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Exalting Learning and Libraries

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

The 106th American Library Association Conference has been history for more than a month, but the accolades NCLAers received remain a source of very much interest and pride for NCLA. The many who were involved, leading and being recognized, share this spotlight also. Space will not allow each one to be featured in this message; however two of our own that received awards must be included.

Gayle Keresey received the AASL/SIRS Intellectual Freedom Award. She was honored as "a shining example of strong proponents of intellectual freedom." In addition to a contribution of one thousand dollars to a library of her choice, she received her travel to ALA and two thousand dollars. The Lippincott Award for distinguished service to the profession of librarianship was received by Dr. Edward Holley. The citation proclaimed Dr. Holley to be a "thorough, insightful and dedicated researcher and scholar." His article published in the November 1985 *College and Research Libraries*, "Defining the Academic Librarian," has been selected for inclusion in the *Best of the Library Literature*.

Perusing the 318 pages of the ALA Conference Program was time consuming and almost overwhelming, yet extremely interesting. Our AASL President Marilyn Miller was especially involved as she appeared on twelve programs ranking right up there with ALA President Regina U. Minudri. Marilyn was introduced during the Newbery and Caldecott Awards Dinner as one of the honored guests. Congratulations are due Marilyn and the AASL group who worked so hard and successfully in getting the motion to join NCATE passed. The NCLA Executive Board had given the idea its support at the April 24-25 meeting at Greensboro College. Dr. Kieth Wright is to be commended for his dedicated efforts to cover the many council meetings and his loyalty in reporting major highlights to the NCLA Executive Board. We are proud of all who were able to attend and especially those with program responsibilities.

Congratulations to the newly elected NCLA officers for 1987-1989. They are Barbara Baker, Durham Technical College, First Vice-President/-President Elect; Ray A. Frankle, J. Murry Atkins Library, Second Vice-President; Gloria Miller, Charlotte-Mecklenburg Schools, Secretary; and Directors Janet Freeman, Carlyle Campbell Library and Howard McGinn, Division of State Library. They were invited to attend the NCLA Executive Board Meeting in Pinehurst on July 24 to observe your Board in action. Your 1987-1989 NCLA biennium with these excellent leaders and Patsy Hansel as President will be in good hands. Expect an outstanding two years of professional growth.

Long before you read this issue of *North Carolina Libraries*, you will have had on hand the full news of the 47th NCLA Biennial Conference, "Libraries: Spread the News," and hopefully will have completed your plans for attending. The conference committee has gone all out to make this conference one for professional growth.

Seven NCLA committees and sections have been funded a total of \$7200 from LSCA Title III grant funds to help support their programs at the October 27-30, 1987 conference. They are Children's Services, Media, Reference and Adult, Roundtable for Ethnic Minority Concerns, Roundtable on the Status of Women in Librarianship, Serials Interest Group and Young Adult. These provisional grant awards are very much appreciated as each gives the section and committee opportunities to provide outstanding conference programs that otherwise would be financially impossible. Our thanks go to John Welch and Jane Williams, Division of State Library, North Carolina Department of Cultural Resources, for their assistance.

There is always that risk of important happenings being left out unintentionally in a message to the membership of such an outstanding organization as The North Carolina Library Association. I believe, however, that the prestigious publication, *North Carolina Libraries* must be mentioned. Through its editorial staff of eighteen members and Frances Bradburn, Editor, *NCL* has provided the membership the best in professional

information throughout the biennium. It is especially gratifying that NCLAers can feel free to speak up on issues and not be intimidated. To use one of Dr. Madeline Hunter's thought-provoking expressions, it "rattles our cages" sometimes and causes critical thinking that most likely will turn negative thoughts into positive action.

Forsyth County Media Association President Janet Plummer is to be congratulated for her stand in her letter to the editor in the May-June 1987 issue of *North Carolina Education*. Read this letter and join her in correcting the NCAE Number 10 recommendation.

We must continue "Exalting Learning and Libraries" and follow through on the '87 theme, "Libraries: Spread the News." To emphasize the NCASL theme of '86, "Our Image is Showing," we need to continue a collaboration with other professional organizations to facilitate this visibility

in local areas and nationally. It is comforting to know that the North Carolina Department of Public Instruction is at work for the school librarians. This is obvious in the Basic Education Plan. We must also do our part.

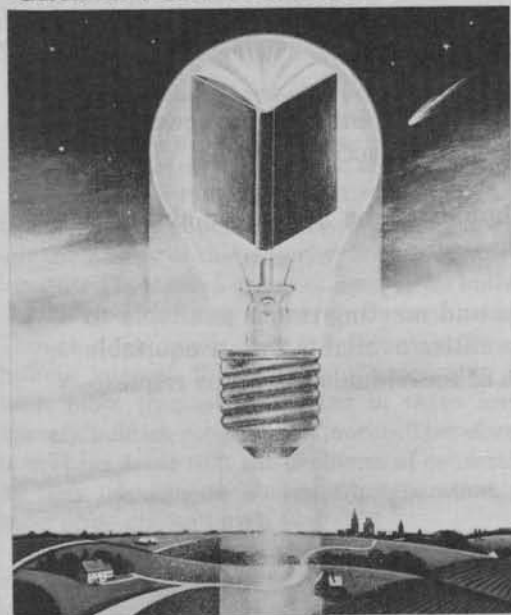
It is a bit sad to be writing my last president's message, but the many memories of the past two years overcome any sadness with genuine pleasure. Please accept my thanks for allowing me to serve as your president, to meet so many wonderful members of NCLA across the state, to work with such dedicated board and committee members, and to represent this fine association on many occasions.

I commend to you Patsy Hansel, your new president. The gavel will transfer into her capable hands on October 30, 1987.

Pauline F. Myrick, President



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Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

Intellectual Freedom— That Neglected Topic An Introduction

Gene D. Lanier, Guest Editor

Librarianship, as a profession, according to Eli M. Oboler¹ who was one of our strongest proponents of intellectual freedom, is as much based on the freedom of the mind as the profession of medicine is based on its responsibility for the care of the body or the profession of law for equitable determination of the relative rights of individuals and society. He felt that if universal health is the proper goal of the doctor and universal justice the appropriate aim of the lawyer, then, equally, universal intellectual freedom is unquestionably the right target for the librarian.

Librarians have had to deal with censorship and related issues for as long as there has been a recognized profession. Censorship is defined in the *International Encyclopedia of the Social Sciences* as

... the policy of restricting the public expression of ideas, opinions, conceptions and impulses which have or are believed to have the capacity to undermine the governing authority of the social or moral order which that authority considers itself bound to protect.²

It is conscious policy and may be enforced without the assent of the majority; indeed, it may be instituted by a small group or even by an individual who feels strongly concerning a certain issue. Though such issues may fall in any sphere of human interest, the practice of censorship has been most frequently invoked in three areas, namely, politics, religion, and morals. Therefore, it is in these areas that the problems of censorship as they impinge on library administration are most often encountered.

There are currently several trends that have caused concern if not problems for librarians, authors, and publishers alike. The threat of regional and national movements to "Christianize" American education is ominous. As a nation we tend to be confronted with crises; we tend to

be disoriented, feeling unrepresented and helpless. While in this frame of mind, there are individuals and groups in our midst who have arisen with what they say are all the answers to our problems. They are doing this in the name of God, the family unit, the flag, and patriotism. A number are using the ill-defined term secular humanism as the reason for their actions.

Although a large percentage of reported censorship incidents appears to have been initiated by an isolated parent or school official, the reasons cited for these censorship attempts consistently follow the philosophy of nationally organized pressure groups such as the Liberty Federation, the Eagle Forum, Citizens for Decency, the National Coalition Against Pornography, the National Council for Better Education, and the John Birch Society. The educational philosophy of such groups is succinct in that they feel children should be exposed to a slanted set of "facts" that in no way conflicts with either the censor's point of view of history or their visions of the future. A book is easier to burn than to explain.

Current state and federal legislation has also played a role in limiting access to information. There has been a growing restriction of governmental information according to documents librarians due to the crucifixion of the Freedom of Information Act. The "chilling effect" of the *Attorney General's Commission Report on Pornography*³ has been voiced by librarians, university professors, and classroom teachers. This unscientific treatise has resulted in librarians practicing "silent" censorship by not choosing titles which meet the criteria for selection or by removing titles before the censor comes because they might be considered controversial. In the classroom, professors and teachers have changed their instruction or avoided certain sensitive topics due to the same reasons. In North Carolina, anti-obscenity legislation (N.C. General Statutes, Article 26, 14-190.1 - 14-190.20) and a proposed bill called the "Parent and Pupil Rights Act" patterned after

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the Hatch Amendment, have had the same effect, along with debates on the Basic Education Plan. The Tennessee and Alabama court decisions also added to the intimidation. All of these have given librarians pause in the selection process, and have encouraged moral vigilantes resulting in attempted censorship.

Technology has brought on its share of problems in this area involving access and copyright. The 1986 report from the Commission on Freedom and Equality of Access to Information⁴, chaired by Dan M. Lacy, indicates that some technologies of communication tend to lock information in computer systems and data banks which cost thousands of dollars to access. This along with the information explosion and copyright infringements has resulted in an onslaught which is going to make it difficult for intellectual freedom and access to survive. It can become very easy to fall into the trap of assuming the servant role and to lose the storage and retrieval battle. Many have forgotten that our whole constitutional system is based on the theory that we regulate action, not ideas or attitudes.

Excesses must be tolerated even though we may personally disagree with certain issues and topics in today's world.

Having served as Chairman of the Intellectual Freedom Committee of the North Carolina Library Association since 1980, and having dealt with over two hundred requests for help, as well as being on the same committee in the Southeastern Library Association and American Library Association, this writer has witnessed and been involved in a number of censorship attempts around the country. There have been numerous occasions when knowledge and understanding of intellectual freedom principles by librarians could have changed the whole sequence of events.

Cases have failed in protecting the freedom to read, view, and listen first of all when the librarian and/or advisory committee have not had a solid philosophy of intellectual freedom. They casually agree they subscribe to the First Amendment, the Constitution, the Freedom to Read Statement, and the Library Bill of Rights, but when censorship attempts and problems come home, they begin to back down, hedge, and their

stand falls apart. There is no in-between when it comes to the freedom to read, view, and listen. Excesses must be tolerated even though we may personally disagree with certain issues and topics in today's world. There seems to be a growing misconception that a librarian taking a purist stand on intellectual freedom must go out on a limb when any materials are being attacked. If a title meets the criteria for selection identified in the written, approved selection policy and helps the library work toward its identified goals and objectives, a defense is not necessary.

Intellectual freedom expert Lester Asheim as far back as 1953 made a clear distinction between censorship and selection.⁵ Too often, librarians in this writer's experience feel they are censoring simply by not selecting a title or by not defending every single title that has been added to the collection through the years. This is a fallacy. Other cases have failed because (1) there was no written, approved selection policy; (2) the advisory/reconsideration committee was inactive; (3) the selection policy had received little publicity and administrators and governing authorities had not been reminded from time to time that the policy existed; (4) the complainant had not been informed of the selection policy and procedures for handling complaints or the policy and reconsideration form were not readily available; or (5) the hearings for reconsideration had not been well organized and publicized.

It is critical that librarians plan ahead to ensure due process and the protection of intellectual freedom. Emphasis should be placed on the positive elements of intellectual freedom rather than the negative connotations associated with censorship. This issue of *North Carolina Libraries* examines these problems from different perspectives. It is hoped it will stimulate North Carolina librarians to examine their personal philosophies concerning intellectual freedom and help them prepare before the censor comes.

References

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2. *International Encyclopedia of the Social Sciences* (New York: The Macmillan Company, 1968), 356.
3. U.S. Department of Justice, *Attorney General's Commission on Pornography: Final Report* (Washington, D.C.: Government Printing Office, 1986).
4. *Freedom and Equality of Access to Information: A Report to the American Library Association* (Chicago: American Library Association, 1986), 5.
5. Lester E. Asheim, "Not Censorship but Selection," *Wilson Library Bulletin* 28 (September 1953): 63-67.

When there are anticipated problems or you are faced with a censorship attempt, you should contact one of the following IFC members for aid and suggestions:

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Dobson, NC 27017
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The First Amendment

*Congress shall make no law respecting an
establishment of religion, or prohibiting the free
exercise thereof; or abridging the freedom of speech,
or of the press, or the right of the people peaceably
to assemble, and to petition the Government for
a redress of grievances.*

Intellectual Freedom in the 1980s

Judith F. Krug

With the final decade of the twentieth century rapidly approaching, it is perhaps time to begin an initial assessment of intellectual freedom in the 1980s. In truth, the legacy of the eighties could extend not only through that final decade, but well beyond the year 2000. Intellectual freedom in the 1980s is synonymous with the information policy of the Reagan administration, and it is to that source that one must look both to identify the factors that may comprise that legacy, and to assess the benefits or damages.

As far back as 1983, First Amendment attorney Floyd Abrams characterized this administration's information policy as "unique in history—clear, coherent and, unlike that of some recent administrations, not a bit schizophrenic.... This is an administration that seems obsessed with the risks of information, fearful of its potential for leading the public to the 'wrong' conclusions.... It... treats information as if it were a potentially disabling contagious disease that must be controlled, quarantined, and ultimately cured."¹

The President himself contributed to that characterization when, at a press conference in June 1983 he said that "Americans have a right to speak out about their concerns. But let us always remember," he went on, "that with that privilege goes a responsibility to be right."²

At another press conference in October 1983 the President remarked that "You don't let your people know" what the government is doing "without letting the wrong people know—those who are in opposition to what you're doing."³ As far as can be determined, not one press report of that conference questioned why the people's right to know chiefly benefits "the wrong people."

With comments such as these, the President lent his imprimatur to attempts by a wide variety of government officials to limit the ideas and information available to the American people. The comments were also hints of how he himself planned to proceed and, in fact, has proceeded.

Judith F. Krug is Director of the Office for Intellectual Freedom, American Library Association, and Director of the Freedom to Read Foundation, Chicago.

Since taking office in January 1981, the Reagan administration has engaged in numerous attempts to restrict or keep secret from the public a wide range and vast amount of information. To do so, it has attempted to broaden the definition of what can be classified as secret, limit the use of the Freedom of Information Act, censor former government employees, license foreign publications, bar travel by Americans to some countries, refuse entry visas to foreign scholars, and control scientific research publications. Each of these actions, whether or not totally successful, has seriously affected librarians' ability to acquire information for their collections. And if the information is not available in libraries, librarians cannot make it available to their publics.

Toward the end of 1986, a new and direct threat to libraries arose. At that time, the Executive Branch undertook a two-pronged effort against commercial on-line data bases. The first effort stemmed from the growing conviction of the Department of Defense that the export of high technology data should be as strictly controlled as the export of high technology goods. The Department sought to limit access to unclassified material in private data banks, an effort which appeared to be part of a systematic campaign, based on a two-year-old directive from President Reagan, to censor scientific papers, restrict telecommunications satellite operations, and ban the use of U.S. super-computers by Soviet scientists.

In December 1986, information industry executives of private data banks such as Mead Data Central and Dialog said they had been informed that rules governing the protection of commercial data would be forthcoming. It is believed that one likely recommendation will require foreign nationals to have an export license to access commercial data bases. In addition, the data base proprietors might be required to install software to monitor who is using what information. Such efforts, of course, would make it difficult for the Soviet bloc to gather the information contained in the data banks.

The second prong of the effort can be traced to an order signed in November 1986 by then National Security Advisor John Poindexter. Using the mantle of national security, Poindexter's order created a new security designation for government information called "sensitive." The order instructed all federal departments "to review the information they generate—including human, financial, industrial, agricultural, technological and law enforcement information"—to determine its sensitivity to national security. Data termed sensitive could not be released publicly, although such "sensitive" information was not—and is not—technically, classified information.

In response to the threat to commercial data bases, as well as the actual limitations imposed by the Poindexter memorandum, the ALA Council at its January (1986) Midwinter Meeting determined to work toward the repeal or rescission of the document and to challenge both its implementation and its legality.

In a surprise move on March 17, Frank Carlucci, the new National Security Advisor, withdrew the Poindexter memorandum. It would seem that ALA was not the only organization that was concerned; the entire information industry felt the same way, as did several congressmen, specifically Glen English, plus one (or more) Congressional committees. The only problem with the withdrawal is that NSDD 145, the Security Directive which established "sensitive, but unclassified" is still on the books. In fact, NSDD 145 has been around since September 1984. Unfortunately, no one knew about NSDD 145 for almost a year—because it was secret!

Another aspect of the Reagan administration's would-be intellectual freedom legacy is contained in the *Report* issued on July 9, 1986, by the Attorney-General's Commission on Pornography. Prior to publication, in a thirty page document entitled *Rushing to Censorship*, ACLU Legislative Counsel Barry W. Lynn charged that the procedures used by the Commission to gather and evaluate evidence had been "so intellectually indefensible that they tainted the integrity and credibility of any final recommendations."⁴

The Report turned out to be exactly what had been feared, and in an "Advisory Statement on the Report of the Attorney General's Commission on Pornography," the ALA Intellectual Freedom Committee (IFC) pointed out its deficiencies.⁵

Built on ALA's testimony before the Commission, the Advisory pointed out the potential chilling effect that the Commission's work could have on the free flow of information and ideas. ALA

urged that no new restrictions be recommended on access to materials of any kind and even that some of the existing restrictions be eliminated. These recommendations were based on the belief that citizens in a constitutional republic need a great deal of information and ideas on all possible topics of interest in order to govern themselves effectively.

In its advisory, the IFC called the research and findings of the Commission cavalier and specious. The Advisory noted that the Commission authorized no original scientific research, appeared to have misrepresented some of the social science data considered in the preparation of the Report, capriciously accepted some testimony, and rejected countervailing testimony.

The most pernicious aspect of the Report, in the opinion of the ALA Intellectual Freedom Committee, is its potential for heightening an already threatening pro-censorship climate in the United States. The general tenor of the Report is that associated with a "call to arms." The Attorney General's Commission encourages people "to object to the objectionable" and "to tolerate the tolerable,"⁶ but the inherent message of the First Amendment is tolerance for the objectionable. Since library collections can be expected to include materials which some persons will find objectionable, the Advisory warned that an understanding of the meaning and purpose of the First Amendment is crucial to the defense of those collections.

The problem with all these would-be censorship actions, whether or not successful, is that they create or contribute to a climate in which information becomes less important.

The Advisory closed with recommendations for measures that librarians, libraries, and state library associations can undertake to prepare themselves for further attacks on library materials.

Such attacks, which have been steadily increasing in number, have been focused on materials purported to promote the "religion" of secular humanism, an imaginary "religion" distinguished by its "faith in man instead of faith in God." "Secular humanism" was given added credence as a religion on March 4, 1987, when Judge W. Brevard Hand of the United States District

Court for the Southern District of Alabama issued his decision in *Smith v. Board of Commissioners*. The decision required the removal of forty-four textbooks from the Mobile County public schools because they allegedly "established" "secular humanism" as a religion, thereby violating the First Amendment. This decision is on appeal to the U.S. Court of Appeals for the Eleventh Circuit.

Evolution is another focal point of current attacks, as are adolescent novels by authors such as Judy Blume, Gertrude Samuels, and Norma Klein; best sellers by writers such as Evan Hunter, Judith Guest, Harold Robbins, and Sidney Sheldon; sex education books; modern classics by John Steinbeck, Alexander Solzhenitsyn, John Knowles, and Kurt Vonnegut; elementary school social studies and reading textbooks; frank descriptions of ghetto life by authors such as Richard Wright, Gordon Parks, and Claude Brown; and materials dealing with witchcraft or the occult.

The problem with all these would-be censorship actions, whether or not successful, is that they create or contribute to a climate in which information becomes less important. But ours is a constitutional republic—a government of the people, by the people, and for the people. And in order for this form of government to function effectively, its electorate must be enlightened.

For an enlightened electorate to exist, there must be a diversity of sources of view-points and beliefs. Such variety must be not only tolerated but fostered, because, without its careful tending, there will be no support for the pluralism on which our republic is founded.

The actions which this administration has undertaken to allay its fear of information and "information's potential for leading the public to the 'wrong' conclusions" have created the real possibility that this attitude will become institutionalized through the bureaucracy. Indeed, it seems to be happening already. And with each new government initiative to limit the information available to the American public, we are reminded anew that

A popular government, without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy; or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.⁷

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3. *Ibid.*

4. *Newsletter on Intellectual Freedom* 35 (May 1986):73.
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6. U.S. Department of Justice. *Attorney General's Commission on Pornography: Final Report*. Volume 1. (Washington, D.C.: Author, 1986):425.
7. Madison, James, letter to W. T. Barry, August 4, 1882, in *The Complete Madison*. (New York: Harper, 1953):337.

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

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

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Humanism vs. Its Detractors

F. David Sanders

A person in the academic world would have to have been stranded on a desert island, buried without newspapers, popular periodicals, television, or radio in the basement of some forgotten library, or ensconced in an ultra-liberal, private small school in the Northeast (a reference to a specific acquaintance of mine) not to be aware that during the past eight or nine years humanist-bashing by groups from the Religious Right has become quite fashionable and that these groups have effectively used the courts and the media to try to rid their/our world of what they call "god-less humanism."

(I do not mean to imply that the Religious Right is the only group attacking humanism, even though my argument here is with that group. Some scientists and environmentalists attack the excesses of environment management as a humanist venture [See David Ehrenfeld. *The Arrogance of Humanism*. New York: Oxford UP, 1978]. (Post-Modernist literary criticism contends that the humanist view of the writer as oracular is outdated and confining; [also see Catherine Belsey. *Critical Practice*. London: Methuen, 1980].)

Meanwhile, the thousands of people who through reading, training, and inclination have always considered themselves to be lay-humanists (of a vaguely humanistic bent but without formal commitment, rigorous study, or research) feel they have been put on the defensive, without really knowing why. Have those televangelists (whom we have always suspected of being anti-intellectual and self-serving anyway) been using their millions of other people's hard-earned dollars to broadcast their ignorance of humanism? Or has the good old "golden thread" of the humanities really been twisted so violently since we read the classics of our Western tradition in college? In reality, the answer to both these questions is a partial "Yes." And yet a third, perhaps more telling reason needs to be factored into the equation to explain the current situation.

The Attack

"Humanism is a religion with mankind as God," writes Dr. David Webber, pastor of the

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Southwest Radio Church (D. Webber 4). It has become "the Most Dangerous Religion in America," according to a subtitle by Homer Duncan. "Humanism denies and rejects God, theism, deism, faith, all divine purpose or Providence, all religions which 'place God above human needs,' the existence of life after death, a supernatural, heaven and hell, 'traditional religious morality,' religious attitudes about sex, 'national sovereignty,' and a 'profit-motivated society'" (Schlafly 6). "Humanism, with its emphasis on moral relativism and amorality, challenges every principle on which America was founded" (Falwell 6). "Today's wave of crime and violence in our streets, promiscuity, divorce, shattered dreams, and broken hearts can be laid right at the door of secular humanism. . . . It will lead to anarchy, and our culture will be destroyed" (LaHaye 26). "Humanism always leads to chaos" (Schaeffer 29). "No humanist is qualified to hold any governmental office," according to Tim LaHaye (Quoted in Jerry Falwell's *Crusade*, 527).

The inflated and inflammatory rhetoric of these quotations reflects, if not the actual beliefs of the leaders of the Religious Right, what these leaders want the lay people among their followers to believe is true of humanism: that it is unqualifiedly atheistic, replacing God with man as an object of worship; it is diametrically opposed not only to Christianity but also to the traditions of American liberty; it has insidiously infiltrated American education, the media, the government, and religion and is all by itself responsible for all the ills of current society; it is the basis of "a well-coordinated, orderly movement" (D. Webber 8) to take over America, destroy all we hold dear in our cultural heritage, and ultimately make what we now call America into an anonymous part of a great humanist world utopian scheme.

The leaders of the Religious Right have not only spoken and written; they have mobilized their followers to fight what they see as a clear and present danger. They have waged campaigns against numerous politicians they accuse of being humanists (including former North Carolina Governor Jim Hunt, Walter Mondale, and Jimmy Carter). Through such self-appointed censors as Mel and Norma Gabler of Texas, they have kept textbooks they consider offensive from being adopted

for use in the schools of several states; fought and sometimes won lawsuits against dozens of texts in other states; and generally intimidated authors, publishers, and school boards responsible for generating the texts to be used. Either by ignorance of intellectual and cultural history or by deliberate and purposeful distortion, they have succeeded in coloring the attitude of a whole American generation on the topic of humanism.

To begin an honors seminar on humanism last year, I asked students to interview ten people at random for answers to these questions: 1) Do you believe humanism is a threat to the American way of life? 2) Who is one person you would identify as a humanist? 3) How would you define humanism? The responses were revealing. Although eighty-eight percent of the two hundred people interviewed had a definite idea on whether humanism was or was not a threat (twenty-eight percent believing it was), only about twenty percent (none of those answering yes to question 1) could identify a person who could reasonably be called a humanist, and only nine percent (most of them faculty) gave even one characteristic of humanism as a definition.

Humanism in a Historical Perspective

It must be admitted that humanism is difficult to isolate and define. Particularly in our time, the term has been appropriated by many groups with vastly different aims. To be most strictly honest, we have to use the term in the plural rather than the singular. There are dozens of kinds of *humanisms* depending on the time, the place, the emphasis, the aims. It is necessary to differentiate between classical, Eastern, Renaissance (Italian, Neo-Platonic, Northern, German, English, rhetorical, French, and others), Western, Enlightenment, Christian, theistic, non-theistic, secular, ethical, cultural, educational, Marxist, and other humanisms.

The contemporary marketplace and academia have fostered the concepts of humanist psychology, scientific humanism, and humanist literary criticism. Indeed, there are probably as many varieties of humanism as there are of Christianity, and for the Religious Right to speak of humanism in monolithic terms, assuming that everyone who uses the term means the same thing by it, is as unfair as assuming that a medieval monk believed in the efficacy of snake handling or that the Christian Knights of the Ku Klux Klan perform the unselfish acts of Saint Teresa.

There has also always been a great difference between humanism in terms of "hard core" movements and humanism as a general attitude

towards humankind and priorities in human life and society. In the total picture, the movements have traditionally been small, rather academic, and ineffectual, but the influence of the ideas has been broad and long lasting though soft in focus.

On the other hand, it is the nature of propagandistic preaching and writing to sharpen the soft focus by isolating certain characteristics in neglect of others and to create one great monolithic enemy against which the troops are to do battle. Having a single cause for all ills forces a war-time coalition of groups whose doctrinal differences would ordinarily keep them at war with each other. For the purposes of mobilization, subtleties and shades of difference dilute the intended effect, so propaganda pushes grey areas into either black or white, "them" or "us." As a result, humanism is reputed to be not the adversary just of Fundamentalism but of all Christianity, and, in contrast, the United States is portrayed as one big happy Christian (i.e., Fundamentalist) nation. One hears of the Founding Fathers' intentions of setting up a theocracy (the Declaration, the Constitution, the prevalence of Deism, and the comments of Jefferson, Paine, and Washington to the contrary notwithstanding); the inscription "In God we trust" is offered as evidence (despite the fact that the inscription first appeared on the two-cent piece in 1864, not in 1789); and the phrase "one nation under God" in the Pledge of Allegiance is repeated as proof (when in reality the pledge itself, sponsored by a boys' magazine, was not adopted until 1924 and the phrase "under God" was added by President Eisenhower in 1954). Conversely, the leaders of the Religious Right would have us believe that Fundamentalism played a major role in structuring our country. In fact, Christian Fundamentalism was a nineteenth century creation and it had little impact on the United States until the 1920s when it seemed to offer some escape from the frustration, depression, and social turmoil in the wake of World War II (Sandeem xii).

... there are probably as many varieties of humanism as there are of Christianity ...

The seeds of humanism were sown by classical Greek and Roman philosophers like Socrates, Protagoras, Democritus, Plato, Cicero, and Aristotle who, in their remarkable discourses on all things human, asked the questions that helped establish the constructs of much of Western thought on reason, ethics, self-consciousness,

morality and responsibility, the good life, politics, and literature. Important thought was also developed in India and Confucian China, but this thought had little direct impact on the early Western tradition. Likewise, the ideas of the classics received scant attention during the Middle Ages because this period was largely devoted to the concepts of Christianity. Works by the Greeks, particularly, were little read except for those of Aristotle, whose methods of disputation provided the logical underpinning of Christian scholasticism. Libraries were the property of the church and works written for the use of monks and theologians were largely theological, stressing the sinful nature of humankind and minimizing the importance of individual accomplishment.

The European Renaissance rediscovered the classics and, particularly with the invention of the printing press, disseminated the thoughts and rhetoric of the Greek and Roman thinkers. In fourteenth century Italy, fifteenth century Germany and France, and sixteenth century England, the availability and study of the classics reinforced what the Europeans needed to hear about the possibilities of humankind and inspired them in their own thinking, writing, and art. Many of the great monuments of Western civilization, of course, were created during the Renaissance including those by Petrarch, Boccaccio, Raphael, Leonardo da Vinci, Michelangelo, Holbein, Rabelais, Cornielle, Montaigne, Moliere, Sidney, Spenser, Marlow, Shakespeare, Donne, Milton, Bacon, Cervantes, and thousands of others. The Renaissance was the age of literature and art, of exploration, discovery, and trade (with the known land mass of the earth doubling and America being discovered), of the foundations of science (including early scientific method, Copernicus' discovery of the heliocentricity of our universe, Harvey's discovery of the circulation of blood), of the beginnings of the age of mass production and capitalism, of the Reformation and Protestantism.

At the quiet heart of this age of accomplishments were the people we have come to call humanists. Indeed sometimes (perhaps too gradiosely) the Renaissance is referred to as the Age of Humanism. Beginning with Petrarch and Boccaccio, the Italian humanists developed the sense of a culture outside their own, to admire the value placed on the individual and human life, and to recognize their own place in the scheme of things. It is difficult to avoid sharing the exhilaration of the student of theology Pico della Mirandola (1463-1494) in his "Oration: On the Dignity of Man" when it dawns on him that, rather than consigning human beings forever to the status of

a worm, God created human beings in his own image and gave them free will to become whatever they could be:

...After we have been born into this condition we become what we will ourselves to be. And so we should take the greatest care that it should not ever be said against us that, being in an honorable position, we did not acknowledge it and turned instead into the images of brutes.... (69)

It is Pico's vision that, with this God-given free will, "a certain sacred striving should seize the soul so that, not content with the indifferent and middling, we may pant after the highest..." (69). Pico's "Oration" is rightly called the essence of Italian humanism; its legacy was a change in the image of man to a moral agent with personal and civic responsibilities. Many Churchmen attacked Pico's ideas as heretical, but many students of intellectual history today see humanism as the natural elaboration of the basic Christian concept of redemption. Redemption meant a rebirth of man's true humanity, a transformation of unregenerate people into "new creatures" who could live on a higher level and take advantage of all the excellences God and the world allowed them (Ullman 7). The humanists conceived of themselves as alerting the regenerate human beings to the wondrously rich and fruitful opportunities

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German humanists like Johannes Reuchlin and Philipp Melanchthon picked up on the ideas of Italian humanists, stressed the sense of individualism and the importance of Christian education as an antidote to barbarism, and broadened the university curricula to include not only theology but also *studia humanitas*—the secular subjects, particularly classical literature and language study—as a balance to the sacred. The humanities became the center of a liberal education, and university curricula began to employ new critical methods for studying and translating the Bible: they returned to the original Greek and Hebrew texts in their study of the New Testament instead of relying on the Latin of the Medieval Vulgate, and they attempted to rid their translations of the assumptions of scholasticism. The importance of Erasmus of Rotterdam in this effort can hardly be overstated. Erasmus preached that the “philosophy of Christ” alive in the hearts of Christians was of more consequence than the laws and disputes of theological deductions, that truth does not come from a single source, that Christianity and the moral lessons of the classics were not incompatible, that better reasoning and better understanding of the Bible and other literature produced greater Christians, and that all individuals were capable of dealing with these ideas—the Catholic clergy was not a special class. Erasmus’ Latin translation of the New Testament employed the methods of new textual criticism, and his ideas, together with those of the German humanists, were immensely influential on a young professor at Wittenberg, Martin Luther, who, though not himself a humanist, used all his humanist training and tools to effect the Protestant Reformation. To say that “Erasmus laid the egg that Luther hatched” is certainly to exaggerate, but the relevance of humanism to Protestantism must not be overlooked.

The English humanists Sir Thomas Elyot, Roger Ascham, John Colet, and Sir Thomas More saw the relevance of classical humanism to culture, education, ethics, and rhetoric. Although less important to literature themselves than they hoped to be, their influence filtered through the education system to affect a whole generation of writers from Shakespeare to Milton. Their shadow was longer yet: multitudes of lay-humanists, though never consciously classifying themselves as humanists, built a literary tradition that still survives in 1987. Indeed, it is as difficult to imagine a teacher of literature who can be rid of humanistic thinking in teaching English or Amer-

ican literature as it is to imagine a teacher ignoring the impact of Christianity on literature. The two traditions go hand in hand, balancing each other in a necessary tension that reflects the human experience.

The wedge the Religious Right tries to drive between Christianity and humanism is particularly ironic in view of the influence humanism had on the Protestant Reformation in Germany and the translation of the Bible in Europe and England. Renaissance humanists were far from being antagonistic to Christianity. In fact, they were inspired almost exclusively by religious motives (Ullman 3). It is only natural that their aims, methods, and ideas reflect Christianity. The literary achievement of the Renaissance which was to have the longest lasting and most universal impact was the King James (Authorized) Version of the Bible. It was authorized by King James I of England as a result of the Hampton Court conference (1604) in an attempt to provide a text acceptable to all Protestant Churches (an ecumenical, humanistic aim). The committee of some fifty-four translators included no Catholics or Jews, but it did gather scholars from various shades of Protestantism, many of whom were either prelates or professors of Greek, Hebrew, and theology at British universities, and most of whom were profoundly influenced by humanism through training, inclination, and attitude (Daiches 136, 166). Like all modern translations of the Bible, the Authorized Version relies on the methods, principles, and insights that were developed by humanists (Bentley 3) and is evidence of the humanistic aim of free inquiry. With all its humanistic associations, the version has been almost as much of a rock for Fundamentalism as St. Peter has been to Catholicism.

The conflict Fundamentalists see between humanism and the American tradition is equally ironic. Much of the thinking and many of the writings of our founding fathers were based on the humanistic thought of eighteenth century English Enlightenment writers John Locke, David Hartley, and Joseph Priestley, who stressed the importance of reason and individualism. The Declaration of Independence reflects Thomas Jefferson’s optimistic and humanistic concepts (shared by James Madison, Ben Franklin, and many others) that human beings can govern themselves as reasonable moral agents, that inherent in human nature as an inalienable right is the desire for “life, liberty, and the pursuit of happiness,” which will lead to freedom and progress.

As secularization has come gradually to every institution, particularly in the twentieth century,

secularization has become dominant among humanists. In 1933, a group of thirty-four humanists (including Paul Kurtz, John Dewey, and R. Lester Mondale) drafted *Humanist Manifesto I*, which is to my mind a rather unfortunate and strident document dispensing with traditional religion, positing their own brand of "secular" humanism in its place, and proposing a humanistic world community. In 1973 a larger group of 114 individuals (including Kurtz, Mondale, Isaac Asimov, Albert Ellis, and Sidney Hook), admitting that intervening events like Nazism, Communism, racism, and developments in science had made *Humanist Manifesto I* outdated, sketched their agenda for the twenty-first century in *Humanist Manifesto II*. Their advocacy of situation ethics, a world community, environmental management, and "a recognition of an individual's right to die with dignity, euthanasia, and the right to suicide" (Kurtz 19) is today well known. In 1980 Kurtz drafted "A Secular Humanist Declaration" (SHS 3-6), a less strident and more reasonable (though still radical) response to the Fundamentalisms of Christianity, Moslemism, and Judaism—a statement to which the Religious Right has paid less attention than either *Humanist Manifesto I* or *Humanist Manifesto II*.

The attempts by the Religious Right to categorize all humanists as atheistic secular humanists is an unfair tactic of mobilization. Far from being the Old and New Testaments of a bible for humanists (LaHaye 85), the *Humanist Manifesto I*, *Humanist Manifesto II*, and "A Secular Humanist Declaration" are merely position papers of the

To many Christians, Christian humanism, indeed, seems preferable to the Christian barbarism that has characterized too many periods of history and that is still possible today.

constituents who drafted and/or signed them at that time. The thought that all humanists would subscribe to them (or live their lives by them) is at least as remote as thinking that Jim Bakker would subscribe to vows of chastity. By treating the documents as dogma, the Religious Right reveals its ignorance of the most basic values of humanism: free inquiry and independent thought. Certain humanists have indeed talked in terms of "religious humanism" because they believe that man "alone is responsible for the realization of the

world of his dreams" (Kurtz HMI 10). They do not speak of man *as* god, as charged, but humans *instead* of God (Kurtz HMII 16). The infamous footnote to the 1965 Supreme Court decision in *Torasco vs. Watkins* was intended merely to broaden the basis for conscientious objection, admitting that people could be opposed to war who were not members of a formal, recognized theistic religion like Christianity—for example, Buddhists, Taoists, Ethical Culturalists, Secular Humanists, and others.

In reaction to what they consider an unfair blanket appropriation of the term humanism by the secularists, groups of various Christian viewpoints have tried to retrieve the term and restore a Christian balance to humanism. The more literal Christian groups have never seen a conflict between Christianity and what they consider "true" humanism. Nor have most contemporary Roman Catholics. Pope John Paul II has urged a reincarnation of the values of Christian humanism ("Anyone for Humanism?" 260). Pope Paul VI wrote in *Populorum Progressio* that "by reason of his union with Christ, the source of life, man attains to a new fulfillment of himself, to a transcendent humanism which gives him the greatest possible perfection. This is the highest goal of personal development" (260). Even conservative and evangelical Christians have tried to stress the harmony between the two concepts. Robert E. Webber has defined "an authentic Christian humanism" (79); *Eternity* magazine has drafted "A Christian Humanist Manifesto" ("A Christian" 23ff); and Martin E. Marty, of *Christian Century* has written numerous articles defending the right of Christian humanism to exist. To many Christians, Christian humanism, indeed, seems preferable to the Christian barbarism that has characterized too many periods of history and that is still possible today.

Characteristic Humanistic Thoughts

Humanism has changed and adapted according to the times and the people who have professed it. It is an attitude toward humankind and human life, not a systematic philosophy. It holds to no dogmas or sets of absolutes. Most humanists believe there is room in the world for a variety of perspectives and that the world is better for the variety. Without trying to set up my own definition of humanism, let me say that I think most humanists, of whatever stripe, would see the following as "self-evident truths":

- that both humankind in general and the human individual in particular have worth and dignity and should be so respected;

- that the human being's capacity to reason and the attempts of groups to "reason together" are the best means of solving humankind's problems and making experience meaningful;
- that human beings are more important than things or ideas and should not be sacrificed for creeds, doctrines, or prejudices of society;
- that human beings are moral agents responsible for their own behavior, obligated to pay the consequences for their acts, and responsible for their own destiny;
- that truth comes from a multitude of sources, not any single one; each person's experience is unique and experience is what human beings depend on as a test of what is valid;
- that the methods of science—experiment, observation, testing—are among mankind's surest means of discovering truths;
- that no subject is closed to examination; that free inquiry is necessary;
- that education—including the liberal arts and humanities—is the surest means of disciplining the mind and sharpening the moral sense;
- that (particularly in this country) no one religious group ought to be able to force its opinions on other people whose experience and values have led them in a different direction;
- that the end of human development on earth is a fully realized human being who has a sense of worth, dignity, and meaning, and with freedom to pursue life, liberty, and happiness;
- that we need to put behind us our narrow perspectives and divisions of family, race, sexuality, nationality, and religion in order to work together to keep from obliterating each other;
- that we must believe that some progress towards our human goals is possible on a larger scale as well as on a personal one; otherwise, everything in which we engage is meaningless.

A Larger Threat than Humanism

I alluded in my introduction to a third factor that might need to be taken into account in an explanation of the conflict between the humanists and the Religious Right. Jerry Falwell has endorsed a series of books called the *Biblical Blueprint Series*, edited by Gary North, who is one of the theoreticians behind a group called Christian Reconstructionists. If an article in the February 20, 1987, issue of *Christianity Today*—hardly a liberal humanist journal—has any credence (and in the succeeding months none of the

principals has called into question anything of substance in the article), the Christian Reconstructionists are called the "think tank of the Religious Right" (Clapp 17). Through organs such as their Chalcedon Foundation, *Journal of Christian Reconstruction, Christianity and Culture*, and dozens of books, writers like North, R.J. Rushdoony, Greg Bahnsen, and Geroge Grant "anticipate a day when Christians will govern, using the Old Testament as their lawbook" (19). They believe that "apart from the Bible, there is 'no knowledge at all—only chance and universal death.'" (18) Consequently, they favor the abolition of democracy and the institution of Christianity in America before the coming of Christ.

(Humanism) is an attitude toward humankind and human life, not a systematic philosophy.

Basing their political agenda solely on Old Testament law, they propose a dissolution of the federal government; the return to the patriarchal family without equality; the reinstitution of a "biblical" form of slavery; the end of the thirty-year mortgage and the tax system; and capital punishment for homosexuality, sodomy, Sabbath breaking, apostasy, witchcraft, blasphemy, and incorrigibility in children (*passim*). Although the leaders of the movement expect that the plan will be effected without violent revolution as "Christians ... take over gradually, sphere by sphere: education, the arts, communications, law, and so on" (20), at least one adherent expects the democratic system to begin crumbling before 1992 (23). The Christian Reconstructionists apparently have had widest acceptance among charismatics and some independent Baptist churches (21). Evangelists D. James Kennedy and Presidential aspirant Pat Robertson have expressed admiration for some of the teachings (21). Christian Reconstructionism may indeed provide the plat-



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form for mobilizing the Religious Right to do battle with humanism and with all the traditions of Western civilization.

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SESSION 1985

RATIFIED BILL

CHAPTER 486
HOUSE BILL 724

An act relating to confidentiality of library user records.

The General Assembly of North Carolina enacts:

Section 1. This act may be cited as the Library Privacy Act.

Section 2. Chapter 125 of the General Statutes is amended by adding a new Article to read:

"Article 3.

"Library Records.

"§ 125-18. *Definitions.* — As used in this Article, unless the context requires otherwise:

(1) 'Library' means a library established by the State; a county, city, township, village, school district, or other local unit of government or authority or combination of local units of governments and authorities; a community college or university; or any private library open to the public.

(2) 'Library record' means a document, record, or other method of storing information retained by a library that identifies a person as having requested or obtained specific information or materials from a library. 'Library record' does not include nonidentifying material that may be retained for the purpose of studying or evaluating the circulation of library materials in general.

"§ 125-19. *Confidentiality of library user records.* — (a) Disclosure. A library shall not disclose any library record that identifies a person as having requested or obtained specific materials, information, or services, or as otherwise having used the library, except as provided for in subsection (b).

(b) Exceptions. Library records may be disclosed in the following instances:

- (1) When necessary for the reasonable operation of the library;
- (2) Upon written consent of the user; or
- (3) Pursuant to subpoena, court order, or where otherwise required by law."

Section 3. This act shall become effective October 1, 1985.

In the General Assembly read three times and ratified, this the 27th day of June, 1985.

Robert B. Jordan III
President of the Senate

Liston B. Ramsey
Speaker of the House of Representatives

SUGGESTED PROCEDURES FOR IMPLEMENTING POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS

1. The library staff member receiving the request to examine or obtain information relating to circulation or registration records will immediately refer the person making the request to the responsible officer of the institution, who shall explain the confidentiality policy.
2. The director, upon receipt of such process, order, or subpoena, shall consult with the appropriate legal officer assigned to the institution to determine if such process, order, or subpoena is in good form and if there is a showing of good cause for its issuance.
3. If the process, order, or subpoena is not in proper form or if good cause has not been shown, insistence shall be made that such defects be cured before any records are released. (The legal process requiring the production of circulation records shall ordinarily be in the form of subpoena "*duces tecum*" [bring your records] requiring the responsible officer to attend court or the taking of his/her deposition and may require him/her to bring along certain designated circulation records.)
4. Any threats or unauthorized demands (i.e., those not supported by a process, order, or subpoena) concerning circulation or registration records shall be reported to the appropriate legal officer of the institution.
5. Any problems relating to the privacy of circulation and registration records which are not provided for above shall be referred to the responsible officer.

Adopted by the ALA Intellectual Freedom Committee, January 9, 1983.

Intellectual Freedom and Technology: Deja Vu?

C. James Schmidt

The French have a cliché which, roughly translated, says "the more things change, the more they remain the same." The impact of technology on intellectual freedom presents the appearance of new issues, but the underlying reality is susceptible to the application of enduring and established principles. Among the challenges to intellectual freedom presented by technology, four will be discussed in this essay: privacy; transborder dataflow; value-added, e.g., "sensitive but unclassified" information; and document destruction/alteration.

Privacy

The technological capability to store and to access information has long been recognized as having a potential for violating individual privacy rights.¹ Library policies for example, even before widespread automation, have acknowledged the importance of protecting the patron's identity and have been designed so as to resist disclosure except upon presentation of subpoena from a court of competent jurisdiction.

Privacy as a right is not explicitly protected either in the U.S. Constitution or in the first ten amendments to it. Nor was the federal government the leader in acknowledging and protecting the right to privacy.² It was not until 1965 in *Griswold vs. Connecticut* (381 U.S. 479) that the Supreme Court found a constitutional basis for privacy as a right.

The potential of technology to encroach upon individual intellectual freedom by violating privacy stems from intrusion rather than exclusion, that is, from inappropriate interdiction into a person's private affairs or through disclosure of embarrassing facts.³ Intrusion is thus in contrast to many other forms of encroachment on intellectual freedom stemming from exclusions or limits on access to or contents of information.

Transborder Data Flow

If the technological threats to intellectual freedom on the privacy front are "intrusive", a different kind of intrusion is being resisted by the barriers imposed on the flow of data across national borders. Such barriers are motivated by protectionism—of national security, of domestic resources, of economic development, and, to a lesser degree, of personal privacy.⁴ Restrictions on transborder data flow have been imposed by the United States as well as by other nations. In the domestic cases, restrictions have been imposed by prohibiting the importation of materials—exclusion; for example, the denial of a permit to certain foreign films as educational materials and the insistence that these films be labelled "propaganda".⁵ Exclusion of ideas from outside the United States has also taken the form of refusing visas to foreign scholars and other visitors.⁶ The United States has also prohibited the exportation of ideas, using licensing as a process whereby otherwise unclassified information and technology based thereon were denied export permits.⁷

Information altered or deleted is information denied.

In other nations barriers to transborder data flow have been erected not only out of fear for national security but also out of concern for economic development. Signals don't recognize national borders. Hence, some nations may feel some threat of subversion from foreign information—broadcasts or data. Additionally, many of the less economically developed nations impede the international flow of data in order to protect the development of their indigenous information economies. When motivated by nationalistic concerns for economic development, barriers to transborder data flow are as likely to be manifested by tariffs as by prohibitions.

Restrictions Based on Value-Added

A third technological threat to intellectual

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freedom is seen in attempts to monitor the users of and restrict access to "sensitive but unclassified" information.⁸ Motivating these attempts is a belief that the ability of technology to bring together (i.e., retrieve) disparate information sources on the same subject makes for a "whole greater than the sum of its parts". An earlier instance of this concern involved attempts to enjoin the publication by *Progressive* of instructions for building an atomic bomb which were taken from unclassified documents available in any depository library. It follows therefore that computerized literature searches, like readers of *Progressive*, should be monitored! Although National Security Decision Directive 145 has been rescinded, efforts by its supporters continue, focusing on amendments to House Bill 145, a bill which would place federal responsibility for computer security in the National Bureau of Standards rather than with a defense or military agency e.g. the National Security Agency. House Bill 145 would also establish an advisory board on computer security and privacy consisting of government and private industry representatives.

Document Destruction/Alteration

The ease with which text can be created using technology is the same ease with which text—written or spoken—can be erased or modified. The threat to intellectual freedom from this technology is one of exclusion, that is of denial of existence (e.g., the famous missing 18 minutes from a Presidential tape) or the unavailability of a variant version. We have learned through the recent Iran-Contra hearings of the ease with which technology (more than shredders) can alter or delete messages. Information altered or deleted is information denied.

In this context, one can speculate, unhappily, about the future of textual scholarship. Would it have been possible, were it desirable, to produce an unexpurgated version of a Twain (*Mysterious Stranger*) or Hawthorne (*Scarlet Letter*) or Dreiser (*Sister Carrie*) novel had any of these been written using word processing? How will future study past through literature of any written or recorded word?

Information Policy

A frequent response to concerns about the impacts of technology on information and hence intellectual freedom is to bemoan the absence of "information policy" and to advocate that such policy be developed. Unfortunately it is frequently the case that existing policies of governments,

companies, and other organizations already *are* adequate but ignored rather than missing. Even in instances where existing policies have not contemplated current or prospective technologies, the principles upon which the policies were based have continuing value and application.

Conclusion

We therefore honor principles which are centuries old in our development and maintenance of library collections and services, principles which assure individual access to information, which protect privacy, which resist governmental monitoring, and which assure the availability of a recorded tradition from one generation to succeeding ones. Through all, we recognize that eternal vigilance is indeed the price of intellectual freedom.

... eternal vigilance is indeed the price of intellectual freedom.

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An Author Looks at Censorship

Lee Bennett Hopkins

Shut not your doors to me proud libraries,
For that which was lacking on all your
well-fill'd shelves, yet needed most
I bring,
Forth from the emerging war, a book
I have made,
The words of my book nothing,
the drift of it every thing,
A book separate, not link'd with
the rest nor felt by the intellect,
But you ye untold latencies will
thrill to every page.

Walt Whitman
Leaves of Grass/1865

It is incredible that this sentiment was expressed over 122 years ago, yet some libraries still are shutting their door on Walt Whitman. They are also closing out a multitude of writers being censored by non-writers.

In the world of children's literature, countless titles are being scrutinized, then banned, in every genre—fiction, non-fiction, even poetry!

I find it hard to believe what I find in journals and newspapers. Imagine, for example, that a Superintendent of Schools in Panama City, Florida, announces "a three-tier book classification system," banning such acclaimed novels as Robert Cormier's *I Am The Cheese* about a teenager who becomes involved in a spy-like web, and Susan Beth Pfeffer's novel, *About David*, dealing with teenage suicide—one of the major problems children in our country face today.

Other headlines recently have blared: "Alabama Textbooks Banning Threatens School Librarians;" "NEA Files Brief in Tennessee Textbook Case;" "Censor's New Aim: Limiting Study of *Ideas* in Schools."

Where are we going? What are we headed for?

Indeed, censorship is a rampant disease that makes it difficult to reach readers.

James J. Jacobs states: "... most of us realize if every book which makes someone unhappy were torched, we could operate the city library from the trunk of a Japanese import."¹

Each and every book is under scrutiny. Shel Silverstein's popular volumes of light verse, *Where the Sidewalk Ends* and *A Light in the Attic* are constantly under attack due to lack of "moralism." Yet, if one carefully observes his body of work, one will find human messages contained within his verses, more so than any current writer of verse today. The renowned poet, Myra Cohn Livingston, stated: "Mr. Silverstein's genius lies in finding a way to present moralism, beguiling his child readers with a technique that establishes him an errant, mischievous and inventive child as well as an understanding, trusted, and wise adult."²

Censors hit the minds and hearts of everyone involved in teaching—those who instill the love of reading—causing concern, doubt, and anxieties.

In a recent speech on censorship held at the International Reading Association Annual Convention in May 1987, Myra Cohn Livingston reported: "... several years ago I received word from an editor of a major textbook publisher that a limerick of mine scheduled for use in a textbook had to be dropped." The five-line verse, titled "Fourth of July" deals with lighting fireworks with a *match*.³

The editor told Mrs. Livingston: "We can't have anything about children playing with matches."

"But how do you light fireworks?" Mrs. Livingston posed, stopping due to her realization that she had become familiar with the restrictions about "junk food, about witches, about proper English, Black dialect, brandnames, violence, Negative and Positive images."

Judy Blume, one of the most beloved, yet most banned authors in the country, talked about her view of censorship:

Several years ago, while writing *Tiger Eyes*, my editor asked me to delete a few lines because, as he said, that passage would surely make the book a target for censors. I deleted the passage and I've regretted the decision ever since. I think my editor does too. I have vowed not to be intimidated again. But what about all the other writers? What about writers who are just starting out? If I were that young writer today, I might not write for and about children at all. I might find it impossible to write honestly about them in this climate of fear. Because I don't know how to get into the mind and body of a character without allowing his or her sexuality to

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come through. Sexuality is an important part of life. It's healthy, not sick.⁴

Richard Peck, another well-acclaimed author of young adult books, has been criticized for being "too realistic." On the basis of "community standards" his young adult novel *Are You in the House Alone?* has been removed from the shelves of classrooms and libraries in many towns.

Mr. Peck relates that he wrote the book "because the typical victim of the crime of rape is a teenage girl in our country. That's a very hard truth. Yet, I wanted my readers to know some things about this crime, that our laws are stacked against the victim and in favor of the criminal. I wanted them to know what it's like to be a victim ... I had to deal only in the truth. I couldn't put a happy ending on this story because we don't have any happy endings to this problem in our society."⁵

Censors hit the hearts and minds of educators, too.

Misha Arenstein, a veteran teacher in Westchester County, New York, a true advocate of children's books, relates:

Almost twenty years have elapsed since I entered the teaching profession—one I still adore. The echo of a myriad of changes fills my head.

I remember early on as an elementary teacher, formally requesting my Board of Education's approval for the use of Judy Blume's pioneer novel, *Are You There God? It's Me, Margaret*. The President and the Board laughed at my timidity, thinking I was too intimidated by so-called controversial books!

In later years, I recall a parent complaining about my use of M.E. Kerr's, *Dinky Hocker Shoots Smack*. Was I advocating the use of heroin? The criticism vanished as I asked the parent whether she had read the book. The parent judged the entire content of Kerr's work by the title alone.

Today, a seasoned and literate reader of children's literature, past and present, I fear most the reactionary atmosphere surrounding all of us. I indulge in self-censorship—a practice widely prevalent in many schools.

Coming across a mild expletive, an off-color word, or a situation involving realistic sexual interest. I often set a book aside.

Will my administrators welcome the chance to defend my academic freedom, I silently ponder? Will parents influenced by years of negative comments about teachers and teaching understand my fervent attempt to get children to read? Censorship and its silent effect on us all must present the answers.⁶

Unheard of decades ago, college professors of children's literature devote chapters in textbooks to censorship. Their concerns are voiced too.

The distinguished educator, Charlotte S. Huck, includes a discussion of censorship in her volume, *Children's Literature in the Elementary School*, reiterating what Misha Arenstein feels in

these troubled days. "A more subtle and frightening kind of censorship," Dr. Huck states, "is that which is practiced voluntarily by librarians and teachers. If a book has come under negative scrutiny in a nearby town, it is carefully placed under the librarian's desk until the controversy dies down."⁷

Arthea J.S. Reed, an associate professor of education at the University of North Carolina at Asheville echoes this phenomenon in her text, *Reaching Adolescents: The Young Adult and the School*. She begins the chapter, "Censorship and the Young Adult Book" with: "Censorship sends terror up and down the teacher's and the librarian's and the administrator's spine. No educator has failed to reexamine the materials used in the classroom or library when well-publicized cases of censorship, book-banning, and book-burning have occurred. No creative teacher feels safe from the censor's wrath when he or she reads about teachers who were fired for using particular books in their classrooms."⁸

A more subtle and frightening kind of censorship ... is that which is practiced voluntarily by librarians and teachers.

In Zena Sutherland's, *Children and Books*, Alice B. Naylor, Professor at Appalachian State University, Boone, North Carolina, devotes twelve pages to the issue of censorship, including excellent listings of "Anti-Intellectual Freedom Organizations" and "Pro-Intellectual Freedom Organizations."⁹

All of the above texts are worth reading, each providing sound guidelines to educators as to what to do when the censors do come.

Distinguished editors of children's books, such as Jean Karl, feel the effects also. In her article, "Calm down, Squirrels," Ms. Karl relates: "These days, I look at *damns* and *hells* and *gods* and *pisses* and all the other four letter words that spell realism to many. And in many cases they are realism. They are exactly the way the characters that use them would talk, and so they must talk that way, no matter what the censor might believe. To create books that lie about speech or about any aspect of life is to create distrust in readers, to say that we cannot depend upon books. It is to doom the book as a part of common life ... Every aspect of language, and of incident, in books being edited is considered with an eye to

what must be there and what might simply be fodder for the censor."¹⁰

So many writers have felt the impact of the censor's arbitrary bite in America: Maurice Sendak, Ezra Jack Keats, Norma Klein, Carl Sandburg, Langston Hughes, E.B. White. The list could fill a volume!

But one thing is certain. In fifty years or less, those people banning books will be long gone. But the books such as Sendak's *In the Night Kitchen*, Keats' *The Snowy Day*, Klein's *Mom, the Wolf Man, and Me*, the poetry of Sandburg and Hughes, and the classic tales spun by White will live on and on and continue to be loved long after the censors' knives are dutifully blunted.

It is time to *stop* shutting those doors and open new ones—open young minds to the feasts that only books can bring—to life and language that can be found nowhere else except on printed pages.

... censorship is a rampant disease that makes it difficult to reach readers.

"We need those books that reflect every aspect of our cultural diversity," Jean Karl states. "And if we can no longer picture teen-age sexual explorations, the trauma of abortion, their terrors of drug addiction after its initial pleasures, the things that are really wrong with our society, and lives that are not lived in a perfect suburb, then we are lying to our children and forcing them into cultural blindness that could eventually shatter the fabric of the nation. For democracy is based on trust and understanding, on acceptance, and when these are missing, the diversities that will continue to exist will fragment rather than enrich the commonwealth."¹¹

We *do* need these books. We need to light *more* bulbs in *more* attics, not turn them off. We need to start *opening* more library doors. And we need to do it now!

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Church and Synagogue Library Association

The North Carolina Chapter of the Church and Synagogue Library Association exists to promote church and synagogue librarianship and to provide educational guidance on an ecumenical basis. Membership provides an opportunity to participate in two workshops annually and to receive the chapter newsletter. For further information, call or write Janet L. Flowers (3702 Tremont Drive, Durham, NC 27705 919-383-3430).



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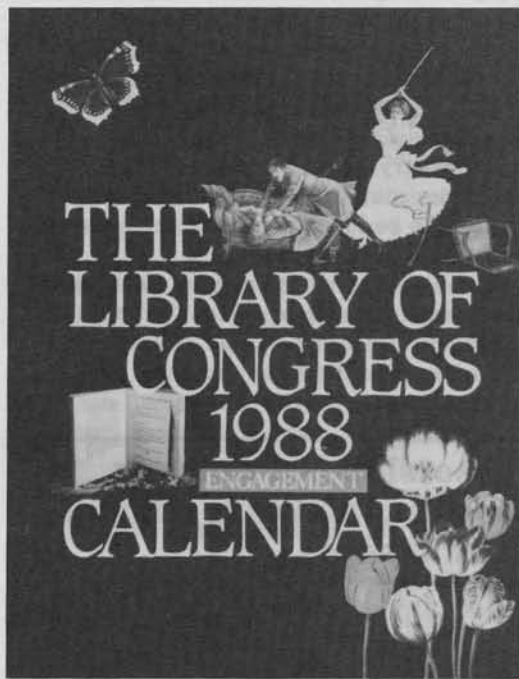
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Intellectual Freedom Policies and Current School Practices

Frances M. McDonald

School library media specialists attempting to practice the intellectual freedom principles of their profession in an institutional milieu antithetical to intellectual freedom face a professional dilemma. Unlike public and academic librarians who work in institutions where the principles of intellectual freedom are generally accepted, and who work with other individuals who profess a similar professional ethic, a school library media specialist usually works alone, in an educational setting where protection of children is the norm and "causing trouble" elicits censure from administrators and colleagues. Faced with this dilemma, only the most courageous are able to apply the concepts of freedom of access to information in the schools, while others feel forced to compromise their professional principles to keep the peace, to pacify administrators, to avoid parental and community wrath, and apparently (unfortunately) in some cases to keep their jobs.

Most media specialists face some pressures to restrict access to information in schools. Some media specialists are able to resist these pressures and foster an atmosphere of intellectual freedom in the media center and in the school. Others, contrary to their professional beliefs, restrict access through regulations, closed collections, and self-censorship. This discussion focuses on the variety of ways, consciously or unconsciously, that school library media specialists violate their professional ethics and provides some guidance to those who, while compromising, feel some measure of guilt for their actions, and would prefer to promote free and open access to information.

The courts have told us that students and teachers do not shed their constitutional rights at the schoolhouse gate (Tinker 1969), and that the school library media center is the marketplace of ideas where students "explore the unknown, and

discover areas of interest and thought not covered by the prescribed curriculum" (Right to Read Defense Committee 1978). While children are a captive audience in the classroom, children are not captive in the media centers. There, children have unrestricted, voluntary access to information. There, children may select from a variety of points of view and a diversity of ideas. However, in some media centers ideas are restricted, diversity does not exist, and unpopular points of view are not available.

Educators, including school library media specialists, suffer from a doctrine called *in loco parentis*. While the application of the doctrine in the classroom in terms of health and safety makes sense, the application of the doctrine in the school library media center in terms of access to ideas does not. *In loco parentis* has been used to limit resources, to restrict the curriculum, and to impose personal beliefs and values on the educational process. The problem is defining what acting as a parent means when the actions relate to providing information, unlike the clarity which seems to exist when the actions relate to health and safety. One assumes, rightly, that parents want their children to be safe from physical harm in school. But, may one assume just as confidently that parents want their children protected from ideas or indoctrinated with an orthodox point of view? Should media specialists assume that parents want their children to have access only to what the media specialists, the teachers, and the administrators have prescribed as reflecting the values of the community? Do the teachers, administrators, and media specialists know what community values are? Or do the teachers, administrators, and media specialists who use community values or *in loco parentis* as a rationale for restricting information know what their personal values are and assume they are the values of the community? The principles of intellectual freedom adopted by the profession of librarianship exist to protect the freedom to read and the rights of the minority to locate the strange idea, to hear the unpopular point of view. Is this in conflict with *in loco parentis*?

Frances M. McDonald is Associate Professor of Library Media Education, Mankato State University, Mankato, Minnesota, and Chairman of the American Association of School Librarians' IFC.

Background and Observations

Rare is the school library media specialist who did not in professional preparation read and discuss the Library Bill of Rights and learn that it applies to all types of libraries. Equally rare is the school library media specialist who was not taught that political views, religious beliefs, and personal values have no place in the selection process. Also rare is the school or district selection policy which does not make reference to the Library Bill of Rights and the First Amendment as the basis for collection development and access to information. Yet, professional practices illustrate that the concepts of the Library Bill of Rights are violated with restricted shelves, with selection decisions made on the reputation of the author, and with regulations limiting access to collections by age group.

Conversations with school library media specialists are sprinkled with arguments of why their professional beliefs, stated in the Library Bill of Rights, are not applicable in the speakers' schools. Cited are the administrators who advise the school library media specialist to keep the community in mind when selecting books. (Why does the media specialist always conclude that this means avoiding purchasing certain items?) Cited are the teachers who advise that the prudent course of action is not to cause trouble in the school. (Why do educators conclude that defense of freedom to read will cause trouble?) Media specialists tell of coloring over or removing pages or illustrations because the parents might be displeased with the content. Media specialists also admit that certain subjects are avoided and certain authors or titles are not purchased. Two assumptions form these arguments: the first, an assumption that the media specialist knows what is best for all children and next, fear, based on an assumption of repercussions from administrators, teachers, and community. These assumptions reflect little understanding of the concepts of intellectual freedom and almost total avoidance of the professional responsibility to resist efforts to censor. There is rarely evidence from conversations that school library media specialists see that informing and teaching others the meaning and importance of intellectual freedom is part of their professional ethic.

Downs (1984) wondered whether there was something in the personality or psychological makeup of librarians which caused them to violate the principles of their profession. Farley (1964) and Fiske (1959) told us that librarians do censor while expounding the principles of intellectual freedom. Fiske found that librarians who work for

restrictive administrators tend to be restrictive in selecting resources. O'Neil (1981) and Woods and Salvatore (1981) pointed out that protections for employment do not appear to exist for librarians who defend intellectual freedom principles. For whatever reason, there is evidence that the ethics of the profession are not followed by all librarians who work in schools. What is not evident, however, is the degree of discomfort these librarians feel, if they do.

Most media specialists face some pressures to restrict access to information in schools.

Violations of Professional Beliefs

Identifying typical violations provides a good place to begin. The quiz at the end of this article was adapted for school library media specialists from one developed by the Young Adult Services Division of the American Library Association in 1982. The list includes some of the violations common in school library media centers. Some are obvious, such as not purchasing the Judy Blume books; while others are more subtle, such as skipping over words when reading to children. Sometimes, because of the climate in the school, media specialists avoid issues considered extreme or controversial. An administrator tells a media specialist to remove a book or periodical, and the librarian does it. Or, media specialists quietly secrete books to restricted shelves at the first hint of controversy. Some of these violations are based simply on assumptions of the wishes of superiors and the community. Limiting interlibrary loan to teachers might have its roots in limited funding for the school library media center; but that reasoning might also disguise the real motive, that a teacher will then make a judgment about the appropriateness of the item for the student. Still other violations, such as not purchasing the sex education book because the perspective was personally repugnant to the media specialist, are caused by the imposition of personal values and beliefs on the collection.

Further examination shows that these violations and others like them fall into four categories: the imposition of personal values and beliefs on the selection process, the wish to protect children, pressures or directives from superiors and colleagues, and, a perception of the wishes of the parents and an assumption of community values, largely myth. The violations result in res-

stricted shelves or collections, self-censorship at the point of purchase or later in expurgation, regulations which restrict access to information, and not following school selection policy and review procedures. Whatever the action and whatever the reason, in addition to violating the principles of the profession, the result is limited access to information and ideas for the users of the media center.

The exact intellectual freedom violations in this simplistic quiz will be obvious to most school library media specialists. For them, picking up an *Intellectual Freedom Manual* (1983) and rereading the Library Bill of Rights and all of the Interpretations may serve as a reminder. Other media specialists, however, might be surprised that practices performed over the years, in reality, serve to limit access to information. For those librarians, a more careful reading of the Library Bill of Rights and Interpretations might help to clarify the intellectual freedom principle being violated. School library media specialists who find themselves responding "yes, but ..." may need to reevaluate their commitment to intellectual freedom and analyze the personal motivations underlying their actions.

Fortunately, many school library media specialists do not need a quiz to remind them of violations of intellectual freedom. They seem to have an innate sense of the freedom and right to read. These individuals are likely to be working in an intellectually free school library media center and, no doubt, have played a large part in orienting those around them to an understanding of the importance of fostering this environment. Others appear to need experience before the concepts of intellectual freedom make sense. Freedom to read concepts become clear when the media specialist begins to search for an additional point of view and becomes aware of applying educational criteria to the selection of resources, rather than applying personal opinion. Still other school library media specialists do not begin to understand intellectual freedom until a crisis forces them to reexamine their professional beliefs.

The courts have told us that students and teachers do not shed their constitutional rights at the schoolhouse gate ...

However, the crisis which strengthens them will cause other media specialists to pull back in fear

and further compromise intellectual freedom principles. What happens as a result of a crisis probably relates to the degree of risk the media specialist experienced, how the crisis was viewed by others in the school, and the degree of support the media specialist felt. And, unfortunately, some media specialists never seem to understand the concepts of intellectual freedom. It is to be hoped that this group is a small minority.

Basic principles which guide the profession of librarianship have their roots in the Bill of Rights to the United States Constitution. Access to information finds its expression in the First Amendment. The selection policies adopted by school boards are based in due process and the right to petition the government for a redress of grievances. Applications of these basic rights are described in the Library Bill of Rights and Interpretations of the Library Bill of Rights. The Interpretations, adopted as needs arise, explain, provide detail, and guide library practice. For example, three of the latest were developed directly in response to needs of the profession. One, the Circulation of Motion Pictures and Video Productions (1984) answers librarians' questions about using the motion picture rating code in libraries. The second, Access to Resources and Services in the School Library Media Program (1986) was developed as a result of a need to interpret the Library Bill of Rights in school library media centers. Evolving concepts of individual rights and rights to privacy resulted in the confidentiality statement.

Solutions

Putting aside the idea that censorship might have its roots in demographic characteristics of librarians or in their developmental levels (speculations about which the profession has no real evidence), we must believe that persons who work in libraries, who have selected librarianship as a profession, want to practice the ethics of that profession. Two areas of responsibility are identified. Individual librarians have a professional responsibility to be informed, to act as intellectual freedom advocates, to foster an intellectual freedom climate in the school, to resist efforts of others to censor library resources, to be responsible for practices in their own media centers, and to serve as part of a support network for all other librarians. The other responsibility rests with the profession: to interpret the Library Bill of Rights, to develop statements to guide the actions of librarians, to disseminate these statements widely, to participate in the vast responsibility of educating others, and to help to organize the support system.

Ignoring personal beliefs and values as causes for self-censorship, suppose the media specialist wants to adhere to professional principles but outside pressures force the media specialist to violate them. Contrary to popular belief, librarians who work in hostile environments need not accept those conditions. Rather, they should "challenge censorship in the fulfillment of their responsibility ..." and "cooperate with all persons and all groups concerned with resisting abridgment of free expression and free access to ideas" (Articles 3 and 4. Library Bill of Rights 1980) and "foster a climate of intellectual freedom in the school" (Access to Resources and Services in the School Library Media Program 1986).

School library media specialists begin the task of creating an intellectual freedom climate in the school by modeling intellectual freedom behavior and by creating situations to help others understand intellectual freedom concepts. Obviously, intellectual freedom concepts will be learned through the process of developing policies and during the yearly review of selection policies. Beyond that, and expanding on that base, school library media specialists might organize and lead a long term staff development program dealing with this issue. Discussions of the meaning of intellectual freedom might begin with the Library Bill of Rights, and continue with documents from other professional organizations: National Council of Teachers of English, National Council for the Social Studies, International Reading Association, Parent Teachers Association, American Association of University Women, and national teacher organizations. State intellectual freedom documents provide another resource for these sessions, as do films and video tapes about the issue.

Beyond helping to raise awareness of the issues, school library media specialists must assume the professional role of intellectual freedom advocate for all who work in schools. Teachers also benefit from an intellectual freedom atmosphere. Collectively, teachers and media personnel must work together to support intellectual freedom in the school and to support one another. Perhaps the leadership of teacher organizations might focus on contract language which promotes intellectual freedom as a condition of employment and negotiate the support for teachers and media professionals that a selection policy provides.

School library media specialists teach intellectual freedom concepts to students by modeling behavior. Perhaps there is a parallel between the atmosphere in a school library media center and

what we are now learning about abusive behavior. Children who grow up in an atmosphere of caring and loving, grow up to be caring and loving individuals. Children who grow up abused, grow up to be abusers. So, children who attend school in an atmosphere of restriction and orthodoxy might become the censors and pressure groups of tomorrow (hopefully, they will not become librarians), and children who grow up with the opportunity to choose freely from ideas and allow others the same right will be intellectual freedom advocates. Some might even become school board members and librarians, thus firmly establishing an environment in which media specialists are able to practice their profession without fear and intimidation.

School library media specialists begin the task of creating an intellectual freedom climate in the school by modeling intellectual freedom behavior ...

Lest the reader conclude that readings, discussions, and contract language provide a simplistic solution to the problem of self-censorship in schools, be reminded that raising awareness is the first step in the process of adopting a value, in this case the professional value of intellectual freedom. Intellectual freedom requires persons willing to act on their values. Awareness can lead to actions, especially in a supportive environment. Creating that environment is the first step toward eliminating timid and fearful censoring media specialists.

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Tinker v. Des Moines 393 U.S. 503 (1969).

L.B. Woods and Lucy Salvatore. "Self-Censorship in Collection Development by High School Library Media Specialists," *School Media Quarterly* 9 (Winter, 1981): 102-108.

Intellectual Freedom and Censorship Do School Practices Reflect Association Policy? Intellectual Freedom Practices Quiz

Have you ever:

- | | | |
|-----|----|--|
| Yes | No | 1. Not purchased a popular title such as <i>Forever</i> or <i>Blubber</i> because it might be unpopular with parents? |
| Yes | No | 2. Checked magazines or other materials for potentially controversial content and then restricted access to the item or removed the entire item from the collection? |
| Yes | No | 3. Not purchased an item because a review or publisher's catalog indicates the book is "for mature readers," has explicit language or illustrations, or might be controversial? |
| Yes | No | 4. Not purchased sex books from a conservative religious point of view because a staff member found them personally repugnant? |
| Yes | No | 5. Skipped over words while reading to students? |
| Yes | No | 6. Reviewed potentially controversial materials and decided not to purchase because of poor characterization, poorly developed plot, or other violations of the "Law of Literary Merit," even though other non-controversial materials in the collection also violate the "Law of Literary Merit"? |
| Yes | No | 7. Established restricted shelves of materials which might offend parents or administrators? |
| Yes | No | 8. Used MPAA rating codes on videocassettes to determine circulation policies? |
| Yes | No | 9. Restricted interlibrary loan services to teachers? |
| Yes | No | 10. Established separate collections for specific age groups in a 7-12 media center or K-12 media center? |
| Yes | No | 11. Not purchased materials concerning minorities because of people saying "We don't need that book because no one in our community is gay" (or Jewish, Black or of Hispanic origin)? |

- | | | |
|-----|----|--|
| Yes | No | 12. Not purchased publications representing diverse points of view because some might consider the viewpoint "extreme"? |
| Yes | No | 13. Colored in pictures or removed pages from books? |
| Yes | No | 14. Used a circulation system which allows anyone to identify who has checked out an item? |
| Yes | No | 15. Removed a book when requested to do so by an administrator even though your policy says a hearing must be held before a book is removed? |

Answers to the Intellectual Freedom Practices Quiz

If you answered YES to any of the questions, your library practices violate the *Library Bill of Rights and Interpretations*.

1. *Library Bill of Rights. Article 2.* Free Access to Libraries for Minors.
2. *Article 5.* Restricted Access to Library Materials. Free Access ...
3. *Articles 1, 2, and 5.* Free access ... Access to Resources and Services in the School Library Media Program.



Full-color, 9 x 22", *Change Your Mind* streamers by Nancy Tafuri (cat and parrot) for the 1987 National Children's Book Week sponsored by the Children's Book Council. For an illustrated Book Week brochure that includes prices and ordering information, send a 22¢-stamped, self-addressed, #10 envelope to CBC, 67 Irving Place, New York, NY 10003. Attn: Book Week Brochure.

4. *Article 2.* Diversity in Collection Development.
5. *Article 2.* Expurgation of Library Materials.
6. *Article 3.* Free Access ... Access to Resources ...
7. *Article 5.* Restricted ... Free Access ... Access to Resources ...
8. *Article 3.* Circulation of Motion Pictures and Video Productions.
9. *Article 3.* Restricted Access ... Access to Resources ...
10. *Articles 2 and 5.* Labeling. Access to Resources ...
11. *Article 2.* Diversity in Collection Development. Free Access ...
12. *Articles 1, 2, and 5.* Diversity ... Access to Resources ...
13. *Article 2.* Expurgation of library resources.
14. *Article 5.* Confidentiality of Library Records.
15. *Articles 1, 2, 3, 4, and 5.* Administrative Policies and Procedures. Evaluating Library Collections. Challenged Materials. Access to Resources ...

The Library Bill of Rights and its Interpretations:
 Free Access to Libraries for Minors
 Administrative Policies and Procedures Affecting
 Access to Library Resources and Services
 Statement on Labeling
 Expurgation of Library Materials
 Diversity in Collection Development
 Evaluating Library Collections
 Challenged Materials
 Restricted Access to Library Materials
 Policy on Confidentiality of Library Records
 Circulation of Motion Pictures and Video Productions
 Access to Resources and Services in the School
 Library Media Program

Intellectual Freedom Manual and recent Interpretations are available from:
 Office for Intellectual Freedom
 American Library Association
 50 East Huron Street
 Chicago, Illinois 60611
 Adapted from a quiz developed by YASD/IFC
 (1982), by Fran McDonald for *Focus '86* AASL
 Minneapolis, September, 1986. Revised 1987.

Confidentiality of Library Records in School Library Media Centers: An Explanation of Confidentiality of Library Records Statutes and American Library Association Policy

The members of the American Library Association,* recognizing the right to privacy of library users, believe that records held in libraries which connect names of individuals with specific resources, programs, or services are confidential and not to be used for purposes other than routine record keeping. Records are collected when needed and destroyed when no longer needed for routine purposes such as: to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities for the comfort and safety of patrons, or to provide resources for patrons to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

School library media specialists using record keeping systems which reveal the names of users would be in violation of the confidentiality of library records statutes adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate statutes in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such record keeping systems and records as soon as possible.

With or without specific legislation, school library media specialists should respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

January 25, 1987
 *ALA Policy 52.5, 54.15

Access To Resources and Services in the School Library Media Program

An Interpretation of the LIBRARY BILL OF RIGHTS

The school library/media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library/media program, the principles of the LIBRARY BILL OF RIGHTS apply equally to all libraries, including school library/media programs.

School library/media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library/media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library/media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library/media collections represent diverse points of view and current as well as historic issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library/media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal-disapproval. School library/media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library/media professionals implement district policies and procedures in the school.

Adopted June 26, 1986
AASL DIRECTORS BOARD

Interpreting the Library Bill of Rights For Elementary and Secondary Schools

Gerald G. Hodges

Headline, *Des Moines Register*, May 21, 1987: "Pulitzer Prize-Winning Book Banned by Iowa School Board."

As we are all too well aware, censorship of school materials has been rampant in the last few years. The Iowa case is only one of many examples of efforts by "concerned" citizens, both within and outside the organized educational system, to suppress the flow of information to today's young people. The horror of the Iowa case is not so much the title of the offending work, *The Confessions of Nat Turner*, but two small bits of information embedded in the news story: (1) the school librarian said that the school board did not consult him before deciding to ban the book, and added that he hopes the school board will soon adopt a formal policy for handling complaints about books; and (2) a school board member told the press that the removal of Styron's book has not caused any local problems: "It's no kind of controversy at all, but the papers think it is." (*Des Moines Register*, May 21, 1987, p. 3).

Obviously, as in this legally questionable situation, local school systems continue to express their outrage at "whatever" by attempting to cleanse the contents of materials available to young people. There is no time like the present for schools to consider seriously the interpretation of the Library Bill of Rights adopted by the American Library Association in 1986 entitled "Access to Resources and Services in the School Library Media Program." One of the major uses of this document is to educate our colleagues (and remind ourselves) of how intellectual freedom for children and young adults can be safeguarded in our nation's schools. School boards need to be required by law or by state departments of education to adopt selection policies. The endorsement of this interpretation as a basis for such policies could enable educators to take a strong stance in promoting intellectual freedom.

A major purpose of this paper is to highlight portions of the interpretation and discuss prac-

tices which adhere to concepts adopted by our professional association. Additional comments regarding the issue of confidentiality in school library media centers are appended.

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. . . . Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society. ("Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights," hereafter, "Access").

If school boards endorse the interpretation, then they endorse this particular definition of the role of the library media program and of one of the functions of education. School librarians can work with other educators very effectively in living intellectual freedom through their actions and their policies. Some junior high schools report that units on book banning, designed cooperatively by the media specialist and the teacher, have helped students come to a greater understanding of the insidious nature of censors and the effects of abridgement of the rights of minors.

School boards should be made to realize that not endorsing concepts of intellectual freedom has consequences.

Students can become their own best advocates for their rights, once they are made aware of them. Celebrations in many schools of "Banned Books Week" have helped students become more sophisticated in their understanding of this phenomenon and, blessedly, more scornful of what appears to them as the silliness of adults who strive to protect them and in so doing, really betray them.

If media centers are to serve as a learning laboratory, then students will need the opportu-

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nities to assess various points of view, some of which may be truly unacceptable to the majority. As either Dorothy Broderick or Mary Kay Chelton said, "Libraries will have something to offend everyone." This is inescapable and should be saluted as a cardinal truth. With this as a given fact, we begin to work from a position of strength rather than from a position of fear.

Let's suppose, on the other hand, that a school system does not choose to view school libraries or education in the same ways espoused in this Library Bill of Rights interpretation. (This is probably not as rare as we might hope). In this instance, the function of education may include a steady diet of facts or of a point of view with no encouragement for students to reflect, consider, evaluate, or otherwise use their higher order thinking skills. There would be no need for a learning laboratory, since the teacher and the "great" books (text and otherwise) would be the sources of all knowledge. Intellectual freedom could be put on the back burner for now as something students would earn when they leave school. How truly exciting! Many of today's adult censors show evidence of being unable to think other than categorically, in blacks and whites, and we may be educating a whole new generation of censors—a wonderful hidden curriculum agenda. In this scenario, libraries would rarely need various points of view because no one would check out these materials. Even having a library might be a frill except for the requirements of accrediting agencies or of some nostalgic conception that having a library is right and proper. Clearly, having a librarian who works at no more than maintaining a warehouse would be appropriate. School boards should be made to realize that not endorsing concepts of intellectual freedom has consequences.

The school board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development. . . . Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear. ("Access").

1987 has been proclaimed "The Year of the Reader," and 1987 is the year in which we want every child to have a public library card. Let us now proclaim 1988 as "The Year of the Selection

Policy," a year in which every school board in America either adopts or revises a selection policy for instructional and library materials. Let us also make certain that these policies are dynamic and carry as much weight in a school system as any other school policy, e.g., smoking, drinking, dress, behavior, etc. Having a selection policy which is stuffed in some notebook and brought out only to satisfy some accrediting or regulatory agency is foolish. Materials selection is a daily practice, and we must always keep in mind our stated objectives for selection, criteria for selection, roles and responsibilities of all involved in the process, etc. There are a great many examples of selection policies which can be of assistance in the development stage, but each system should adopt one which is meaningful for the educational goals of that particular system. Merely copying a model policy with no thought given to the implications of the objectives or the criteria for the local system makes little sense and can lead to all sorts of problems. Every effort should be made to guarantee that the policy which is developed carries the force of "law" in the system and enables educators to work in a climate of openness to possibilities. Even the most "liberal" or "conservative" communities are not homogeneous, and selectors of materials need not be hampered by worry that an illustration, a word, or an idea might offend someone. Being able to select materials in terms of educational objectives is the right of every educator, and school boards should acknowledge that fact no later than December 31, 1988. Meaningful selection policies also help the librarian and the media advisory committee establish priorities for budget expenditures and for weeding collections in terms of stated objectives and criteria.

School library media specialists also need to help educate board members, administrators, teachers, and parents about the complexities of intellectual freedom. School libraries are the primary access point to recorded information for boys and girls and we need to understand the implications for youth of taking stands such as "We'll just let the public library buy books by that author" (e.g., Stephen King, Judy Blume) or "That book (*The Confessions of Nat Turner*) has been censored in the next county, so let's not get into that situation by buying it." State departments should never place themselves in the position of encouraging such stands by having lists or shelves in examination centers of "dangerous" or "questionable" titles.

Policies include procedures for the review of resources about which concerns have been raised. Such policies

provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school. ("Access")

Even in a Broderickesque climate of no challenges to materials, but particularly in the current Reaganesque times, we must safeguard the materials we have purchased by having a legal, rational, and fair process for the reconsideration of titles. No selection policy is complete without such a section, and a process which complies with the legal requirements of due process is recommended. Informal resolution of complaints is likely the best approach, but that has never meant just informally removing the book from the shelves, particularly by the principal or the media specialist. If informal resolution cannot occur, then the complainant should complete in writing a reconsideration form. A committee of educators and lay people should be in place to hear complaints so that the established procedures may be followed expeditiously. Some school systems use this committee to consider titles which librarians have designated for weeding so no decision to remove, for whatever reason, is unilateral and private. An appeals process which protects the material and the complainant should be included in the procedures. However, all meetings of the committee which hears the complaint should be open—censors flourish much better in the dark than in the spotlight. This also means that all proceedings be handled in a rational, even legalistic, manner so that the potential for emotion is minimized.

Policies, procedures and rules related to the use of resources and services support free and open access to information. Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of inter-library loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. ("Access").

The greatest irony in this whole discussion would be that our own in-house policies turn out to be infringements of access. We must always answer honestly why we engage in the procedures we have and if any of our actions could be those of the censor. Why do we guide the second grader who reads at the sixth grade level away from certain books written at the sixth grade level? What message is sent when a sixth grader reading at the second grade level has in hand a book labeled "second grade?" Why do we permit sixth graders to use the videocassette recorder, but do not let

second graders? Why do we not engage in inter-library loan of paperbacks? Do we contact the public (or other) library when a student's information need is not met? Why are certain magazines on reserve? Why do we spend tax dollars on certain materials and then house them in the work room or "under the counter?"

The answers to these and many other questions should always be viewed in the light of access. Are our actions increasing or restricting access? Are our actions motivated by protecting students or by providing the best materials for students? Are our actions motivated by protecting materials and equipment? If our states have confidentiality of library records laws, do we conform to them? Do we expunge records of individual circulations once the material has been returned? Do we use a black magic marker to obliterate a student's signature on a book card once the material is returned, or do we leave the record open for all to see? What, indeed, are our motivations for any library policy? All of our considerations should be firmly grounded in a knowledge of, and respect for, the developmental realities of children and young adults.

... we must safeguard the materials we have purchased by having a legal, rational, and fair process for the reconsideration of titles.

Acting *in loco parentis* is another pitfall to avoid at all costs. Library media specialists cannot be in the business of determining what a child may not read, hear, or view. Parental rights (and some have cogently argued that this is not even a parental right, but that is another matter) are different from ours, and we have too many other responsibilities to be worried about that anyway. We must, however, make clear to parents that there is a major distinction between "I don't want my child to read this book" and "I don't want any child to read this book."

Perjorative labeling serves little purpose and is too subjective a practice to expend the incredible effort needed for serious content analysis. Having a "racist" shelf and a "sexist" shelf and an "ageist" shelf and an "outdated by Newbery winner" shelf would be confusing and likely insulting to even adult library users. Consider once again the motivation and the effect on children and young adults.

This new interpretation to the Library Bill of Rights underscores the fact that school library

media specialists are integral members of the library and information professions and promotes in very clear ways the foundation of school librarianship, i.e., our clients, who are minors under the law, have rights of access to the information they need, when they need it, where they need it, and in the needed format. We have the privilege and the responsibility to help safeguard these rights for our users. William Styron's response to the banning of this book in the case noted above was "I wouldn't blame Iowa. It could happen in Minnesota, Connecticut, or Virginia, I'm sure. It does say something about a kind of American ignorance ... I think it is pretty terrifying when people are so benighted that they are willing, utterly thoughtlessly, to take it upon themselves to grab books off a shelf and symbolically burn them." (*Des Moines Register*, May 21, 1987, p. 3). Let us pledge that we as school professionals will strive to see no more headlines with the words "book" and "banned" in the same phrase.

... censors flourish much better in the dark than in the spotlight.

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In the spirit of the Library of Congress, the following are recommended to "read more about it."

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North Carolina Librarians Win Depository System

Legislation passed unanimously (August 11, 1987) by both Houses of the North Carolina General Assembly will provide for a system of statewide acquisition, storage, and dissemination of publications issued by North Carolina state agencies. Depository legislation, introduced by Sen. Kenneth C. Royall Jr., will replace the current unfunded and unenforceable law that has been in place since 1979.

The legislation will require each state agency to designate a publications officer responsible for supplying the State Library with copies of its publications. Funding provided by the Legislature will allow the State Library to establish a publications clearinghouse and enable the State Library to produce microfiche copies of each publication. The new depository legislation goes into effect on October 1, 1987. It is expected to provide state agencies with wider and more efficient distribution of the information they produce, while improving public access to the material, and assuring that the future information needs of officials, historians, and citizens can be met.

Members of the Depository System Committee of the North Carolina Library Association Documents Section, spearheaded the efforts to revise the current law.

CAUTION!

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ALICE'S ADVENTURES IN WONDERLAND • THE EXORCIST • THE
CHOCOLATE WAR • CATCH-22 • LORD OF THE FLIES • ORDINARY
PEOPLE • SOUL ON ICE • RAISIN IN THE SUN • OLIVER TWIST • A
FAREWELL TO ARMS • THE BEST SHORT STORIES OF NEGRO
WRITERS • FLOWERS FOR ALGERNON • ULYSSES • TO KILL A
MOCKINGBIRD • ROSEMARY'S BABY • THE FIXER • DEATH OF A
SALESMAN • MOTHER GOOSE • CATCHER IN THE RYE • THE
MERCHANT OF VENICE • ONE DAY IN THE LIFE OF IVAN
DENISOVICH • GRAPES OF WRATH • THE ADVENTURES OF
HUCKLEBERRY FINN • SLAUGHTERHOUSE-FIVE • GO ASK ALICE

CELEBRATING THE FREEDOM TO READ

New Network Connects Businesses with State Libraries

by Paul Gilster

Anyone who thinks of libraries as musty places peopled only by bibliophiles and students has missed out on a major trend in the way business information is gathered and disseminated. Business people now have access to a statewide network of computerized information growing up within the library system. Although still in its infancy, this North Carolina Information Network holds rich implications for the way business will be conducted in the 1990s and beyond.

Today's service-oriented economy thrives on timely access to the kinds of information that libraries routinely compile. Add computerized networking capabilities to a statewide system of private, public and university libraries, and you open new possibilities for research. Combine that with a concerted effort by state government to reach potential vendors for goods and services, and you've created a new business medium.

The North Carolina Information Network, which began operating in October, is a creation of the Department of Cultural Resources' Division of State Library. Howard McGinn, assistant state librarian, said the system differs from computer networks in other states.

"Elsewhere, these systems are designed to allow librarians to talk to other librarians," he said. "That's not the way it should work. The end-user is really the citizen and the businesses he runs. Our programs use the libraries as local outlets, or nodes, to reach the people."

Linking libraries statewide is no small challenge even with today's technology. McGinn said that the Division of State Library saw no need to re-invent the wheel. Comprehensive networking systems already were available on a contractual basis, including Western Union's EasyLink service, which became one of the two vendors of information used by the NCIN. Using EasyLink, the state began sending educational, business, administrative and financial information to all libraries within the system.

Participating libraries sign on to EasyLink and are channeled directly into the bulletin board

system maintained by the state. The bulletin boards began as highly specialized operations. One called NCLIBS contains a general summary of news about libraries and librarians in North Carolina; NCCAL lists library meetings in the state. But the range of information available widened almost immediately. The NCGOV board summarizes economic and financial news along with legislative and regulatory information; NCNEWS provides legislative updates.

Other state agencies soon began to take notice of the potential offered by the computer network. Drew Harbinson, assistant to the state purchasing officer for the Department of Administration's Division of Purchase and Contracts, had spent the last year and a half looking into computer networking for the agency. When he heard what the Division of State Library was doing, he realized that the NCIN could solve a major problem for his department.

North Carolina buys more than \$800 million in goods and services each year, and it's the job of the Division of Purchase and Contracts to handle these transactions. To publicize the government's needs, the division has been required by statute to publish the North Carolina Purchasing Directory. This publication, which appears every two weeks and costs subscribers \$40 a year, also carries notice of highway construction jobs for the Department of Transportation and building bids for the Office of State Construction.

The problem with the Purchasing Directory is that by the time it reaches the prospective vendor, it's often out of date. Also, it fails to reach a wide range of potential bidders. "There seems to be a core base of vendors who continue to bid and do a good job for the state," Harbinson said. "But to a great extent this group is limited to bidders in the geographical area of Raleigh. We want to expand accessibility to all of North Carolina."

The result, announced by Governor James G. Martin at a June 18 news conference, is an Automated Purchasing Directory carried by the NCIN's bulletin board facilities. The computerized directory will allow listings from the departments of Administration and Transportation to appear twice a week throughout the state. About 70 of

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North Carolina's 100 counties currently have nodes for the service. The remaining counties are expected to come on-line within a few months.

But the Department of Administration is not the only state agency that has found the uses of the NCIN intriguing. Jean Overton, director for small business at the Department of Community Colleges, presides over 34 Small Business Centers in the community college system throughout the state. Overton is happy to see computers used to spread the word about opportunities for doing business with state government, and she is anxious to develop the Small Business Centers as nodes within the system.

"We'd like to do more seminars in 1987-88 on how to do business with the state," Overton said. "We want to get more involved in the computer network. Businesses in search of a contract need a local base, and that's why the Small Business Center network is so valuable. We're trying to get the business community to realize that the library is a very valuable resource to them."

Leading the way among community colleges in this regard is Carteret Technical College, which has emerged as a model for the kind of services both the Department of Community Colleges and the NCIN are promoting. Ed Shearin, director of the Learning Research Center at the college, works closely with the Small Business Center on campus, using computers to track information requests from the community. Shearin plans to promote the Automated Purchasing Directory through articles in the chamber of commerce newsletter and through phone calls directly to potential bidders.

Shearin said he is particularly interested in the research capabilities offered by computers in generating business information. "Today, for example, an area businessman wanted to look at a demographic survey of Beaufort and Harkers Island to help him plan a small business. The search on the computer took me less than two minutes to perform. The material—a five-page summary of just about any demographic material you can imagine—will be here in two days."

Statewide access to major databases such as DIALOG, which made Shearin's search successful, is now assured through the NCIN. Using Easy-Link's sister service, Infomaster, the library network can tie in to more than 700 databases, including major information vendors such as DIALOG, BRS and Questel. The materials in those databases otherwise would be available only through large public or corporate libraries. The library system thus becomes not only a depository but a broadcaster of information.

While the Infomaster database makes a wealth of scientific, technical and economic materials available to the NCIN, the other half of the program opens the extensive holdings of North Carolina's own libraries for search and retrieval by computer. When the Division of State Library first contemplated a computer network, McGinn realized that a major problem for less-developed areas is the concentration of information in large libraries, usually in the major cities. Moving books through interlibrary loan methods is time consuming, and the search could hardly be comprehensive.

To remedy this problem, many of the state's larger libraries had begun to participate in a computerized database offered by an Ohio firm called OCLC Inc. Through its Online Union Catalog, OCLC maintains bibliographic records for all the major libraries in the country. McGinn worked with OCLC to create a statewide computer catalog—the North Carolina Online Union Catalog—listing some 5.8 million records, with more being added all the time. A separate catalog of serial publication also is available through the network. This catalog is now available through the NCIN.

The system is easy to use. At any of the 175 nodes throughout the state in public, private or university libraries, the researcher uses the facility's personal computer and modem to enter the network. Searching by author or title, he can locate the book he needs wherever it is in the state and place an electronic loan request for it. Serial publications can be searched, too, and articles soon will be routinely sent via telefax machine to their destination at minimal charge. Some 22 of the machines are to be put in place across the state this summer.

"The implications here for rural development are phenomenal," McGinn said. "We're not shy about saying this. You could literally have the same access at the top of Mount Mitchell that you would have right here in Research Triangle Park. And access to information means the ability to compete economically."

At the same time that the amount of information available has increased geometrically, the cost has actually dropped, due to the Division of State Library's decision to be a contractor of services rather than a creator of them. Jane Williams, state librarian of North Carolina, pointed out that any other method would have been considerably more expensive. "The important thing is that we're contracting with OCLC and Western Union rather than putting millions into a main-frame here and a big staff and programming. We've done it with very, very little money."

The Effect of Face-Front Book Display in a Public Library

Sarah P. Long

Much research has been conducted on the effects of different variables on the circulation of library books, especially that of displays. The research confirms that books displayed circulate significantly more than books not displayed. Studies conducted in the retail sales sector support this hypothesis and provide ideas for librarians and insight into consumer behavior.

Very little has been written, however, about the method of display. There have been studies of location, age, and size as well as behavioral studies on impulse buying and information processing. But the issue of displaying books face-front (with all or most of the book jacket showing), as opposed to displaying them spine-front, has not been studied. The hypothesis of this research project is that books displayed face-front will circulate more than those displayed spine-front.

... books displayed face-front will circulate more than those displayed spine-front.

Libraries face a never ending struggle to justify themselves to funding and governing agencies. Circulation statistics are often used as justification and ways to increase the numbers are always welcome. This study, if the hypothesis is proven, should be relevant to all types of libraries when planning and implementing displays. It should support the theories of impulse buying and relate them to the world of libraries. Most importantly, it should give library administrators insight into their patrons, specifically that information consumers are subject to the same marketing techniques used on retail consumers.

A Review of the Literature

There are some basic concepts of consumer behavior that need to be reviewed and defined as a prelude to a review of the literature on library

displays. These concepts are the cornerstones of marketing strategy, since behavior analysis should be a means of better satisfying consumer needs (Robertson, Zielinski and Ward 1984). This section of the literature review will follow the purchase process from perception and information processing to the purchase itself, including impulse buying.

Perception and information processing are key points. Runyon (1977) defines perception as the process by which "we make sense of the world." We select from the many that are presented the stimuli which we will process. Perceptual categorization is the process through which we make all that stimuli manageable and organized by assigning perceptual classes to objects and events (Runyon). Marketing should surround products with aids to categorization—signs, tags, markings, displays, etc.

Engel, Blackwell and Miniard (1986) described the stages that information passes through while being processed by the consumer. They are: exposure, attention, comprehension or perception, yielding or acceptance, and retrieval. Consumers cannot possibly process all the stimuli which are presented to the brain, and an understanding of what factors influence attention can be very useful. Stimuli that are related to a consumer's needs and are novel attract attention (Robertson, Zielinski, Ward 1984).

Runyon (1977) defined purchasing in terms of problem solving and borrows John Dewey's stages in his definition. They are: problem recognition, the search for a satisfactory solution, evaluation of alternatives, purchase decision, and post purchase evaluation.

Impulse purchasing represents a special case in consumer problem solving in that such purchases are unplanned and involve no search activity. This behavior closely parallels browsing in a library, as we will see later. It is estimated that almost half of the buying decisions in supermarkets are impulse decisions and store managers are justified in spending a substantial part of their marketing budgets on planning store layouts, product locations, shelf positions, special

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displays, etc. to aid in guiding impulse buyers (Runyon 1977). For example, a study carried out in Super Value Stores over a period of twelve weeks indicated that an item given special display will increase in sales an average of 550%, chiefly because displays appeal to impulse buyers (Runyon).

... information consumers are subject to the same marketing techniques used on retail consumers.

The most extensive and detailed study in the retail sector was done in eight Publix stores in central Florida. Merchandise scanners were installed in all eight stores in order to have an exact record of purchases. They studied the effects of newspaper ads, displays at the check-out counter or point-of-purchase displays, display location and display age on sales. They reported that point-of-purchase displays increased sales an average of 445%, that prime display locations increased sales by 363%, and that sales of displayed items decreases significantly after the first week (Dyer 1980).

Marketing News (1983) reported that sales of *Old Farmer's Almanac* increased in two thousand stores anywhere from 212% to 599%. Their displays were in prime locations, usually point of purchase; and the books were faced front (*Marketing News*, May 27, 1983).

The better we understand these basics of consumer research the better we can plan marketing for our libraries. Taylor and Johnson (1973) conducted an involved study of public library use in Great Britain in 1972. They found that two-thirds of library users were visiting the library for personal and recreational reasons and that they were looking for any novel of interest. This suggests that impulse behavior is at work in library patrons as well as grocery shoppers. They recommended that library managers observe book selling practices and provide more facilities for book displays and exhibits.

There have been several studies on the effectiveness of displays in libraries. Goldhor (1972, 1981) tested the hypothesis in three public libraries that books displayed in a prime location will circulate more, and found a significant increase in the circulation of books in prime location displays. Baker (1985) attempted to determine why displayed books circulate more and found that the circulation of books in prime displays increased 405% to 590% in one library and

708% to 784% in another. However, circulation of books in non-prime displays remained the same. This implies that the positioning of the display is a vital factor influencing use.

Baker (1986) identified three characteristics of library browsers. First, they do not attempt to identify a specific title by using the card catalog or some other tool, but instead go straight to the shelves to look for a book. Second, as Taylor and Johnson noted (1972), they are looking for any book that will meet their needs. Third, since they do not have a specific title in mind, they are susceptible to influence in their decision making. Baker pointed out that browsers are subject to user frustration when a collection becomes too large to scan easily. She suggested that librarians should help browsers "narrow their selection by developing strategies to focus patron attention on a smaller number of titles." Book lists and book displays are simple and effective strategies which can accomplish this when properly designed. They tend to work because "they place little or no burden of effort on the potential user and because they require little time to use" (Baker 1986).

Green (1981) wrote an excellent article on techniques libraries can use in merchandising. Her findings supported the theories of book displays and agreed with the recommendation of Taylor and Johnson that libraries adopt the book-selling techniques used in the retail sector. She mentioned the use of face-front display on the top and bottom shelves and on the shelf ends to give "movement and interest to what before was only a row of spines" (Green, p. 38). She cited the merchandising program at the Dallas Public Library where she is director of selection and acquisitions as an example. In the few months following the implementation of a merchandising program, circulation increased by ten percent.

... impulse behavior is at work in library patrons as well as grocery shoppers.

In summary then, it seems that libraries can benefit from the techniques used in retail marketing to boost the circulation of all types of books, perhaps in all types of libraries. Grocery shoppers, bookstore browsers, and library browsers appear to be displaying the same consumer behaviors and are equally susceptible to attention-getting devices such as displays of the varying types mentioned above.

Methodology

The purpose of this study was to look at one method of book display, that is face-front, and test the hypothesis that books consistently displayed in this method circulate significantly more than those books displayed spine-front by narrowing browsers' choices, thus decreasing user frustration. However, in order to statistically test the data in a valid manner, a null hypothesis must be used. Therefore, the formal hypothesis of this study is that books displayed face-front will not circulate significantly more than those books displayed spine-front.

The experimental design used for this study was the four-cell pretest-posttest pattern. (Fig. 1). In this type of controlled experiment, two like groups are identified and an experimental variable is assigned to one of those groups, in this case group Y2. The groups are measured before and after the test. Y1 should not differ significantly from X1 and X2. If Y2 varies from the other groups by more than just chance, then it could be thought that the experimental variable led to or caused the difference.

Fig 1. The Four-Cell Pattern of Controlled Experiment

Before	After	
X1	Y1	Control Group
X2	Y2	Experimental Group

The Four-Cell Pattern of Controlled Experiment

The research was conducted at the Parkwood Branch of the Durham County Public Library in North Carolina. Books at least four months old from the Adult Current Fiction, which is housed at the front of the library with books customarily shelved both face-front and spine-front, were chosen for the study group. This section was chosen in order to eliminate two problems—bias on the part of the patron toward very new books and bias toward an entirely new display method. In addition, the seven-day circulation of this section would allow for more circulations and a shorter test period.

Two random samples of fifty books each were pulled from the approximately three hundred in this section to be the control and experimental groups.

Following the four-cell pattern, the control group was displayed spine out only (Y1) during

the test period. The experimental group was displayed face-front only during the test period (Y2). Both groups were randomly and haphazardly displayed face-front during the pre-test period (X1 and X2) according to usual library practice. The pre-test circulation figures (X1 and X2) were taken from the two months preceding the test period (Y1 and Y2). The test period was then run for two months.

At the end of the test period, all the books and book cards were pulled from the shelves and the circulation files for tabulation. The due dates that fell within the pre-test and test periods were entered into the record for each book in a database created with PC-File. The data was then analyzed using the Statistical Package for Social Sciences-X.

... positioning the display is a vital factor influencing use.

Results

In order to determine the effect of face front display on circulation, the control group and the experimental group were compared using analysis of variance (ANOVA). The average number of circulations per book was 3.30 for the control group and 3.28 for the experimental group during the pre-test period. This difference was not statistically significant. The average number of circulations during the post-test period was 2.58 for the control group and 4.70 for the experimental group. This difference was significant at the .000 level, implying the experimental variable of face-front display was associated with the circulation increase.

A review of the weekly circulation figures of both the experimental and control groups also suggests that face-front display was the causal factor of the circulation differences. The figures for both groups are very close during the first nine weeks of the study (the pre-test period), the greatest difference between them being only six circulations. From week ten (the first full week of the test period) to the end of the study, the divergence is quite large, ranging from eight to twenty-four more circulations per week for the group displayed face-front.

Therefore, the null hypothesis, that face-front display will not increase circulation, can be rejected. This method of display does have an effect on browsers by helping their brains wade through all the stimuli presented by gaining their attention, narrowing their choices, and causing them to select certain titles.

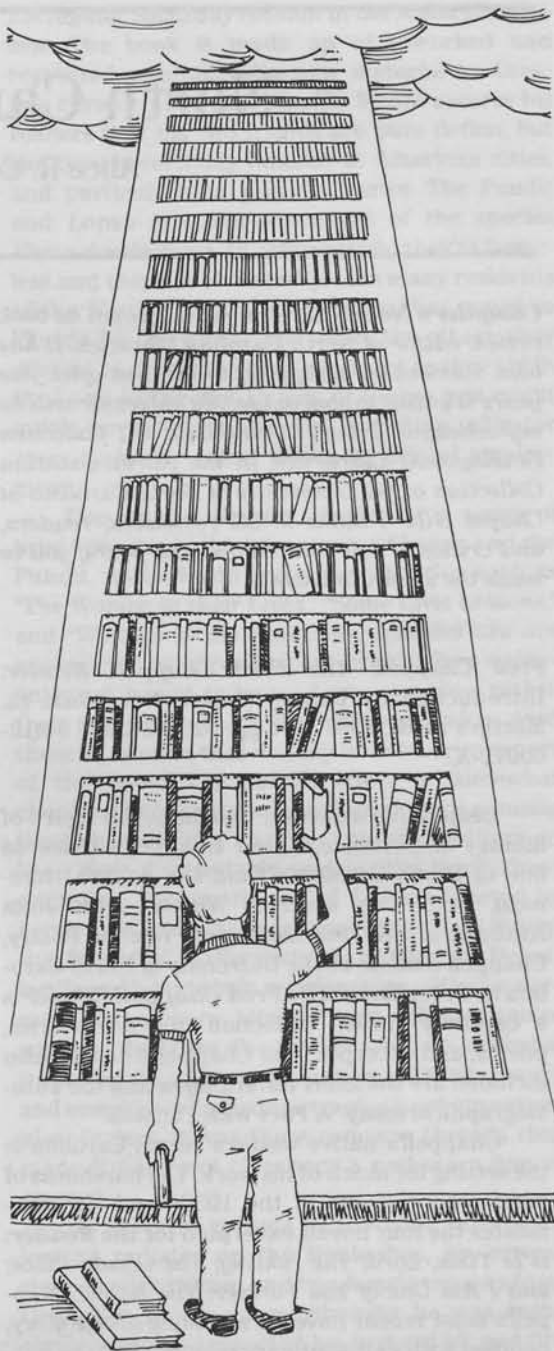
Implications for Further Research

Even though the scope of this study was limited, it shows that the method of display, not just the display itself, can significantly increase the circulation of books. Much has been written in marketing about what attracts a shopper's attention and these theories can be applied to library browsers with the same effect.

More research must be done however to substantiate the findings of this study. Studies in different types and sizes of libraries will need to be conducted. Research on bookjackets themselves should be done to study just what attracts the attention of the browser. Questionnaires could be used in conjunction with a controlled experiment to find out if patrons are aware of how they are choosing their reading materials. It would also be interesting to introduce such variables as height and location into a study of face-front display.

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North Carolina Books

Alice R. Cotten, Compiler

Compiler's Note: This is my last column as book review editor of North Carolina Libraries. It has been immensely satisfying to me, but after five years it's time to step aside. My successor will be my colleague Robert G. Anthony, Jr., Collection Development Librarian in the North Carolina Collection at the University of North Carolina at Chapel Hill. Thanks to all reviewers, readers, and critics of this column over the years; you've made the work worthwhile.

Fred Chappell. *The Fred Chappell Reader*. Introduction by Dabney Stuart. New York: St. Martin's Press, 1987. 491 pp. \$22.95. ISBN 0-312-00012-X.

Despite his assertion that he is "no figure of literary 'importance,'" Fred Chappell's place as one of North Carolina's (and the South's) foremost writers is assured. Winner, with John Ashbery, of the 1985 Bollingen Prize for Poetry, Chappell teaches at the University of North Carolina at Greensboro. *The Fred Chappell Reader* is a carefully chosen collection of short stories, poems, and excerpts from Chappell's novels. Also included are the short novel *Dagon* and the autobiographical essay "A Pact with Faustus."

Chappell's native western North Carolina is the setting for much of his work. The harshness of rural mountain life in the 1930s and '40s permeates the four novels excerpted for the *Reader*: *It Is Time*, *Lord*; *The Inkling*; *The Gaudy Place*; and *I Am One of You Forever*. The latter, Chappell's most recent novel, is a coming-of-age story, peopled with extraordinary relatives like the narrator's Uncle Zeno. A prodigious storyteller, Zeno, it seemed, "did not merely describe the world," but "used it up." Then there's Uncle Runkin, who sleeps nightly in his fantastically carved coffin "like a single pearl in a jewel case." In the selection from *The Gaudy Place*, readers will recognize Asheville as the youthful Arky hustles his way around the seedy streets of "Braceboro."

Intense and horrific, the novel *Dagon* describes a Methodist minister's gradual surrender

to evil. Intricately woven with complex imagery, *Dagon* exemplifies Chappell's ability to incorporate complicated allusions into his work without allowing them to overwhelm the uninitiated reader. Thus, those unfamiliar with *Dagon*, pagan deity, will nevertheless be absorbed by the fall of pastor Peter Leland.

Of the eight short stories included in the collection, four involve historical figures, and one, the previously uncollected "Notes Toward a Theory of Flight," is told from the perspective of a house cat named Drummond. Whether Chappell chooses to write about a cat, Mrs. Benjamin Franklin, Blackbeard, Franz Joseph Haydn, or itinerant bluesman Stovebolt Johnson, he does it like no one else.

The third section of the *Reader* includes poetry culled from four of Chappell's books: *The World Between the Eyes*, *Midquest*, *Castle Tzingal* and *Source*. The subjects of Chappell's poems are as varied as those of his stories. He writes of family ("My Mother's Hard Row to Hoe"), of nature ("Remembering Wind Mountain at Sunset"), the mundane ("Recovery of Sexual Desire After a Bad Cold"), and the supernatural ("The Homunculus"). All are exceptional. Many of Chappell's lines will linger in the reader's mind long after the book is finished: "Not all the money in this world can wash true-poor/true rich. Fatback just won't change to artichokes."

The Fred Chappell Reader is an important acquisition for North Carolina public and academic libraries. For readers unfamiliar with Chappell's work, it will serve as a long-overdue introduction. For those who've read him, it has new pleasures to offer.

Anna Donnelly, Asheville-Buncombe Library System

Randall, John D. *The Hatterask Incident*. Winston-Salem, N.C.: John Blair, 1987. 366 pp. \$16.95. ISBN 0-89587-052-5.

This first novel is one of those stories you can't put down until you find out what happens.

The author uses a very possible, contemporary situation. A fishing trawler trying to get

through Oregon Inlet at low tide runs aground on a sandbar. The surrounding community becomes involved—the Army Corps of Engineers, the Coast Guard, park rangers, environmentalists, fishermen, lawyers, reporters, tourists, old families. Trouble starts when the Corps decides that the stranded trawler is a menace to navigation and prepares to blow it up with dynamite. Naturally their decision rouses anger, opposition, and sympathy for the fisherman, whose boat is his livelihood. More trouble comes when Crystal, the terrible hurricane some predict will level coastal development someday, strikes North Carolina.

The author gives the novel a sense of growing urgency by telling the story from the viewpoints of various characters, interspersing their tales with bulletins issued by the National Weather Service. The novel is divided into particular dates, the whole action taking place in one week including the Labor Day holiday. The hurricane and how characters survive it or not comes to dominate the second half of the novel, straying maybe too much from the original story, but connected.

What readers are left with is a better understanding of the complexity of "issues" that appear in our news every day. First we come to sympathize with one character and then with an opponent. The tables turn, and people act just like people, making mistakes one time and performing good deeds the next.

Valid criticisms can be made about the novel—tenses are awkward sometimes, for instance, and after a slow beginning everything happens, from a helicopter crash to a traffic jam on the Wright Memorial Bridge at the height of the hurricane—but still the story captures the reader and helps him, in the end, to understand the nature of real and complicated problems.

The author is a systems analyst for IBM and vacationed on the Outer Banks every summer for some twenty years before writing this story. Between vacations he kept up with coastal events by subscribing to the Manteo newspaper. He retains actual geographical names in the book, but at least thinly disguises personal ones. The novel should be appropriate for many libraries.

Nancy Lee Shires, East Carolina University Library

Bill Moore. *Two on the Square*. Asheville: Bright Mountain Books, 1986. 208 pp. \$14.95. ISBN 0-914875-13-2. Illustrated by Dianne Cable. (138 Springside Road, Asheville, NC 28803).

Bill Moore first created Lonzo and the Pundit, the characters featured in *Two on the Square*, in

his regular Saturday column in the *Asheville Citizen*. The book is made up of reworked and reprinted columns, plus new material on these two chronic ne'er-do-wells. Mr. Moore assures his readers that his two friends are pure fiction, but the type is certainly familiar in American cities, and particularly in public libraries. The Pundit and Lonzo are representatives of the species *Homo derelecticus*. In other words, they're homeless and they like it that way. Like many residents of the North Carolina mountains, they travel to Florida for the winter; but unlike the others, they are just as derelict in the Everglades as they are in the Land-of-the-Sky. Unless, of course, you count a job wrestling an elderly, doped-up alligator every night for a few weeks as gainful employment.

Two on the Square consists of a series of brief episodes in the adventures of Lonzo and the Pundit, divided into sections with titles such as "The Women in their Lives," "Some Civic Lessons," and "Winters in the Sun." The episodes are not necessarily in chronological order; they apparently are meant to be read one at a time rather than as a story. Since this reviewer had to read them all at once, that was my least favorite aspect of the book. The overall effect is somewhat choppy. There are some common threads running through the book, such as the pair's efforts to keep their disreputable vehicle (the Honkerbus) operating; the assortment of T-shirts sported by Lonzo (with messages ranging from "Help Stamp Out Preppies" to "Property of the Harvard Debating Team"); and their relationships with the narrator (Mr. Moore himself) and other notables such as Big Time Benny Biscayne, an operator from Florida who provides them with temporary and sometimes hazardous employment opportunities. In fact, it was these common threads that made it hard *not* to expect a real story line to emerge.

My favorite episode in the book involved a leaking radiator on the Honkerbus, an inexperienced park ranger, and two female tourists from Ohio. The rookie ranger thought he was being clever when he recovered his first aid kit and fire extinguisher from our unscrupulous heroes, but he lost a hose and the antifreeze out of his cruiser. The tourists decided the local color was entirely too bright and moved on.

Two on the Square is an amusing collection, both cynical about and sympathetic to that classic American character, the street bum. It is of special interest to libraries near Asheville whose patrons will appreciate the in-jokes and might already have been following the adventures of

these characters in the newspaper. It's also fun for readers who have never seen Pack Square or attended Belle Chere, Asheville's annual street fair. Lonzo and the Pundit are sufficiently universal to be recognizable in most places, and Bill Moore's wit extends beyond the mountains to mock gently many aspects of American culture.

Elizabeth White, Asheville-Buncombe Library System

Leslie Banner. *A Passionate Preference. The Story of the North Carolina School of the Arts*. Winston-Salem: North Carolina School of the Arts Foundation, Inc., 1987. 438 pp. \$22.00. (201 Woughtown Street, Winston-Salem, NC 27107.)

The North Carolina School of the Arts should, logically, never have succeeded. North Carolina in 1962 was a rocky field indeed into which then-Governor Terry Sanford cast the seed of his dream: a state-supported school to train musicians, singers, dancers, and actors. This very special place was to yield not high school and college teachers of music, dance, and drama, but artists whose talent would be recognized, tended, and cultivated from the age at which they first expressed "a passionate preference" for one of the arts. Such early nurturing appears essential if a performing artist is to have any hope of achieving national success.

Yet the concept did *not* appear self-evident to members of either the North Carolina legislature or the state's educational system in the early 1960s. Spoken of scathingly in the General Assembly as "the toe-dancin' school" (and, when legislators were reminded of the broader curricular goals, "the toe-dancin' and flute-tutin' school"), the planned conservatory was also blasted by many leaders of the state university system. Particularly adamant in its opposition were the administrators and faculty of the Woman's College (now the University of North Carolina at Greensboro), who perceived Sanford's plan as both an insult and a threat to their music, art, and drama departments. They felt that, if it existed at all, this conservatory should be part of the Woman's College.

The school's difficulties did not end with the passage of the bill pledging state support. Selecting a site, funding the necessary building renovations and new construction, recruiting faculty and students, and establishing international programs all brought formidable challenges. Had Sanford been less idealistic he would have given up before he started. Had he been less politically astute, the school would never have materialized.

Drawing from two major archives—John Ehle's papers from the eighteen-month period he worked for Governor Sanford, and the North Carolina School of the Arts Oral History compiled by Douglas Zinn—Leslie Banner has told the remarkable story of the NCSA's founding and development largely through the words of those who were responsible for the school's genesis. The combination of vividly recounted anecdotes from the oral history and Banner's clear and energetic prose lend *A Passionate Preference* a rare sparkle and immediacy. Among the principal characters were Governors Sanford and Dan K. Moore. It was Moore's generous support of the NCSA, despite the fact that it had been his predecessor's creation, that kept it alive during its infancy. John Ehle, a young writer and instructor at UNC-Chapel Hill, attracted Governor Sanford's attention through a provocative article called "What's the Matter with Chapel Hill?" in which the scholar criticized the university system's lack of support for the arts. Within a few months of its publication in the *Raleigh News and Observer*, Ehle had become the governor's special assistant for new projects and one of the prime movers behind the arts school. Vittorio Giannini, a talented and charismatic composer and music teacher, became the first president of the NCSA. Giannini's contagious enthusiasm, tireless work, and international connections established the school on a truly professional footing. Dr. James Semans, the first chairman of the school's board of trustees, and his wife Mary used their personal and political influence to garner support for the school and helped to steer it through many rocky shoals.

A Passionate Preference is impeccably researched and features extensive notes and bibliography and a thorough, well-designed index. Anyone interested in recent North Carolina history, education, or the performing arts would enjoy it. The book also provides great insight into the realities of state politics. Descriptions of the machinations in which the NCSA's supporters engaged are a major source of the humor in this delightfully witty history. *A Passionate Preference* is highly recommended for public and academic libraries and special libraries collecting North Caroliniana or materials in public policy, political science, education, or arts administration.

Leslie Banner, a native of Asheville, earned her Ph.D. in English literature from the University of North Carolina at Chapel Hill. Her extensive writings on native Appalachian fiction include her 1984 doctoral dissertation, "*The North Carolina Mountaineer in Native Fiction*." She is

Senior Research Editor for Duke University President H. Keith H. Brodie, M.D.

Elizabeth Bramm Dunn, Duke University

Betsy Holloway. *Heaven for Beginners: Recollections of a Southern Town*. Orlando: Persimmon Press, 1986. 236 pp. ISBN 0-9616500-0-1.

How did a book about Durham come to be written in Florida? Florida resident Betsy Holloway, a Durham native, has fond memories and recollections of her hometown. When *The Orlando Sentinel* sponsored a contest in which readers submitted letters describing their hometown, she was one of the winners. The paper sent a reporter to Durham to gather background information for a feature article which someone sent to the *Durham Morning Herald*. The *Herald* published an article of its own encouraging Holloway to expand her letter into a full length book. This was the beginning of *Heaven for Beginners: Recollections of a Southern Town*.

The book starts with a short history of Durham. This overview includes how Durham got its name, the story of the distinctive Durham tobacco, the manufacture and sale of tobacco by the Dukes, and the development of Trinity College into Duke University. From this brief history Holloway turns her attention toward her own history, starting with her parents. From this point on, *Heaven for Beginners* is a blend of local and social history, personal recollections and family experiences.

Holloway recalls her childhood home: "I loved the house with its substantial-looking brick exterior, its handsome wood floors, cheerful sun parlor, and pretty blue-tiled bathroom." She describes the house from a child's perspective, even confessing to living in terror of the living room chandelier. She takes the reader on a room by room tour offering insight into her family as well as customs of the time. The tour progresses from the self-contained world of the house, to the yard, and then extends into the neighborhood.

Next Holloway gives us a glimpse of the entertainment available for Durham citizens. She tells of the unveiling of Lakewood Park, "a gay and glittering amusement facility" that provided much fun for locals for over thirty years. She describes programs sponsored by the Durham Recreation Department and the creation of the Children's Museum (which grew into the North Carolina Museum of Life and Science).

At home, the radio was the family's primary source of entertainment. They listened to shows

such as *Lux Radio Theatre*, *Duffy's Tavern*, *Truth or Consequences*, and *Amos 'n' Andy*. Holloway recalls with particular fondness her weekly or biweekly outings with her mother in Durham and their annual outing to Raleigh, as well as events offered by Duke University and the annual family vacation.

As Holloway recalls grammar school, we come to know the Twaddell School and the beginnings of Watts Street School. Her fond memories of favorite teachers and classmates often stir the reader's own.

Holloway had a great appetite for reading and enjoyed it tremendously. She went from the Bobbsey Twins, Nancy Drew, and Judy Bolton to the *Durham Morning Herald*, and soon was caught up in the society editor's column, "The World of Women."

Church played an important role in her family, who attended the Asbury Methodist Church, "one of the many Methodist churches founded or aided by members of the Duke family . . ." She recalls that her family attended both the morning and evening service on Sunday. Also, Holloway relates how busy Sunday School kept her, and the many projects she was involved in during Vacation Bible School but her favorite memory of church was the Bible stories.

Holloway shows how World War II affected Durham. She recalls the housing shortages, the rationing of tires, gasoline, and metal. Details such as the newspaper's Weekly War Ration Guide give her story more vivid local color.

The last chapter in the book describes downtown Durham as it appeared to Holloway as a child of eight or nine. She takes the reader along on her Saturday excursions, stopping by several businesses of that era. Included in these Saturday outings were her visits to the Durham Library. In her book Holloway tells how the Durham Library opened its doors on February 10, 1898.

The book closes by describing Durham as it is today.

Betsy Holloway attended Duke University. She moved to Florida in 1963 and lives with her husband and son in Orlando. *Heaven for Beginners* is her first book. A work of personal memoirs with a local backdrop, it includes family experiences to which each reader can relate. The illustrations included are an added attraction that help to carry out the visual image created by the author's writing. There are also a bibliography and index. The book would be a good choice for any public library as a book of recollections or social history of Durham. The author herself opens the book with a quote that is quite appro-

pritate, "Home interprets heaven. Home is heaven for beginners."

Sue Lithgo, University of North Carolina at Chapel Hill.

Mena Webb. *Jule Carr: General Without an Army*. Chapel Hill: University of North Carolina Press, 1987. 306 pp. \$19.95 ISBN 0-8078-1705-8.

Jule Carr, the very readable new biography of industrialist Julian Shakespeare Carr by Durham writer Mena Webb, is a welcome addition to the growing bookshelf of histories about the people and events which shaped modern North Carolina. Carr's story is one North Carolinians need to know more about if they are to understand how and why their state came to be the industrial leader of the South.

Carr is a well-known figure to Tar Heel history buffs for his amazing rise to fame and fortune as the world's first prominent tobacco manufacturer. After a childhood spent comfortably in a Chapel Hill mercantile family, Carr joined the exodus of the ambitious to a new factory center, Durham. There, during the 1870s, letters were pouring in from former Union soldiers requesting some of the fine smoking tobacco they first consumed while bumming under the command of General William T. Sherman. Carr joined with tobaccoist W.T. Blackwell to market the brand they called "Bull Durham" on a worldwide basis. Carr's astute sense of merchandising put the virile Bull's visage on surfaces everywhere, even on the great pyramids of Egypt.

The success of the Durham brand made Carr one of North Carolina's first multi-millionaires. Wealth also led him into other fields of enterprise and public service. Carr joined with various associates in bringing the cotton mill industry to the growing towns of the Piedmont. He also became one of the most active Methodist laymen in the state, and was instrumental in the relocation of tiny Trinity College from its home in Randolph County to a new campus in west Durham in spite of his status as a UNC graduate. Moreover, Carr involved himself in a wide range of benevolent activities, taught Sunday school through much of his adult life, dabbled in politics, and became a "General" (hence Ms. Webb's subtitle) in the movement to honor Confederate veterans.

This book is, at its best, a familial history of Jule Carr. Ms. Webb, a novelist and journalist, deftly paints a verbal portrait of the significance of family and friends to this energetic figure. Ms. Webb is less agile when trying to place Carr in the context of his times, particularly in fitting him

into the complex spectrum of political upheaval which followed in the wake of the industrial growth Carr helped engender. Like other scholars still trying to figure out this seminal period, Ms. Webb has underestimated the significance of Methodist religious values in the making of Carr as an entrepreneur and philanthropist. In many ways (as Carr admitted himself in 1908 in a letter this history overlooks) Methodism was the driving force behind a significant group of manufacturers, including the Odells and the Dukes, all of whom had close ties to the charismatic leader of Trinity College, Reverend Braxton Craven. This is an element of the North Carolina story yet to be developed.

Still, if the book is imperfect analytically, it is nevertheless richly rewarding in the human touch it gives to the life of a man who never allowed himself to forget that commerce and manufacturing are principally social endeavors. Librarians will find that the book will appeal to a wide range of readers, from the casual request for a good biography to the eager pursuer of the Tar Heel past. The book belongs in most local library history rooms and will be of value for undergraduates in area colleges. In fact, it has only one serious flaw. The curious reader will long for more illustrations of the "Bull" that made Durham famous and Durham's first success story about the very wealthy.

Gary Freeze, University of North Carolina at Charlotte

Victoria Byerly. *Hard Times Cotton Mill Girls: Personal Histories of Womanhood and Poverty in the South*. Ithaca, N.Y.: ILR Press, New York School of Industrial and Labor Relations, Cornell University. 233 pp. ISBN 0-87546-128X (cloth) \$26.00; ISBN 0-87546-129-8 (paper) \$9.95.

Victoria Byerly does not believe that "You can't go home again." Byerly began work in the Amazon Cotton Mill in Thomasville upon completing high school in 1967. She was in the fourth generation of her family to work at Amazon, but, unlike that of most of her family members, her tenure at Amazon was brief. A scholarship committee at her high school arranged college admission and financial aid for her, and Byerly left the mill. In 1980, after college and years away from North Carolina, Byerly returned to Thomasville armed with a tape recorder to interview women who lived the life that she had left.

Hard Times Cotton Mill Girls is Victoria Byerly's exploration of the milieu from which she emerged. It is a collection of interviews with

twenty women whose lives were shaped by the culture of the mill towns in which they lived. The women are from towns throughout Piedmont North Carolina; they are evenly divided between white and black, and the ages of the women range from twenties to eighties. These women tell of the spread of industry in the Piedmont, how families moved from farm to factory work, and how this change affected families, especially women. Readers who view this industrialization positively will find evidence to support their position, for several women mention their eagerness to work in the mills and the measure of freedom that their mill paychecks gave them. Readers more attuned to the burdens of industrial labor will find ample testimony about poor working conditions, arbitrary supervisors, and sexual and racial discrimination.

Most of the women interviewed for this book worked in the mills, but mill work was but one part of their lives. The women also talked about families, both the ones they were born into and the ones they created; social relations in mill towns; and their own aspirations and disappointments. These are tales of deprivations, scant schooling, early childbearing, difficult family relations, social and racial divisions, and the struggle to attain a decent standard of living and peace of mind. Heartbreaks and injustices are recounted, yet many interviews are also tales of emotional and spiritual triumph, if not material success. The interviews with Aliene Walser and Billie Parks Douglas are alone worth the price of the book.

It is difficult for a reviewer to assess the sources used for this volume. As a genre, oral history has obvious limitations; readers come to a volume of oral histories knowing these limitations and either accepting the genre or not. Only one of the women interviewed asked for the protection of a pseudonym, and all the women are listed with the towns where they currently reside. The text is supplemented by twenty photographs. These illustrations, particularly the portraits of some of the women in their youth, enhance the volume. The interviews are organized in sections with titles such as "From Farm to Factory" and "Marriage, Motherhood, and Work." This organization is not completely successful since most interviews range across a woman's whole life and so could fit in several sections. Byerly precedes each section with a brief essay. This too is not entirely successful. These essays, along with Cletus Daniel's general introduction, appear to be addressed to an academic audience, while the interviews themselves have a more general appeal. An index allows the reader to compare specific topics in

several interviews. Recommended for public, high school, college, and university libraries.

Eileen McGrath, University of North Carolina at Chapel Hill

Kaye Gibbons. *Ellen Foster*. Chapel Hill: Algonquin Books of Chapel Hill, 1987. 146 pp. \$11.95. ISBN 0-912697-52-0.

"I just worked in the trail my mama left." Ellen Foster is remembering gardening with her mother, but the statement could apply to all the efforts eleven-year-old Ellen makes to get her life on the right track. She cares for her invalid mother until her death, then coexists in an uneasy truce with her violent father. When the situation becomes intolerable, she lives with her art teacher until the court assigns her back to her family: first, to her spiteful grandmother, who blames her for her father's actions, and, later, to an aunt and cousin who have no room for Ellen in their lives. All the while, Ellen dreams of belonging to a "real" family, and, when she spots her "new mama," nothing can stand in her way. Ellen is a survivor who snares the reader with her unself-conscious courage and gritty determination.

Upon reading this novel, Eudora Welty exclaimed, "The life in it, the honesty of thought and eye and feeling and word!" Kaye Gibbons has a rare ear for the cadence of common speech. Words come naturally to Ellen. When she hears that her old house is occupied again, it is not simply "rented out," but is "rented out to a family of four." Her life is altered by the "romantic" fever her mother suffered from as a girl; she is entirely too familiar with the function of "undertaking cars"; and, on fine occasions, she wears "patting leather" shoes. Gibbons also sums up people with remarkable economy. Ellen's Aunt Nadine is a case in point: "When she is not redecorating or shopping with Dora she demonstrates food slicers in your home."

That conversational tone permeates the novel, since it is told entirely through Ellen's voice. Scenes of her present life alternate with those from her past. Both strands of the story work toward the point of the narrator's becoming *Ellen Foster*, a new identity which she signifies by choosing a new surname.

Ellen's journey is not simply one from a chaotic home life to security and love. She is also working through her own views about other people. Ellen learns that blood kin may not necessarily protect her better than caring strangers. She also must revise her views about racial differences, which she received before she was able to

reason. Ellen's firm friendship with the black child, Starletta, is a constant throughout the novel, but a great deal of growth must occur on Ellen's part. Starletta's secure home life, in spite of grinding poverty, runs counterpoint to Ellen's volatile environment, and Ellen comes to respect as well as value their situation.

Ellen's character is almost frighteningly real. She is a spunky girl who has been forced to cope prematurely because of her family's neglect. She can plan monthly budgets while leaving her father enough liquor money, pay the utilities, and manage the cooking: "It is best to buy in bulk," she notes. Yet she is still a small child in many ways, who enjoys having friends over to visit and playing with nice toys. She is afraid of what happens when people she has known are buried.

Ellen Foster is Kaye Gibbons's first novel. It has garnered accolades from a range of critics and authors including Walker Percy, Alfred Kazin, Elizabeth Spencer, and Gordon Lish. Gibbons has been interviewed by Bob Edwards of National Public Radio. Her achievement is all the more

impressive in that this novel was published before the completion of her bachelor's degree at the University of North Carolina at Chapel Hill. Born in Nash County in 1960, Gibbons was graduated from Rocky Mount Senior High School and studied for two years at North Carolina State University. In high school she received National Honor Society and North Carolina Veterans Association scholarships, and she was a finalist for the National Council of Teachers Writing Award. She also won the 1978 Poetry Prize of the North Carolina Arts Council. Gibbons and her husband Michael live in Raleigh with their three-year-old daughter, Mary.

Ellen Foster is well-suited for public and academic library collections of contemporary or Southern fiction and is also appropriate for secondary school collections. It is recommended both for its focus on contemporary social issues as well as for its own literary merit.

Margaretta Yarborough, University of North Carolina at Chapel Hill

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NCLA Minutes

North Carolina Library Association Minutes of the Executive Board April 24, 1987

The Executive Board of the North Carolina Library Association met on April 24, 1987 at 7:00 p.m. in the Sternberger Room of the Jones Library of Greensboro College, Greensboro, North Carolina. Members present were President Pauline Myrick, Rose Simon, Dorothy Campbell, Nancy Fogarty, Kieth Wright, Benjamin Speller, Ariel Stephens, Rebecca Taylor, Elizabeth Smith, Jean Amelang, April Wreath, Helen Tugwell, and Waltrene Canada. Also present were Dale Gaddis and Susan Squires.

President Myrick called the meeting to order. She recognized Susan Squires, Director of Library Services at Greensboro College, who in turn welcomed the group to Greensboro College. Mrs. Myrick expressed appreciation for the cordiality and cooperation shown by Mrs. Squires as she assisted with plans for this meeting and the spring workshop.

The minutes of the meeting of February 6, 1987 were approved as distributed by the secretary.

The president called for the treasurer's report. Nancy Fogarty reviewed the report for the first quarter which had been distributed. She reported that the financial statement prepared by W. John M. Tinker, public accountant, shows that NCLA records are in order. The audit report is available for review. Fogarty was applauded for rendering efficient service.

It was noted that June 1 is the deadline for submitting requests to the 1987 Conference Planning Committee and that the place and date of the 1987 conference have been confirmed.

Mrs. Myrick called for the report of the ALA chapter representative. Dr. Kieth Wright reviewed a proposal for ALA Membership in NCATE presented to the ALA Executive Board by the American Association of School Librarians. He distributed copies of the statement. Wright suggested that the Executive Board consider supporting the proposal. Wright also announced that arrangements can be made to exhibit materials during the ALA Conference. He stated that he is willing to assist NCLA sections in getting single copies of materials transported and exhibited.

In the absence of Jerry Thrasher, SELA representative, President Myrick distributed copies of the 1987 SELA membership statistics as of March 25, 1987 and minutes of the SELA Executive-Board meeting of March 2, 1987.

It was noted that the deadline for submitting material for the next issue of *North Carolina Libraries* was May 10.

Reporting as an NCLA director, at the request of the President, Dr. Benjamin Speller stated that several members are participating in the preparation of a necrology scheduled to appear in the program book for the 1987 biennial conference.

Responding to the President's call for comments about National Library Legislative Day, several members, who had attended the event, expressed the belief that it was a day well spent. Also acknowledged was the positive impact of Major Owens' efforts to gain the attention of congressmen as revealed in the current issue of the *ALA Washington Newsletter*.

Ariel Stephens reported for the Networking Committee.

The next order of business was reporting by section representatives. Elizabeth Smith, chair of the College and University Section, announced that the program "Introducing Your Public to the Online Catalog" will be presented on May 1, 1987 at Meredith College.

Vice-chair of the Community College Section Frank Sinclair reported on plans being developed by the Section for the biennial conference.

Helen Tugwell, chair of the North Carolina Association of School Librarians, reported on the activities presented during School Media Day on April 8 and announced the candidates for the offices of NCASL for 1987-1989. She said that Peggy Parish will be the section's keynote speaker during the 1987 biennial conference.

Jean Amelang, reporting as chair of the Reference and Adult Services Section, presented details of plans for a workshop entitled "Rethinking Reference: Searching for Solutions to Everyday Problems" which will be co-sponsored with the North Carolina Library Staff Development Program and be held on May 15 at North Carolina Central University. Amelang announced, also, that Matthew Lesko, president of Information USA, will speak during the section's program at the NCLA biennial conference.

Reporting for the Resources and Technical Services Section, chair April Wreath stated that the section devoted its seventh meeting of the biennium to discussing the Futures Committee report and formulating reactions to it. She reviewed plans for the biennial conference and announced that a committee has been formed to evaluate the past biennium's contributions to *North Carolina Libraries* in the realm of resources and technical services for the section's Best Article Award.

The Children's Section's report was presented by chair Rebecca Taylor. She said the Publications Committee is developing a book of reproducible patterns. The next issue of *The Chapbook* is expected to generate special interest.

Waltrene Canada, chair of the Documents Section announced that the workshop "County Government Information" being planned by the section and the Durham County Library will be held on May 1. She stated, also, that a government information showcase is scheduled to be shown during the 1987 NCLA biennial conference on Friday, October 30 from 10:00 - 12:00. Canada then reported on the status of the documents depository bill.

At the request of President Myrick, Dorothy Campbell read a report for the roundtable on the Status of Women in Librarianship which had been submitted to the President by Mary McAfee. It was noted that a workshop entitled "What's Our Problem?—Women in Library Management" is scheduled for August 6 and 7 in Winston-Salem. The roundtable's plans for the NCLA biennial conference have been extended to include a reception at the Craft Shop of Piedmont Craftsmen.

The report of the North Carolina Public Library Directors Association was given by Dale Gaddis.

The President called for unfinished business. The board was reminded of the Documents Section's request for support presented at the February meeting. Discussion followed concerning the Section's financial burden of promoting passage of the de-

pository bill. A motion by Dorothy Campbell that the Executive Board provide \$500 to help defray the section's expenses related to gaining passage of the documents depository bill was seconded by Rose Simon. It passed unanimously.

The board discussed the matter of membership renewal as it relates to the right to vote. It was agreed that persons who have not renewed their memberships by the time ballots are mailed are not eligible to receive ballots.

President Myrick asked the board to consider the suggestion of William Bridgman, chair of Governmental Relations Committee that the names of Aaron Plyler and Senator Tony Rand be added to the list of courtesy memberships. The recommendation was accepted by vote of the board. Mrs. Myrick read the names of persons appearing on the existing list.

Mrs. Myrick reported that on April 1, Past President Leland Park represented NCLA at the inauguration ceremony of M. Christopher White as the tenth president of Gardner Webb College and expressed greetings. She read the statement presented by Dr. Park on behalf of the association.

The board members were reminded that a called session is scheduled to begin tomorrow at 9:30 a.m. and that the Spring Workshop will be held from 1:00 - 2:30 p.m.

There being no further business, the meeting was adjourned at 8:50 p.m.

Dorothy W. Campbell, Secretary

Approved, July 24, 1987

North Carolina Library Association Minutes of the Executive Board

April 25, 1987

The Executive Board of the North Carolina Library Association met on April 25, 1987 at 9:30 a.m. in the Sternberger Room of the Jones Library of Greensboro College, Greensboro, North Carolina. Executive Board members present were President Pauline Myrick, Patsy Hansel, Rose Simon, Dorothy Campbell, Nancy Fogarty, Mae Tucker, Kieth Wright, Benjamin Speller, Ariel Stephens, Rebecca Taylor, Elizabeth Smith, Waltrene Canada, Jean Amelang, April Wreath, Mary McAfee, and Helen Tugwell. Committee representatives and other members present were Richard Barker, Doris Ann Bradley, William Bridgman, Mell Busbin, Dot Nahory, Frank Sinclair, Luvenia Summerville, Clarence Toomer, and Carol Walters.

President Myrick called the meeting to order and reminded the board that the purpose of this special meeting is to hear reports on the deliberations concerning the Futures Committee report.

The agenda was accepted.

The president stated that the compilers of reactions would lead the discussion on each issue and would recognize persons who would like to comment.

A motion by April Wreath that the board vote upon each of the recommendations of the Futures Committee in sequence as discussed was seconded by Helen Tugwell and passed.

The report of responses pertaining to purpose and objectives was presented by Dr. Speller, compiler. Speller moved that the board accept the Futures Committee's recommendation on mission and goals; and that the current mission statement be revised and a set of goal statements be formulated. The motion passed. Further discussion of the recommendation followed. Patsy Hansel moved that the Constitution, Codes and Handbook Revision Committee be requested to develop a recommended revised mission statement and goals for consideration by the NCLA Executive Board at its July meeting. The motion was seconded by Helen Tugwell and passed. President Myrick asked Dr. Speller to work with the Committee.

The report of reactions to the Future Committee's recommendations regarding employment of a management firm was presented by Nancy Fogarty, compiler of the comments. Fogarty then informed the board of the information which she had gathered relating to the issue. She made a motion that the recommendation that NCLA contract with IMI not be accepted by the Board. The motion was seconded by Patsy Hansel and passed.

The need for services of a clerical assistance firm was discussed. Upon motion of Patsy Hansel, which was seconded by Helen Tugwell and passed, it was decided that the NCLA treasurer is requested to investigate clerical assistance firms and recommend one for employment by NCLA at the July Executive Board meeting.

At this point reactions to the Futures Committee's recommendations regarding structure of NCLA were discussed. A motion that the Executive Board reject the recommendations regarding structure of NCLA was made by Patsy Hansel and seconded by April Wreath. The motion passed. Further discussion of the issues followed. It was moved by Patsy Hansel that the structure of the Executive Board remain as it is except that the position of second vice-president be eliminated and that the membership function be delegated to the directors as co-chairs of the Membership Committee. The motion was seconded by Ariel Stephens and passed.

The report on reactions of the Futures Committee's recommendation regarding the establishment of a publications committee was presented by Ariel Stephens, compiler of the comments. The recommendation was discussed. Stephens moved that the committee's recommendation that a publications committee be established to carry out the suggested functions be rejected. The motion was seconded by Patsy Hansel and passed.

The report of reactions of the Futures Committee's recommendations regarding membership and dues was presented by Rose Simon, compiler. The recommendations were discussed. Simon moved that the board accept the Futures Committee's recommendation that NCLA support its operating expenses with its dues; that conferences should pay for themselves; and that any conference profits be applied to special projects. The motion was seconded by Kieth Wright and passed. Further discussion of dues ensued. A motion by Rebecca Taylor that the Finance Committee be asked to study the per-member operating costs per year and/or biennium and recommend a revised dues structure by the time of the July meeting was seconded by Patsy Hansel and passed.

Dr. Kieth Wright, compiler of reactions to the recommendations regarding annual elections and annual conferences presented the report. The board discussed the recommendation that consideration be given to holding annual elections of officers. Wright moved that the Executive Board recommend to the Constitution, Codes and Handbook Revision Committee that the Association Bylaws be revised to allow for annual election of officers. The motion was seconded by Ariel Stephens. Following discussion, the motion was voted on and rejected unanimously.

Wright then moved that the Executive Board reject the Future Committee's recommendation that annual conferences be held, and retain the current biennial conference schedule. The motion was seconded by Helen Tugwell and passed unanimously.

The meeting was adjourned at 11:15 a.m.

Immediately after adjournment the president called for a special meeting so the board could hear an awards report by Mell Busbin, chair of the Honorary and Life Membership Committee. Dr. Busbin presented the report. He then moved that the NCLA Executive Board accept the Committee's recommendation that honorary and life membership status be awarded the following persons: Honorary membership—Patric G. Dorsey, Craig Phillips, William Friday; Life membership—Mae Tucker, Martha

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

NORTH CAROLINA LIBRARY ASSOCIATION

☐ New membership ☐ Renewal ☐ Membership no.

Name _____
First Middle Last

Position _____

Business Address _____

City or Town State Zip Code

Mailing Address (if different from above)

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

CHECK TYPE OF DUES:

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

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

- | | | |
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| <input type="checkbox"/> Children's | <input type="checkbox"/> Trustees | <input type="checkbox"/> Women's Round Table |
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Mail to: Nancy Fogarty, Treasurer, NCLA, P.O. Box 4266, Greensboro, N.C. 27404

The First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

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