource capabilities for the comprehensive digital reformatting of original source materials from Library Special Collections and other cultural resource institutions. The Digital Production Center [DPC] combines highly-skilled and knowledgeable personnel with state-of-the-art hardware and software to provide the highest possible quality of digitization services through a combination of industry "best practices", quality control standards, and workflow management.

The DPC was formed in 2007 as part of the UNC Digital Library & Archives in support of the UNC Library's mission to provide access to its materials and thereby support inquiry and learning at the University and for the people of the State of North Carolina.

Services Overview:

Image capture from analog source materials [books, manuscripts, maps, posters, artwork, artifacts, and photographic materials.

Digital surrogate delivery [digital file and high-quality print output for research, display, publishing, project development, collection development, and "scan-on-demand" services].

Data Conversion and Management [Optical Character Recognition, File Aggregation and Digital Archiving].

Highly skilled and knowledgeable staff utilize state-of-the-art equipment and technology to produce the highest quality digital surrogates. Production based on industry "best practices" and adherence to national and international standards for file format, resolution and color management.

Technology Overview:

Specialized digitization equipment to safely and successfully digitize all types and formats of rare, fragile, and valuable Special Collections materials.

Internet Archive Scribe System

A partnership initiative with the Internet Archive, Open Content Alliance, and Renaissance Computing Institute. Provides high-speed, high-quality mass digitization techniques for bound materials. Can produce approximately 3,000 digitized pages of original text per day. Digitized materials are hosted on the Internet Archives website and
are fully available for download in multiple formats. UNC Library titles are linked back to the UNC OnLine Catalog.

* RBC ~ Spanish Drama Collection
* NCC ~ Business Directory Collection
* UNC Health Affairs Library; UNC Law Library; Duke University

BetterLight Super 8K-HS Scanning Back

Used primarily for digitizing large and oversized materials such as maps, posters, broadsides and three-dimensional artifacts. The BetterLight Super 8K-HS achieves a high-resolution digital capture in a minimal amount of time. 192 megapixel scanning camera back which can produce a 549MB, 24-bit RGB file. Combined with NorthLight High-Intensity Discharge [HID] lighting, which reduces infrared and UV exposure of the source material, while keeping a cooler production environment. Many oversized, flat items are held in place during digitization with a 48”x60” Teaneck upright vacuum table.

* NC Maps
* Going To The Show
* Gilmer Maps

Zeutschel 12000C Overhead Color Scanner

High-speed/high-resolution overhead scanning system, designed specifically to allow for digital capture of books, manuscripts, and fragile documents with minimal handling and fast image capture times. Completes a 300pixel/per inch 24-bit RGB capture in approximately 5 seconds. Allows for multiple file format image delivery

* Watson-Brown
* Trist Papers
* Manuscript Collections

Fujitsu 5900 Sheet-feed Scanner

High-volume production scanner provides fast [120 pages per/minute-simplex ~ 240 images per/minute-duplex], high-resolution image capture from unbound materials. Can digitize original material from business card size up to 11x17. Multiple output format options for both color and black & white images. Paired with an ABBY Fine-Reader Optical Character Recognition Server, allows for creation of searchable PDF documents.

* Projects in development:
* Catalog card digitization
* UNC Yackety Yack Yearbooks

Flatbed Scanners
Epson 10000XL Flatbed scanners with transparency adapters allow for the digitization of flat reflective and transparency materials. 2400 pixel/per inch optical resolution can produce 24- or 48-bit RGB files or Grayscale files. Used primarily for photographic print originals where high-resolution, high-quality image captures are required. Also used extensively for digitizing sheet film originals, such as 4x5, 5x7, and 8x10 sheet negatives as well as glass plate negatives.

* Rufus Morgan
* NC Postcards
* Numismatics

**Nikon Coolscan Film Scanners**

Optical resolution of 4000 pixels/per inch allows for extremely high-resolution digitization of “contemporary” film format originals such as 35mm cut-strip negatives, 35mm mounted color transparencies and 120/220 and similar roll-film originals.

* Billy Barnes
* MacKinney Medieval Medical Manuscripts
* Don Sturkey

**Kodak HR-500**

High-speed, high-resolution film scanner that accepts multiple film formats from 35mm, 120/220, up to 4x5. Can process color and black & white images, both negatives and positives. Has both manual and automatic operation to allow for continuous digitization of uncut roll film and trays of up to 80 mounted 35mm slides.

* Hugh Morton blog post: HR500
* Hugh Morton Blog post: 200,000 slides [4 parts]
* McCauley ContentDM collection
Oral history interview with William J. (Bill) Clinton, June 15, 1974
Collection (#4007).

Author: Clinton, Bill, 1946-. Interviewee
Published: [Chapel Hill, N.C.]: University Library, UNC-Chapel Hill, 2006.
Language: English
Format: Internet resource
Summary: This interview took place during Bill Clinton's unsuccessful 1974
bid for a seat representing Arkansas in the US House of
Representatives. Two years later, he ran uncontested to become
the state Attorney General, and in 1978 he won the
governorship. Clinton shows his devotion to the intricacies of political maneuvering, his sense of the role of personality in
politics, and his fondness for words. He seems aware that his ability to personally connect with Arkansas voters will be
important as he vies for the seat, but seems uncomfortable with the idea that he will rely more on charm than on issues. He
hopes that his stands on various issues will give Arkansas voters a clear picture of him as a person. The interview is packed
with many specific details about Arkansas politics.

Varying Title: Also cited as: Interview A-027, Southern Oral History Program Collection (#4007)
Oral histories of the American South.

Notes: Text (HTML and XML/TEI source file) and audio (MP3); 2 files: ca. 128.9 kilobytes, 114.1 megabytes.
Details: System requirements: Web browser with Javascript enabled and multimedia player.
OCLC: 179597746
Persistent URL: http://search.lib.unc.edu/search?R=UNCb5293993

Documenting the American South full text and audio access

Call #: Online Access
Status: Notes

Series A. Southern Politics. Southern Oral History Program Collection (A-0027)

William J. (Bill) Clinton

33 p.

Published by Southern Historical Collection, University of North Carolina at Chapel Hill

Interview conducted on June 15, 1974, by Walter DeVries and Jack Bass; recorded in Fayetteville, Arkansas. Transcribed by Linda Killen.

Forms part of: Southern Oral History Program Collection (#4007): Series A. Southern Politics, Manuscripts Department, University of North Carolina at Chapel Hill.

Original transcript on deposit at the Southern Historical Collection, The Wilson Library, University of North Carolina at Chapel Hill.

The electronic edition is a part of the UNC-Chapel Hill digital library, Documenting the American South. An audio file with the interview complements this electronic edition.

The text has been entered using double-keying and verified against the original.

The text has been encoded using the recommendations for Level 4 of the TEI in Libraries.
Guidelines.

- Original grammar and spelling have been preserved.
- All quotation marks, em dashes and ampersand have been transcribed as entity references.
- All double right and left quotation marks are encoded as "
- All em dashes are encoded as —

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Appendix 6

Usage statistics for DocSouth collections

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Descriptive Summary

Repository: North Carolina State Archives.
Title: Blue Ridge Parkway Photograph Collection, 1931 - 1959
Language of Materials: Materials in English

Location: For current information on the location of these materials, please consult the Public Services Branch, North Carolina State Archives.

Abstract: The Blue Ridge Parkway was built to connect Shenandoah and The Great Smokey Mountains National Parks. Construction began in 1935 by the Public Works Administration. It was completed in 1987.

The photographs document the construction of the Blue Ridge Parkway between 1935 and 1959. Photographs from 1931-1933 include the construction of Skyline Drive, used as a model for the Blue Ridge Parkway.

Extent: 14 photo boxes, 5 drop boxes. Photo boxes include photographs and negatives; drop boxes include index cards describing the photographs.

Administrative Information

Access Restrictions

Available for research.

Copyright Notice
Copyright is retained by the authors of these materials, or their descendants, as stipulated by United States copyright law (Title 17 US Code). Individual researchers are responsible for using these materials in conformance with copyright law as well as any donor restrictions accompanying the materials.

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Preferred Citation

[Identification of item], PC.66.1, Blue Ridge Parkway Photograph Collection, North Carolina State Archives, Raleigh, NC, USA.

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Acquisitions Information

The photograph collection was donated to the State Archives by Andy Kardos, Blue Ridge Parkway, 700 Northwestern Bank Building, Asheville, North Carolina on February 21, 1983. They were accessioned in May, 1983.

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Processing Information

Processed by Stephen E. Massengill, February 1997

Finding aid revised by Mary P. von der Heide, April 2005
Historical Note

The Blue Ridge Parkway was built to connect Shenandoah National Park with The Great Smokey Mountains National Park. Col. Joseph Hyde Pratt conceived the idea of such a mountain roadway early in the 20th Century. He believed people would soon be using automobiles more for recreation than any other purpose and thought a mountain roadway would be an ideal location for day trips. He envisioned it running from Virginia to Atlanta, Georgia, with most of the roadway running through North Carolina. The road would include a chain of hotels from Marion, Virginia to Tallulah Falls, Georgia. In 1912 Pratt reported to the North Carolina Good Roads Association that he and his men had surveyed the route and construction for this road began in July 1912. The section of road between Altapass and Pineola, North Carolina was completed, but the rest was abandoned as a result of US involvement in World War I. Although Pratt never finished his project, new groups of supporters pushed for the project in the 1930s. The construction of the Blue Ridge Parkway closely followed the route originally planned by Pratt.

By 1930, the idea of federally funded highways connecting national parks became a topic of conversation. Congressman Maurice H. Thatcher of Kentucky proposed a road leading from Washington, DC, through Virginia, into North Carolina, and continuing on to The Great Smokey Mountains National Park in Tennessee. The initial plan for the parkway bypassed North Carolina altogether. North Carolina then became involved in lobbying to have a portion of the roadway in their state. In the end, Tennessee was left out of the construction.
Despite all his efforts, Thatcher was not able to construct the parkway. In 1933, the idea caught the interest of another group. The National Recovery Act of 1933 ordered the Public Works Administration (PWA) to develop a program involving the construction, maintenance, and improvement of public highways and parkways. During that same year President Franklin D. Roosevelt visited Skyline Drive, a Civilian Conservation Corps (CCC) project in Virginia's Shenandoah National Park. Roosevelt agreed to plans for a similar road connecting Shenandoah and The Great Smokey Mountains National Parks.

Planning and landscape design for the Parkway began December 26, 1933 and on September 11, 1935, officials broke ground on a twelve-mile section at Cumberland Knob, just south of the Virginia/North Carolina border. On June 30, 1936, an act of Congress placed the Parkway under the jurisdiction of the National Park Service of the US Department of the Interior. Work on the Parkway progressed in strips, as the land required was bought from the owners.

Since the construction of the Blue Ridge Parkway fell under the provisions of the New Deal, it required contractors to hire people from the local unemployment rolls, which meant 90% of the workforce came from local communities. Contractors could hire from outside the area when a project required special skills, such as stone masonry.

Work on the road continued until construction was halted during World War II. After the war, limited funding slowed the progress. The Blue Ridge Parkway was finally dedicated on September 11, 1987, following the completion of the last section at Linn Cove Viaduct. Although the dedication occurred fifty-two years after the groundbreaking, portions of the highway had been used for many years. Today the Blue Ridge Parkway stretches for 469 miles, connecting Shenandoah and The Great Smokey Mountains National Parks, providing one of the most scenic drives in the country.
The photographs were originally housed in 45 scrapbooks and were removed from the scrapbooks for preservation purposes. Original chronological order was kept for the photographs. The photographs display the construction of Skyline Drive and The Blue Ridge Parkway from 1931-1959. The images are labeled 1-1-A--59-43-H, which is consistent with the numbering established in the scrapbooks. A small portion of the photographs could not be separated from the glued pages and copy negatives were made of these photographs. They are included with the original photographs. The labels were also removed from the albums and attached to note cards. These were placed in separate boxes, following the same order as the photographs. These are the only descriptions of the photographs available.

**Collection Arrangement**

The photographs are arranged chronologically and numerically, following the original order in the scrapbooks. The index cards are stored in separate boxes, but follow the same order as the photographs.

Each photograph is labeled with 2 numbers and a letter. It appears the first number refers to the year, with 1, being 1931, continuing through 9, for 1939. From 1940, the method changes to 40, 41, etc. through to 59. The second number appears to be a roll of film. The rolls run continuously for the Shenandoah National Park project, but begin with 1 for each year of The Blue Ridge Mountains Parkway project. The letter appears to refer to a specific exposure on each roll.

The National Park Service prepared a list of Project Numbers, dates and locations. A copy of this list is provided at: [http://www.archives.ncdcr.gov/ead/eadxml/additional/blue_ridge_pkwy_project_numbers.pdf](http://www.archives.ncdcr.gov/ead/eadxml/additional/blue_ridge_pkwy_project_numbers.pdf). Researchers can use this list to narrow their search of the collection to appropriate dates.
Online Catalog Headings

These and related materials may be found under the following headings in online catalogs.

Subject Terms

Bulldozers.
Engineering.
Mountains.
Photo Albums--1931-1959.
Photographs--1931-1959.
Roads--Design and construction.

Geographic Terms

Alleghany County (N.C.)
Appalachian Mountains.
Ashe County (N.C.)
Avery County (N.C.)
Blue Ridge Parkway (N.C. and Va.)
Buncombe County (N.C.)
Great Smoky Mountains (N.C. and Tenn.)
Haywood County (N.C.)
Jackson County (N.C.)
McDowell County (N.C.)
Pisgah National Forest (N.C.)
Skyline Drive (Va.)
Transylvania County (N.C.)
Watauga County (N.C.)
Wilkes County (N.C.)
Yancey County (N.C.)

Related Collections

Additional information on topics found in this collection may be found in the Manuscript and Archives Reference System (MARS) http://www.ncarchives.dcr.state.nc.us.

See also:

F.16.2-6 Blue Ridge Parkway Scrapbooks, 1931-1959, Microfilm, 5 reels, North Carolina State Archives

National Park, Parkway, and Forest Development Commission Record Group.

Governor's Papers -- James Grubb Martin (11 December 1935 --) [First and Second Administrations]. Communications Office: Speeches, Press Releases, Press Conferences, and Miscellaneous.

Audio Visual and Iconographic Materials. Photographs. Division of Archives and History Photograph Collection. Construction on the Blue Ridge Parkway [or Road Construction on the Blue Ridge Parkway].


Additional information on the Blue Ridge Parkway may be found at the National Park Service: http://www.nps.gov/blri/

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FINDING AID

RECORDS OF THE RESIDENT LANDSCAPE ARCHITECT, 1914-1985
1914 - 1985 (bulk dates: )

Prepared by

National Park Service
Blue Ridge Parkway
199 Hemphill Knob Road
Asheville, NC 28803-

Catalog Number: BLRI 7987
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**HISTORY**

The resident landscape architect provided professional landscape architectural services for the Blue Ridge Parkway and was the principal advisor to the superintendent concerning land acquisition and landscape architectural conservation in parkway development, maintenance, management, and protection. As such, the resident landscape architect developed long range plans to preserve the scenic corridor of the parkway and to correct damage brought about by construction, visitor use, or natural phenomena. Other duties include: preparation of land use maps; development of studies regarding utility line crossings, parkway accesses, scenic easements, and special use permits; liaison with federal, state, and local government officials concerning surveys and land use planning; promoting the purchase of in holdings; coordinating the preparation of legal descriptions of lands for land acquisition programs.


The records in this group were maintained in the resident landscape architect's office. They contain correspondence and other documents of the superintendent related to land use and land acquisition as well as files created in the daily duties of the resident landscape architect. Many of the records relate to early land acquisition programs and include records of Stanley W. Abbott, resident landscape architect (1933-1937) and acting superintendent (1937-1944). Several record series concern the extension of the parkway into Georgia and South Carolina. Records of the parkway's agronomist and realty specialist are also included in this record group. The records in this group date primarily during the period 1934-1985 although a small number of tract boundary descriptions for 1914-1927 are also included. Additional records relating to land acquisition can be found in RG 6 Series 1 - Series 18.
SCOPE AND CONTENT

RECORDS OF THE RESIDENT LANDSCAPE ARCHITECT, 1914-1985
1914 - 1985 (bulk dates: )

CATALOG NUMBER      BLRI  7987
VOLUME                47.5 LF

DESCRIPTION
Record Group 7. These records were maintained in the office of the resident landscape architect. They contain correspondence, newspaper clippings, and other documents of the superintendent related to land use and land acquisition as well as files created in the daily duties of the resident landscape architect.

ORGANIZATION

PROVENANCE

RESTRICTIONS       NO

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LXIII. SERIES 63: MAPS, DEVELOPMENT PLANS

LXIV. SERIES 64: MAPS AND DRAWINGS, 1933-1944

LXV. SERIES 65: BOUNDARY MAP
FINDING AID

RECORDS OF THE DIVISION OF RESOURCE PLANNING AND PROFESSIONAL SERVICES
1931-1988 (bulk dates: )

Prepared by

National Park Service
Blue Ridge Parkway
199 Hemphill Knob Road
Asheville, NC 28803-

Catalog Number: BLRI 8228
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**HISTORY**

The Division of Resource Planning and Professional Services was one of four major administrative divisions within the Blue Ridge Parkway. The division was created in 1987 with Art Allen serving as the first Division Chief. The division had three major responsibilities: planning and development; history and archeology; and natural and social sciences.

Planning and development activities include the following: coordinating special projects of the Blue Ridge Parkway; coordinating activities in compliance with the Master Plan, Resource Management Plan, and the General Management Plan; coordinating parkway activities with various federal, state, and local government agencies as well as private organizations; establishment of policies concerning special user permits, scenic easements, right-of-way grants, and other various forms of land use; preparing and updating the Land Protection Plan.

History and archeology activities were supervised by the cultural resource management specialist. Responsibilities of this office include the following: ensuring that the parkway is in compliance with all laws, regulations, and policies concerning historic preservation and cultural resource management; ensuring that proper Section 106 compliance procedures are initiated for development projects; providing oversight in matters relating to the List of Classified Structures, nominations for the National Register of Historic Places, historic resource studies, historic preservation structure reports, historic furnishing studies, historic structure guides, and other cultural resource management documents; oversight of the Blue Ridge Parkway archives; coordination of data gathering, planning, and legal compliance for archaeological projects and coordination of archaeological activities with the Southeast Regional Office and the Southeast Archaeological Center; coordination of interpretative activities with the interpretive specialist and the Division of Resource Management and Visitor Services.

Natural and social science activities were supervised by the natural resource management specialist. Responsibilities of this office include the following: planning research activities for a variety of natural resource management programs, including vegetation, wildlife, fisheries, water quality, and trails; planning research activities for social science activities, primarily concerning visitor use of parkway facilities; preparing and reviewing environmental impact statements and environmental assessments; developing the parkway's Natural Resource Management Plan.

The office of the resident landscape architect was placed within the Division of Resource Planning and Professional Services in 1987. For a full description of these records see Record Group 7.
The records in this group are divided into three major divisions: Planning and Development; History and Archeology; and Natural and Social Sciences. The record group consists of a variety of materials which document the activities of the division in these three major areas. The records in this group comprise 54.5 linear feet and date 1931-1988.


**SCOPE AND CONTENT**

RECORDS OF THE DIVISION OF RESOURCE PLANNING AND PROFESSIONAL SERVICES
1931-1988 (bulk dates: )

**CATALOG NUMBER**  BLRI  8228

**VOLUME**  54.5 LF

**DESCRIPTION**

Record Group 5. This collection consists of records of the Division of Resource Planning and Professional Services, 1931-1988. The records in this group document the three major administrative functions of the division including planning and development, history and archeology, and natural and social sciences. It includes CHECK LIST OF PLANTS NATIVE TO THE EASTERN UNITED STATES (BLRI 8132) and the Bancroft Suggestion (BLRI 8131).

**ORGANIZATION**

**PROVENANCE**

**RESTRICTIONS**  NO

**ASSOCIATED MATERIALS**
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III. SERIES 3: STATEMENT FOR MANAGEMENT - RESPONSES AND COMMENTS, 1978-1979

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