Spring 1993

North Carolina Libraries

Universal Declaration of Human Rights
(1948)

Article 19:

Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.

— December 10, 1948
United Nations General Assembly

Information Ethics

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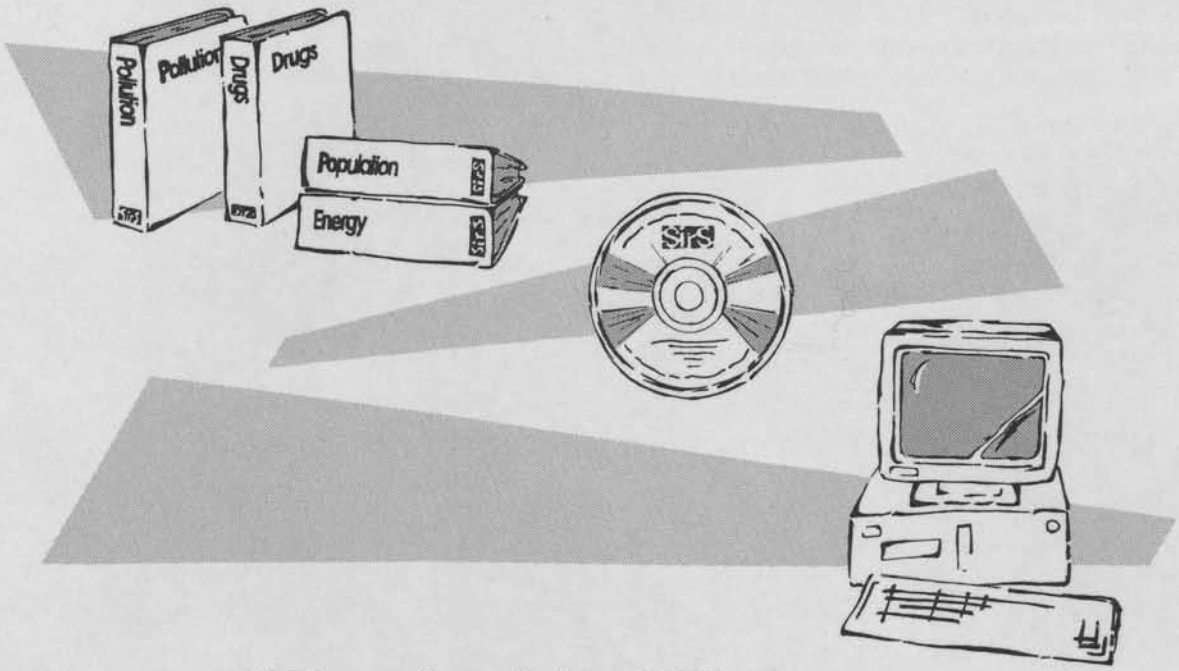

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North Carolina Libraries

Spring 1993

Information Ethics

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Cover: Article 19, adopted by the United Nations General Assembly on December 10, 1948, still speaks to us today.

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From the President

Janet Freeman, President

As I thought about writing this column and the subject of this issue, I decided it would be helpful to look up the words "information" and "ethics" in *Webster's Third New International Dictionary of the English Language Unabridged* (Springfield, MA: G. & C. Merriam Co., 1961).

> ***information***: something received or obtained through informing as knowledge communicated by others or obtained from investigation, study, or instruction
>
> ***ethics***: the discipline dealing with what is good and bad or right and wrong or with moral duty and obligation

In the *Encyclopedia of Computer Science and Engineering*, second edition (New York: Van Nostrand, 1983), information is defined as "data which is used in decision making."

Taken together, the two words "information ethics" more than double their meaning, especially when considered in the context of libraries and information services. The articles in this *North Carolina Libraries* will stimulate your thinking about issues with more urgency than perhaps you have considered them in the past.

The world of information, as we all know, is changing rapidly and dramatically. Of necessity, the way we think about information and the way we deal with information ***must change.*** Preschoolers enter kindergarten having been exposed to more information than most of us baby boomers saw before we were adolescents. The "average" public library patron may rightfully expect access to technical or specialized information formerly available only to the scientific community.

So while we are considering definitions, let's look at the term *"paradigm* shift". In his videotape *The Business of Paradigms,* futurist Joel Arthur Barker defines "paradigm" as any set of rules and regulations which establishes boundaries. These rules tell us how to be successful by solving problems within these boundaries.

Barker says that a paradigm shift is a new way of thinking about old problems. It usually occurs when the established "rules of the game" do not provide effective solutions to our problems.

Paradigm shift is one of those terms I thought I understood but did not think had anything to do with me. It was for the consideration of philosophers, hist- orians and social scientists. I was wrong. I believe that we, as library and information specialists, are living in the midst of a paradigm shift in our field. Think about it.

During my career I have experienced a change (a shift, if you will) in the way bibliographic information is made available. We have moved from using catalog cards written in "library hand" to magnetic tape loaded on an online system. (And no, I am not 110 years old.) The ways we can search these bibliographic records are limited only by our imaginations. Change is coming increasingly quickly, and we must be prepared to deal with it creatively and enthusiastically.

We must also struggle with the implications of the ways information is made available ... or not made available. Who owns information? How and by whom is it organized? Who has access to it?

Read on. Consider the issues, and apply them to your own life, work, and relationships. I believe you will be challenged by the contents of this issue.

The work of the North Carolina Library Association goes on, in small steps and in giant leaps. Many of you are involved in planning for the 1993 Biennial Conference to be held October 19-22 at the Benton Convention Center in Winston-Salem. This will be our fiftieth conference and from all indications, it will be a gala affair.

In a time of economic difficulty, I hope that you will make it your personal priority to attend the conference. It is an excellent opportunity to hear nationally known speakers, participate in outstanding events, visit vendor booths, and enjoy meeting new and old friends from across the state.

Also you have received volume 1, number 1 of *NCLA NEWS,* the newsletter of our Association. It will come to you quarterly and contain brief announcements of up-coming events, news items, and interesting information about NCLA. A quick scan of it gives you an excellent overview of the activities and news of the North Carolina Library Association. This is yet another means the NCLA Executive Board is using to communicate with you more effectively.

Errata . . .

North Carolina Libraries regrets the omission of the following information in the "About the Authors" feature of the "Preservation of Popular Culture" issue, Winter 1992:

Linda P. Gross
Education: B.A. University of Pennsylvania; M.A. University of Pennsylvania; M.S.L.S. University of North Carolina at Chapel Hill.
Position: Head of Technical Services, Country Music Foundation Library and Media Center (Nashville).

Lula Avent
Education: B.A. North Carolina Central University; M.L.S. North Carolina Central University.
Position: Cataloger, North Carolina Collection, University of North Carolina at Chapel Hill.

Errors are regretted for the following biographies:
Diane Kessler: M.S.L.S. University of North Carolina at Chapel Hill.
Thomas Henricks: Professor and Chair, Dept. of Sociology, Elon College.

North Carolina Library Association Awards

The 1992-93 Membership Committee requests your recommendations for persons you consider worthy to receive the Honorary Membership Award, the Life Membership Award and the North Carolina Distinguished Service Award. Suggestions should be accompanied by a biographical sketch, including contributions to libraries or librarianship. These suggestions should be sent to the Committee Chairperson by June 14, 1993.

The NCLA by-laws provide for the Membership Committee to seek suggestions from all members and to recommend names for these honors to the Executive Board or to the conference.

Criteria for selection are as follows:

Honorary Memberships may be given to non-librarians in the state who have rendered important services to the library interests of North Carolina. Honorary memberships should be given at a time considered appropriate in relation to the contribution made.

Life Memberships may be given to librarians who have served as members of the North Carolina Library Association and who have made noteworthy contributions to librarianship in the state. These memberships are limited to librarians who have retired.

The Distinguished Service Award may be given to a professional librarian or in memory of a deceased professional librarian. Criteria include distinguished professional library services to North Carolina, significant service or other professional contributions provided during either a short or long span of time, and service resulting in a regional or national impact on librarianship in general.

Contributions of all groups should have been beyond the local level.

Please send your recommendations to:

Helen Tugwell, Co-Chair
Membership Committee
Guilford County Schools
120 Franklin Blvd.
Greensboro, NC 27401

Over to You . . .

Letters to the Editor

Harry Tuchmayer's "Counter Point" column in the Fall, 1992 issue makes a great deal of sense. I wholeheartedly agree with him that telecommunications isn't solving the problem of information access in libraries.

The availability of electronic indexes and CD-ROMs is no reason to abandon traditional printed indexes which have proved useful in the past e.g., *Reader's Guide*, *Social Sciences Index*, and *Business Periodicals Index*. For a patron seeking citations to only two or three articles on abortion, child abuse, or AIDS, a printed index is probably a better choice than an electronic one.

Contemporary librarians should seek to keep abreast of the latest technology affecting libraries, but they should by no means neglect traditional reference tools simply because they come in a printed format. Microform has been used in libraries for decades, but it has not replaced the printed page and is not likely to do so in the foreseeable future.

Sincerely yours,
Alva Stewart
Reference Librarian
NC A. & T. University

Nominees Sought for Technical Services Awards

The Executive Committee of the Resources and Technical Services Section is seeking the names of promising and practicing librarians for its Student and Significant Contribution Awards. The two awards will be presented during the RTSS business meeting at the NCLA Biennial Conference.

The Student Award is open to students actively enrolled in library education in North Carolina as of July 1, 1993. Recent graduates who are North Carolina librarians are also eligible. Nominees must show a potential for contributing to technical services and must intend to pursue a technical services career. Self-nomination is permissible.

The Significant Contribution Award is open to North Carolina librarians who have made an important contribution in technical services, either to their institutions or to the profession in general. At least part of the nominees' current work must involve an aspect of technical services. Applicants must be nominated by a current member of NCLA.

Nomination deadline for both awards is August 31, 1993.

To submit nominations for either award, please contact:

Michael Ingram, Chair, RTSS Executive Committee
Smith Library, High Point University
University Station, Montlieu Ave.
High Point, NC 27262

STATEMENT ON PROFESSIONAL ETHICS, 1981

Introduction

Since 1939, the American Library Association has recognized the importance of codifying and making known to the public and the profession the principles which guide librarians in action. This latest revision of the CODE OF ETHICS reflects changes in the nature of the profession and in its social and institutional environment. It should be revised and augmented as necessary.

Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

Librarians are dependent upon one another for the bibliographical resources that enable us to provide information services, and have obligations for maintaining the highest level of personal integrity and competence.

Code of Ethics

I. Librarians must provide the highest level of service through appropriate and usefully organized collections, fair and equitable circulation and service policies, and skillful, accurate, unbiased, and courteous responses to all requests for assistance.

II. Librarians must resist all efforts by groups or individuals to censor library materials.

III. Librarians must protect each user's right to privacy with respect to information sought or received, and materials consulted, borrowed, or acquired.

IV. Librarians must adhere to the principles of due process and equality of opportunity in peer relationships and personnel actions.

V. Librarians must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of an institution or professional body.

VI. Librarians must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the employing institution.

Foreword ...

by *Martha M. Smith*,
Guest Editor

Question: *Why information ethics?*

Answer: *Because librarians possess valuable knowledge, skills, and experiences badly needed in a world of people who must come to terms with the power of information in their lives.*

As librarians, we have a head start. We know that free access to information preserves democratic ideas, that information resources must be managed with care, and that the human spirit depends upon remembering the past, sharing the present in community, and dreaming about the future.

In this issue which focuses on various ethical issues faced by librarians and other information professionals, the notion of responsibility unifies the whole. As professionals, we are responsible to those we serve and to each other. As citizens, we are committed to using our special knowledge for the good of society. And as members of the worldwide human family, we take responsibility to preserve and protect human dignity.

In the past twenty or more years, rapid innovation in information technologies has brought many changes in libraries, in business, government, education, and in our personal lives. New problems and variations of old ones now confront both information professionals and the public. Who will own, control, and have access to vital information? How will an individual's privacy be balanced against a societal need to have, for example, personal health information? Will privacy become obsolete?

Will ordinary citizens have access to expensive databases or will fees exclude many who need or want the services these resources could provide?

Will the library be able to afford these services, or will those who have funds gain access at home and bypass the library altogether? Will librarians forsake neutrality and take part in supporting universal access which, like telephone service in the beginning, was limited to those who could pay large fees.

How will information policy be shaped at the local, national, and international levels? Will librarians and their professional organizations provide expert advice and testimony? Who will champion the rights of the information consumer? Who will defend public libraries and public access to information?

As information issues have outgrown the boundaries of professional ethics, many have pondered the problems. In the first article, I have sketched the background for information ethics. Like medical ethics in the fifties and sixties and environmental ethics in the seventies and eighties, information ethics is growing out of a critical need for society to answer very real and very troublesome problems.

For this issue, North Carolina's Mr. Intellectual Freedom, Gene Lanier, has taken off that cap temporarily in order to report on his years as a member of the ALA Committee on Professional Ethics. In any organization, codes of ethics are difficult to articulate, but most recently ALA has struggled with how to address the impact of new technologies on the Code. There are so many potential issues. For example, should the charging of fees for database searching be an ethical issue for reference librarians and budget administrators?

Characterizing the reference desk as on the "front-lines of the information battlefield," Susan Rathbun, a student in the ILS program at UNC-CH, describes many of the practical problems which the Code addresses. She asks how the Code can be used effectively when librarians face the conflicting pulls of intellectual freedom and social responsibility. Not only are there ethical problems, but legal ones as well. Would it, therefore, be appropriate for librarians to seek "librarian-client privilege" status?

Also exploring legal issues, Jennifer McLean and Lee Finks report on a survey of North Carolina public reference librarians. Through a questionnaire, librarians were asked to evaluate the appropriateness of answers to various legal questions. The survey found librarians "confused and divided on the proper approaches to answering legal questions." The research concluded that this issue needs further discussion and is an important issue for further research. Are librarians sometimes taking on more responsibility than they should and possibly practicing law without a license?

"Preserving our nation's documentary heritage" is the area of critical responsibility addressed by Don Lennon's article on the role of the archivist. He reviews the beginnings and recent refining of the archivists' code of ethics.

In answer to questions posed by the editor, four representatives of our programs in library and information science reflect on the role of ethics in the education of new professionals as well as in continuing education. Dr. Larry Auld; Dr. Barbara Moran; Dr. Kitty Smith, Dr. James Carmichael, and Dr. Beatrice Kovaks; and Dr. Ben Speller conclude that the challenges today are greater largely because the scope of the field has expanded and the work settings are so much more diverse than they were just a few years ago.

Also in this issue is my favorite teaching tool, "The Ethics Quiz." Designed to be used with first semester Information and Library Science students, this somewhat humorous, somewhat maddening exercise has provoked debate, discontent, and distress whenever it has been used. The most frequent comment I get is, "There are no right answers." Thus, I consider it a success. With each question is an indication if the issue is covered in the ALA Code of Ethics or in the Library Bill of Rights. Use it in your staff meetings and let me know what happens. Almost every situation comes from the library literature or from personal experiences of mine or of anonymous colleagues. The quiz is slanted toward traditional library settings, so I would appreciate examples from the information or computer science arena.

Finally, this month's Point/Counterpoint is on the ALA Code. Lee Finks and Harry Tuchmayer argue the pros and cons. They illustrate that codes have their place as long as they are part of the discussion and not the only authority.

As Rafael Capurro explains in describing the work of Michael Foucault on ethics in a technological society, rule-based ethics are still necessary but they should be accompanied by self-based ethics. Self-based ethics remind us that it is our responsibility to see that information and information technologies enhance choices and enlarge our human potential to shape individual lives. The challenge is no less than making sure that data is transformed into useful information which can be used by persons to create the knowledge and understanding they need to gain wisdom about themselves and their world.

Information Ethics:
Freedom, Democracy, Responsibility

by Martha M. Smith

Video homework ... books on tape ... poetry on CD-ROM ... document delivery ... messages from invisible friends down the street and around the world!

Controversial materials...homeless people...books decaying...staff burnout...old equipment...theft and vandalism!

Infomercials...stock quotes at 3 am...online catalogs... barcodes...videodiscs...database searching...faxes with funny cartoons!

Invasions of privacy ... soaring costs ... hours cut ... services curtailed ... visits from the FBI ... fees for services long considered free!

Information to save the earth ... cure an itch ... train a dog ... revelations from the Russian archives ... hopeful AIDS drugs ... NREN ... INTERNET!

Will it ever end?
Probably not!
Where do librarians fit in?
On the front lines!
Should we be neutral?
We never were!

The Information Age is invading our world and engaging us as librarians, as end-users ourselves, as citizens in a democratic society, and as human beings trying to cope with daily information overload.

Why Information Ethics?

Information Ethics, similar in its development to medical and environmental ethics, addresses the practical issues we face each day. Information ethics is concerned with (1) information access (including censorship), (2) ownership (including intellectual property rights) , and (3) security (including privacy). The scope of Information Ethics includes issues which (1) affect individuals, (2) influence professional practice, and (3) shape public policy. Like health or the environment, information has become a public, consumer issue. Use of valued information resources are debated in homes, schools, board rooms, and city halls.

While librarians will be competing in the information marketplace, we have a vital role to play. As human beings, citizens, and professionals, librarians are moral agents who influence their world, whether intentionally or by default. Information professionals have a responsibility to use their knowledge and experience to guide information policy, locally, nationally, and globally. While evenhanded treatment of materials and service to patrons will still be appropriate, and professional ideals such as those expressed in the Library Bill of Rights should be upheld, neutrality or rigidity on the issues which will determine the future directions of information use would be unprofessional and irresponsible. Information Ethics provides a framework in which professionals and the public can assess, analyze, and implement information policy.

Freedom, Democracy, And Responsibility

In the face of new dilemmas, librarians have pondered diverse approaches to problems such as database security or limited access to government information. While the problems described and the approaches and solutions suggested are numerous, thus far, three main themes or principles are defended. They are (1) Freedom, (2) Democracy, and (3) Responsibility. All three can be enhanced or undermined as the Information Age takes hold of the national and global information environment. ***Freedom*** — intellectual freedom, and the freedom to read — has long been championed by librarians. Computer and information scientists have rallied around the notion of ***Information Democracy*** as a way of expressing the need for social equity. This includes the protection of intellectual property rights, the encouragement of democratic processes, and the enhancement of the good life through information technologies. The idea of ***Responsibility*** recalls the long debate about the role of the scientist, the engineer, and the expert promoting the good of society. James Conant, for example, after working in military research during World War II expressed his doubts about scientists working in the defense establishment in *Science and Common Sense.*[1]

Challenges Defined

We are confronted by new products and services which make information more accessible and attractive to our patrons. And client needs, hopes, demands, and knowledge of the potential of electronic services have grown. Like us, they know how much is "out there." Some want the latest and the best for themselves or for their children. Others need services to compete in business. Even the fearful are curious.

At the same time, we must consider the costs in money, time, and training of librarians and clients. Will traditional collections be sacrificed for new products and

As human beings, citizens, and professionals, librarians are moral agents who influence their world, whether intentionally or by default.

services? Will people still want to come to the library? Will we have to charge for services? What about the schools, the towns, the counties that can't afford new technologies? Who will serve the people who don't have computers and modems at home?

But our problems are not all professional. As citizens, we fear the invasion of our privacy when we hear of massive databases of personal information. We wonder if the Freedom of Information Act benefits us as citizens or erects barriers to government information. We fear that private companies may control needed public information and charge more than we can pay for what we need to prosper and educate our children. We know the value of access for all.

Information Ethics Defined

Information ethics considers issues both at the practical and at the theoretical level. A formal working definition includes the following:

> I. Information ethics, as a field of applied ethics, is concerned with (1) the ownership of information, (2) access to information, and (3) the security of information, which includes privacy, confidentiality, and data integrity.
>
> II. Information ethics (1) considers specific issues and cases, (2) uses various tools of analysis to study them, and (3) seeks to describe strategies for decision-making, in both public and private settings, at personal, local, national, and global levels.
>
> III. Information ethics, as a subfield in the philosophy of information, is concerned (1) to define the nature and function of information in society, (2) to describe its goals and purposes, and (3) to clarify how information is known and understood.

To elaborate further, ***Information Ethics is an area of applied ethics, similar to medical ethics, business ethics, or environmental ethics.*** As such, it has a practical orientation around cases and issues. It uses tools of analysis from ethics and the social sciences to understand problems and to plan strategies for decision making. Thus, Information Ethics can be a resource for the development of public policy.

Information Ethics considers information, its use, and misuse in the broadest possible manner. Topics of interest include the ownership of information, intellectual property rights, free or restricted access to information, use of government information, assuring privacy and confidentiality to individuals and groups, protection of information from tampering (maintaining data integrity), and international flow of information. These topics primarily may be grouped under the categories of Access, Ownership, and Security.

Information Ethics includes but is not limited to professional ethics. Public, consumer issues such as fair credit reporting, access to health care information (abortion, drugs), and freedom for libraries to collect and for patrons to read on controversial material are included.

Information Ethics is the applied area of the philosophy of information and the philosophy of information technology. It looks to the philosophy of information and information technology as well as to the traditions of ethics for its foundations. While the philosophy of information is also an emerging field, it is concerned (1) to define the nature of information, (2) to describe its goals and purposes, and (3) to clarify how information is known.

In recent years, new information technologies and rapid social change have reshaped some of the ethical dilemmas of librarians and have brought forth a new set of questions. For example, when a depressed patron asks for a suicide manual or can find *Final Exit* by remote access and request mail delivery, librarians face new challenges. When a library may spend a million dollars or more to install an automated library system, then library directors cannot afford to be naive about contracts and business negotiations. When networking and telecommunications offer faculty members a taste of resources the library cannot easily supply, then choices must be made between access and ownership of materials. When the same funds needed to serve poor communities are sought after by companies wanting online access to purchasing and bidding information, it is clear that there are dilemmas which professional codes can only begin to address.

Medical, Business, Environmental, And Sexual Ethics

The growth of many areas in applied ethics illustrates the need to address practical dilemmas in society with tools of philosophy and the traditions of ethics. All of these areas depend on the flow of information. Issues in biomedical ethics/bioethics, business ethics, engineering ethics, sexual ethics, and environmental ethics involve the use and misuse of information. For example, early in the growth of medical ethics, the right of the patient to know of a terminal illness and to exercise informed consent were key issues. In business, intellectual property rights and ownership are major issues. In sexual ethics, what is the obligation of the person with a history of high risk behavior to a new sexual partner? What information should be shared? Engineering ethics has long acknowledged the potential dangers of not informing clients of the weaknesses in building projects. In environmental ethics, one of the key issues is access to good research which will be used by the government officials in public policy. If there are disputes, whose research will be used and whose will be filed away or destroyed? Also, can the government suppress information on environmental hazards which is important to the public or deny access to information about certain governmental officials who engage in practices such as fraud, theft, or sexual harassment?

Ethics in Information and Library Science

From the very beginnings of librarianship and library science, ethical issues have been discussed. In the first years of *Library Journal*, particular concern was given to the challenges at the reference desk such how to answer legal questions and whether to help with crossword puzzles. In World War I, a critical issue was whether the public should have access to information about the enemy. Censorship, intellectual freedom, and personnel issues have been continuing concerns. A new phase began in the mid-1970s with Robert Hauptman's experiment in asking reference librarians about building a car bomb. In 1989, Robert Dowd tried a similar experiment asking reference librarians about freebasing cocaine.[2]

Since the mid-1970s, interest in ethics has grown considerably. The experiments at the reference desk by Robert Hauptman (bomb) and Robert Dowd (cocaine), continuing censorship attempts, the FBI attempts to use patron records, and the challenges of automation and networking have brought the issues to the table. In the academic community, more scholars are reflecting upon information and information technology. Symposia, special issues of journals, and the new *Journal of Information Ethics*[3] indicate that this field will grow. Will there be a Joseph Fletcher (medical) or an Aldo Leopold (environment) in Information Ethics? Will the stakes change as librarians and the public realize the power of information to change the world and shape the individual? Will information ethics take its place in the textbooks in applied ethics along with sexual ethics, business ethics, medical ethics, and environmental ethics?

From Codes To Global Information Justice

In the last several decades, ethical issues have made news. Assassinations, the Viet-

nam War, Watergate and the resignation of President Nixon, and more recently business scandals such as the S&L crisis, and the Iran-Contra controversy have challenged the public trust. Problems such as illegal drugs, homelessness, alternative lifestyles, poverty, AIDS, racial tensions, and unemployment have found their ways into the libraries and into the literature of librarianship.

In response to the many crises and challenges both within and outside of the profession, librarians have begun to rethink their professional responsibilities and the codes of their organizations. Both Gene Lanier and Lee Finks have been involved with debates about the ALA Code. Also, the FBI's Library Awareness Program frightened and angered many librarians into action to defend patron privacy and patron records.

Fearing that access to government information has decreased in the last decade with increasing privitization, librarians have expressed concern. For example, will price and availablity hinder access to information paid for by tax dollars? In addition, while the intent of the Freedom of Information Act was to assure that the public could use government information, some have suggested that the Act has never achieved its purpose. And although the United States has not affirmed the Universal Declaration of Human Rights, Article 19 remains a focal point for reflection on information rights and the goal of Global Information Justice.

> Article 19: Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to *seek, receive, and impart information and ideas through any media and regardless of frontiers.*[4] (Emphasis added.)

Librarians as Moral Agents

Information ethics offers librarians an avenue of entry into discussions and debates about the future of information use in our society. As physicians, attorneys, and other professionals have stepped beyond their professional roles to provide leader- ship, so too must librarians come forward to offer advice, expertise, and the wisdom of experience. Although most of us hardly expected to be the possessors of knowledge of such value, we have been given an opportunity to shape a major transition in the history of the world. We will need to exercise our judgment as professionals, as citizens, and as members of the human community. Our voices will be few among many, we will not likely agree all the time, but we are needed; service has been our proud tradition and the most enduring part of our heritage. Our watchwords will likely include:

Freedom Of Access
Data Security
Integrity Of Intellectual Property
Privacy Protection
Information Democracy
Global Information Justice!

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[1]James Conant. *Science and Common Sense*. F. Watts, 1951.

[2]Robert Hauptman, "Professionalism or Culpability? An Experiment in Ethics," *Wilson Library Bulletin*, 50, 8 (1976):626-627. Robert Dowd, "I Want to Find Out How to Freebase Cocaine; or Yet Another Unobtrusive Test of Reference Performance," *The Reference Librarian*, 25-26 (1989):483-493.

[3]Robert Hauptman, ed. *Journal of Information Ethics*, I (Fall, 1992). McFarland & Company, Box 611, Jefferson, NC, 28640. The first issue is offered free on request. A subscription beginning with Spring, 1993 (2 issues a year) is $38.

[4]Milton Meltzer, *The Human Rights Book*. New York: Farrar, Straus, Girous, 1976, p. 176.

ALA's Committee on Professional Ethics:

An Insider's View

by Gene D. Lanier

Having served the past biennium on the American Library Association's Committee on Professional Ethics, I have discovered once again that few librarians consider professional ethics an important issue in their daily job-related activities. We assume that all professionals automatically operate with acceptable ethical behaviors because of their upbringing, their personal morals and values, and their commitment to perform at a high level at all times.

This is not necessarily true. It distresses me that ethics rarely enter the conversation when library policies and procedures are discussed. Many librarians have indicated to me that the subject never really was covered in their preparation programs. Even though ethics should permeate all of librarianship, library schools have not done a very good job in bringing this extremely important subject into classroom discussions. Last year, however, several members of the committee were asked to formulate a syllabus for the teaching of ethics. After several attempts, the group decided that the subject is too all-encompassing to complete the task.

The American Library Association has expressed an interest in a code of ethics for many years. Special attention was given to this topic in 1903, 1929, 1938, 1975, and 1981. The Code of Ethics Committee was first noted in 1928 and finally firmly established as an ALA Council standing committee in 1975 with Judith F. Krug as ALA staff liaison.

After many years of work and various drafts, the current ALA *Code of Ethics* was adopted in 1981. The committee solicited input from the membership through *American Libraries*, from all units within ALA, and in open hearings held at midwinter and annual meetings. Jonathan Lindsey and Ann Prentice's book, *Professional Ethics and Librarians*,[1] provides the best history of the Committee on Professional Ethics and the development of the code. The 1981 version of the code identifies the "musts" necessary for librarians to operate ethically. Its six tenets are grounded in the *Library Bill of Rights* and the *Freedom to Read Statement* originally adopted in 1948 and 1953 respectively, and amended through the years. According to the Office for Intellectual Freedom, the Code of Ethics has now been endorsed by all of the state library associations.

The Lindsey and Prentice book defines ethics as "a system of values and rules that spell out what is right and what is good."[2] Through the years, the Committee on Professional Ethics has attempted to make librarians aware of what is important and current in this area. For instance, at the committee's suggestion, since 1983, *American Libraries* has attempted to raise awareness of the subject by including sample ethical dilemmas in most issues of the journal. This gives the membership an opportunity to respond in the next issue as to how they would handle the previous month's ethical problem. Many have indicated that these problems and comments are very helpful in formulating their personal philosophies of ethical behavior in the library setting. Favorable comments also have been received on the *Ethics Sin List*,[3] published by the committee in 1987, which outlines library situations that might be considered unethical.

For several years the Committee on Professional Ethics also has sponsored at the ALA summer conferences "The Not-Quite-Ready-for-Prime-Time-Players," a role-play approach originally conceived by Gerald Shields. The committee chooses examples of current ethical dilemmas. Topics for the scenarios have included such problem areas as personnel, management, fees, censorship, confidentiality, and librarian/vendor relationships. Audiences of several hundred people have been quite receptive to the format of a series of role plays followed by a group attempt to solve the featured ethical issue.

Most professions have developed a code of conduct, many of them dating from the middle of the nineteenth century. Professional associations have codes because of their responsibility to the people they serve. It is assumed that members of a profession should bring their honor and integrity as well as their competencies to their jobs. Many dilemmas arise, however, in determining how far professional librarians can go in giving advice, making recommendations, or practicing bibliotherapy. Many people believe each individual faces a strong conflict between professional ethics and personal ethics.

One big question has always been the means by which a profession can enforce its code. Only a few organizations, such as the American Medical Association and the American Bar Association, have been successful in enforcement; however unlike most professional organizations, including the American Library Association, membership in both of these associations is limited. Many librarians feel that our *Code of Ethics* is so broadly written that the tenets are unenforceable. We have attempted many times, often without success, to apply our code to everyone connected with the library operation—professionals, paraprofessionals, friends, trustees, and governing boards—while referring to our code as the *Statement on **Professional** Ethics*. In reality it is very much like parenting: we only can set examples for those people other than professional librarians involved in the operation of our institutions.

As is true of any professional statement, implementation is dependent on individual interpretation, and issues involving professional ethics are more complicated than they first seem. Ethical according to whom? Are our rules of conduct based on tribal custom; dictated by a supreme being; prescribed by society; identified by our employing institution; or based on personal, convenient value systems? Do our ethical codes get in the way

of practice? According to some, the librarian's responsibility is to help users find whatever information they need and not to judge how they use it. Other librarians believe in their professional responsibilities so strongly that they feel that they must judge and control their users. Most of us, however, assume that libraries do indeed make a difference and that what people read, listen to, and view has a definite impact on their lives.

In connection with the Committee on Professional Ethics' discussions on revision of the code, this writer compared some forty-two codes of ethics of other professional organizations with some rather interesting results. Included were codes for accountants, anesthetists, anthropologists, architects, attorneys, dentists, engineers, genealogists, hospital administrators, museum workers, pharmacists, physicians, psychologists, school administrators, sociologists, and teachers. One of the questions had been whether other professions direct their codes to professionals only or to all staff members. Of the forty-two codes examined, thirty-one confined their codes of conduct solely to professional members.

The codes varied in length. Twenty-nine were composed of relatively general principles while thirteen included specific guidelines. Some codes specified the professional's duties, responsibilities, and relationships; some included the qualifications and performance standards of the individuals covered; and some mentioned remuneration. Some took the rights and obligations approach. A few were very detailed and organized the rules based on responsibilities to the public, the profession, the employer, and the individual involved along with his associates and clients. Some even mentioned the individual's responsibilities to government and country.

Some professions included in their codes interpretations of the principles involved. For example, the code of the American Bar Association states the principles, called canons, and follows these with interpretations, labeled as formal and informal opinions. Psychologists, on the other hand, identify the principles with interpretations and also include the criteria for a good profession. Some policies even include illustrative examples of application. A number of librarians have indicated that they think interpretation statements such as those accompanying the *Library Bill of Rights* would be helpful in understanding our code.

Responding to comments from the membership, the Committee on Professional Ethics hosted an open hearing at the 1992 ALA midwinter meeting in San Antonio. The hearing focused on whether the *Code of Ethics* needs revision. The session was well attended and a large number of people spoke. Although the approach of the speakers differed, the overall feeling was that revision definitely should be considered.

Some speakers centered their remarks on specific items to include in the code. They recommended terminology for inclusion such as technology, privacy, due process, intellectual freedom, continuing education, confidentiality, competencies necessary for professionals, access, and resource sharing. Other advice included such points as avoiding a "laundry list," not making it "too apple pie," emphasizing quality selection of materials, speaking to the compliance/enforcement structure, keeping it short, including commentary on each item, speaking to the special obligation to serve youth, maintaining relationships with vendors, addressing access to information beyond the library setting, removing all "musts," mentioning personal financial benefits, including an accountability phrase, covering governing boards in the statement, keeping it positive, addressing gifts and electronic communication, and broadening the introduction. The consensus was to move forward with the revision process, but how to go about changing the code was another matter.

Based on this testimony and written statements which were forwarded to the committee, the members decided to sponsor another hearing at the annual meeting in San Francisco to give additional members an opportunity to speak. This hearing, scheduled on Sunday night, conflicted with a large number of other activities. Due to the small number who appeared, the hearing was canceled. The few members who had signed up for a guaranteed time slot presented their testimonies in writing. The committee also has solicited additional written testimony to help them in their deliberations, and many ALA members are still forwarding their comments, an indication of strong interest in code revision.

The Committee on Professional Ethics continues to focus on whom the code should cover and whether it should be a concise, general statement of moral and ethical principles or a longer and more specific set of guidelines and standards with interpretations. A decision must be made on whether or not to distinguish the philosophies of librarians from those of the communities and/or the institutions they serve. In this writer's opinion, a code of ethics should definitely provide some general rules for professionals to consider when they are faced with moral questions raised by the diverse applications and growing technological sophistication of computers.

Now that some libraries have begun charging fees for services such as the use of computerized databases, the effects of providing misinformation may very well become an issue. In addition, digitized information makes access dependent on specific skills and hardware, and those without both may become a new class of disadvantaged in our information-dependent society. Will access to information be limited to what is free or what is within the library's budget? The new, proposed interpretation of the *Library Bill of Rights*, called "Economic Barriers to Information Access," which was reconsidered at the 1993 midwinter meeting in Denver, states that "the publicly supported library is established by law to provide free and equal access to information for all persons of the community the library serves." Is the charging of fees for library services an ethics issue?

Another consideration is the whole area of confidentiality of library records. Discovery of the FBI Library Awareness Program opened the eyes of many people both inside and outside the profession to the agency's attempts to circumvent state confidentiality statutes and limit access to unclassified information for some of our library users. As a member of ALA's Intellectual Freedom Committee at the time, and having participated in the FBI's briefing to the IFC, I saw again the serious need for professional librarians to rededicate themselves to adherence to our *Code of Ethics*. There was no neutral ground: one either followed the tenets of the code or buckled to intimidation and the charge of being unpatriotic. It was truly a time of self-examination. The media focused upon the librarian as guardian of the right to privacy in retrieving information from libraries and databases.

The Committee on Professional Ethics also has attempted to reinforce the idea that library directors often set the ethical tone for their organizations. If library administrators practice and demand high standards, other members of the library staff are likely to follow suit. Library directors should communicate the expectation for high ethical behavior. Everyone should realize that if the actions of one employee are questioned, the reputation of the entire organization suffers.

Editor's Note: *This biennium the ALA Committee on Professional Ethics will be chaired by one of our own, Jeanne M. Isacco, 5620 Guida Drive, Greensboro, NC 27410. She has given much of her time to this area for many years and would welcome any suggestions or recommendations as the committee continues its deliberations.*

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Ethics Issues in Reference Service: Overview and Analysis

by Susan R. Rathbun

A reference service professional faces myriad responsibilities. He is concerned with providing a high quality of service at the reference desk, effectively developing the reference collection, maintaining currency of the resources provided in print and on CD-ROM or online databases, as well as conducting research in the field and publishing his findings. The reference desk is often viewed by library patrons as the focal point or gateway into one (or more) or the library's holdings. Since a reference professional is on the frontlines of the information battlefield, he not only is expected to guide a library patron's quest for answers, but also sometimes is perceived as the bastion of all recorded knowledge and wisdom.

Like most public servants, a certain amount of moral certitude is expected of this figure, as well as an unbiased approach to his job. Even in these days of competition between libraries and the corporate sector's ventures into online information retrieval and other information services, the librarian is required to be aboveboard in his vocational pursuits. A reference librarian may also be seen in a community symbolically as embodying and protecting the individual's "freedom to learn." Since knowledge is power, the librarian and his institution also signify the individual's wellspring of empowerment. Additionally, because of his interaction in and intimate awareness of the intellectual endeavors of the members of a community, he may be regarded as a moral interpreter and protector of the society at large. Simply put, the daily activities and expectations of the reference librarian may place him in the middle of ethically problematic situations.

The literature of reference librarianship defines the debate over the definition of the role of the reference librarian as it relates to ethical concerns. The research also reflects the inconsistency of the roles described above. The ethical or moral foundations upon which a reference librarian bases his day-to-day decisions can be arbitrary — based on a professional code of ethics, on an individual's interpretation of the code, on a local policy, or on a personal framework of morality or religious belief. Some librarians may not actively base their solutions to problems at the desk on any ethical standards whatsoever. The literature and research on this subject can be categorized into the following topics: (1) discussions of the uses and effectiveness of the ALA code of professional ethics and the Reference and Adult Services Division (RASD) standards of ethical service, (2) case studies of ethical dilemmas and possible solutions, and (3) the legal ramifications of the ethical problems. The purpose of this paper is to discuss the professional codes of ethics which reference librarians are mandated to adhere to in their occupational life, to delineate the research and discussions of the ethical problems encountered by librarians, to point out the legal problems involved in this subject, and finally to illustrate the necessity for the profession to take the necessary steps to clarify and legalize an effective ethical code and to represent its members in their ethical problems.

Ethical Codes

One of the primary problems for reference librarians is the difficulty of moving from theory to practice. As John C. Swan points out, "How do we translate a general awareness of ethical standards into ethical behavior in the reference line?"[1] One of these standards written for all library professionals, the ALA Code of Ethics, advises the professional to fight against all forms of censorship; protect a user's right to privacy; provide equality of opportunity in personnel matters; not let personal beliefs affect his ability to provide fair, accurate service; not use the library facilities and his position to enhance another career pursuit; and so on. The code, controversial in that it is deemed by some to be in need of serious revision because of its uselessness to the working professional, is viewed as nebulous and "too vague to be of much help in many situations."[2] Similarly, "codes are apodictic: they attempt to provide firm rules. But ethical dilemmas are complex. Codes must therefore run the risks of, on the one hand, vagueness and, on the other hand, simplistic rigidity."[3] The RASD standards and the Library Bill of Rights serve as guides to ethical conduct for reference librarians.

The codes provided to librarians are considered by those outside librarianship to be legally non-binding, and unlike doctors and lawyers, librarians are not fearful (yet) of malpractice suits. Rothstein suggests that reference professionals

> dispense with attempts at preparing or following codes of ethics.... Almost inevitably they are apt to be pompous and orotund in wording and vague in meaning. More important, they are likely to be pointless and boring. People at any time do not wish to be harangued by precepts... all the more so if those precepts are unenforceable and, because of their generality, of doubtful relevance to any one group.[4]

While Rothstein wants to do away with the codes, he does acknowledge the need for librarians to formulate and discuss their own ideas and methods for dealing with the actual ethical and moral dilemmas facing the profession, while recognizing that not all of them will be solved.[5] It has been argued that in order for codes to work, there has to be the possibility of employer or peer group sanction if the professional does not adhere to the standards put forth in the code. Hence, if ethical behavior is tied to job security, pay increases, and acceptance within the departmental peer group, then the individual is more likely to make the effort to participate in the formation of an ethical code, comply with it, and show a concern for its effectiveness.[6]

Ethical Problems

While codes are debatable, the fact that ethical dilemmas are plentiful for the reference professional is not. These complex situations come in many forms, and most occur in the actual reference-request encounter. Differences in the amount and quality of service rendered to clients, disregard of the confidentiality of a patron's request, the display of a general lack of interest in assisting the client, or a judgmental attitude toward or differential treatment of the client as a factor of his particular request, appearance, race, age, or status are examples of unethical treatment of the clientele. Often, time constraints or inadequate staffing of the reference desk will result in inequitable amounts of service to patron or in the referral of reference questions to other staff members without the client's consent, jeopardizing his right to privacy. Bea Flinner warns against discussing a known patron's question with colleagues in jest or as gossip, since this too is a breach of confidence.[7] Alternatively, biased acquisitions decisions that do not allow purchase of controversial materials for the reference collection or use of the reference facilities by a librarian to subsidize or generate income for a second job are other typical violations of the code of professional ethics.[8]

In academic libraries, librarians are concerned with the equity and adequacy of the bibliographic instruction given to individuals as opposed to groups of students. Is the instruction better for graduate than for undergraduate students?[9] In the event of time constraints, librarians must compromise bibliographic instruction with providing ready reference to students; sometimes this can result in doing the student's homework for him.

One new problem that will have implications for the future of information service is that of online searching. Many libraries must charge patrons for these services, and this is in violation of the code that stipulates equity of access for all patrons. A patron who cannot afford these expensive services is clearly discriminated against by reason of her inability to pay. Another aspect of this problem is the need for librarians to provide bibliographic instruction for online and CD-ROM searching. Many inexperienced patrons may not get adequate results from searching because they may assume that the "electronic information" is infallible, even though a print source may better serve their needs.[10] Because of the costs involved with online searching, there is often much paperwork and computerized data concerning the patron, the databases searched, and the topics or search strategies used. A patron must be informed of the possibility of invasions of privacy and the library must set up policies to guard against such invasions. Shaver, Hewison, and Wykoff offer ethical guidelines for online searchers; these include informing the user of the variety of services available, the level of expertise of the searcher, and errors in previous searches or database selection. Also the online searcher must develop his knowledge of search strategies and new databases, "eschew bias" in database selection, become knowledgeable enough of the client's need to search accurately and maintain the confidentiality of the patron.[11]

... to which responsibility does a reference librarian pay homage? Does he uphold free intellectual inquiry, or does he judge the validity of the inquiry and refuse to assist a patron in order to insure the safety of the patron or society at large?

Controversial Inquiry

Another ethical dilemma was portrayed by Robert Hauptman's notorious "bomb-making" experiment. Hauptman requested assistance from thirteen different reference librarians in obtaining information on how to construct a bomb that would have enough strength to blow up a suburban house. He found that each of these librarians was not only quite willing to assist him, but "gave the question, within an ethical context, little thought."[12] He concluded that

> This is certainly a blow against censorship in any form, and an important one. But the danger of confusing censorship with ethical responsibility is too obvious to require further elucidation. To abjure an ethical commitment in favor of anything, is to abjure one's individual responsibility.[13]

Therein lies the question: to which responsibility does a reference librarian pay homage? Does he uphold free intellectual inquiry, or does he judge the validity of the inquiry and refuse to assist a patron in order to insure the safety of the patron or society at large? Swan articulates the quandary faced by reference librarians and disagrees with Hauptman's analysis of his bomb experiment:

> In making his judgment the author has failed to note that these librarians were indeed demonstrating an ethical commitment, not abjuring one. Consciously or not, they were making choices in a context far more complex than implied by Hauptman's deceptively simple criterion: What if all reference librarians... judged every question according to its potential for resulting in an answer that is detrimental to society? Would this result in a better ethical environment? Quite the reverse—our intellectual freedom and our ethics would soon be hostage to misapplied evidence in the hands of arbitrary authority.[14]

Robert C. Dowd came to conclusions similar to those of Swan in his "I want to find out how to freebase cocaine" experiment. His experiment parallels Hauptman's in that his request for assistance was never refused by a librarian, although levels of service did tend to vary. He found that most of the librarians did not conduct a reference interview and did not give any bibliographic instruction. This could possibly be attributed to the nature of his request, as well as his appearance and demeanor—he attempted to look and act like a stereotypical drug user. He concluded that

> the significance of the findings...seem to do more to support the belief that librarians should be non-judgmental when presented with information requests. The patrons [Hauptman and Dowd] requesting information on these two admittedly controversial topics neither intended to blow up houses nor use cocaine. What better argument in favor of wholesale information dissemination could there be? Where is the omniscient librarian who can foresee what people will do with the information that may found in libraries?[15]

Dowd argues that a librarian's prejudgment of the client and his request, coupled with the lack of the reference interview, is a disservice to the client because the client's question is not confirmed and this can easily result in search errors and inaccurate results. The ethical importance of the "question negotiation cycle," the reference interview, is reiterated by Richard Teller; he

affirms the importance of ascertaining the needs of the user, as opposed to quickly defining those needs on the sole basis of the reference librarian's experience and world view. Additionally, it is essential for the librarian not to assume that the user "does not know what he or she is looking for."[16]

Intellectual Freedom vs. Societal Responsibility

The issue of intellectual freedom vs. societal/individual protection is further illustrated in the case of *Final Exit*, a book which describes various methods for committing suicide. *Library Journal* describes a scenario, based on actual events, in which a youth who is known to be depressed and having family problems is seen checking out *Final Exit*. The library employee who witnesses the transaction is dismayed to find that under his library's policies, he is not allowed to divulge circulation information to the girl's parents. After the girl does commit suicide, the librarian confesses his dilemma to the parents, who in turn blame the library — its policies and employees — for the death of their daughter.[17]

In making ethical choices, a librarian cannot stand the middle ground, and he cannot abstain from choosing.

Consequently, the issue is debated among information professionals. One faction believes that the policy concerning the sanctity of circulation records should be inviolable because it infringes on the rights of individuals to maintain privacy. Another faction believes that in situations like the aforementioned, library personnel should intervene and reveal circulation records in order to forestall tragedies as well as potentially dangerous situations. The problem with this approach is obvious — who will determine whether a situation is dangerous, or a tragedy waiting to happen? A librarian, an employer, a spouse, a police officer, a parent, or an FBI agent are all likely candidates for desiring circulation record inspection. Can a person's state of mind or intentions be determined by the materials that she checks out or uses in a library?

One can question from these situations that if the ethical premise of the library is to maintain intellectual freedom, where does the library stand in terms of the encouragement and participation in intellectual inquiry and activism within a community? Joan C. Durrance suggests that the neutrality stance taken by libraries within a community is detrimental and discourages the development of "an informed citizenry." She states

> often agencies from which information is sought erect barriers to prevent citizens obtaining it. The public library must assume a role in increasing citizen access to information and thus insure the intellectual freedom of the entire community....An attendant responsibility of the librarian is to let citizens know that librarians are capable of acting to increase citizen access to information.[18]

Reference librarians should offer their services to members of a community in various pursuits, especially in obtaining information that is difficult to find. However, if the library takes a proactive role in the provision of these services, it can be argued that it is overstepping its boundaries, no longer simply encouraging inquiry. By no longer being neutral, it can alienate a segment of the community it is committed to serve.

Legal Implications

A major problem for reference librarians is that the dilemmas that they confront are insulated from the rest of the professional world. Specifically, the ethical codes which may seem like "the Law" within libraries, are either unknown to or disregarded by the legal community. Concerning confidentiality, while there does exist in the legal realm attorney-client privilege, journalist-informant privilege, and doctor-patient privilege, there does not exist librarian-client privilege. As a profession, within our libraries, we recognize this privilege; however it does not remain sacred when attacked by the "outside world." Circulation records, reference questions, and librarian testimony have been subpoenaed; as librarians, we have no legal recourse and must relinquish our own codes and ethical standards regarding a patron's right to privacy.[19] Rhoda Garoogian's study of library/patron confidentiality discusses the constitutionality of the right to privacy and stresses

> ...it is far better for a crime to go unpunished than to have a patron's reading habits revealed by a third party who is the custodian of this information. Librarians are in a very powerful position since they have direct access to the private reading and subject interests of their users.... It is, therefore, their moral obligation to keep this information confidential.[20]

She recommends that librarians lobby for "librarian-client privilege."

Conclusions

In his discussion of ethics in reference service, Gregory E. Koster points to the crux of these dilemmas as "situations in which two or more sets of positive values are in conflict."[21] A reference professional is often placed in paradoxical or "no-win" situations. He must be accurate and swift, yet unbiased and equitable

in provision of service; support intellectual freedom, yet determine potential threat to the community; determine the needs of the client, yet be completely nonjudgmental; disallow censorship, yet discriminatingly select a few resources among many for the client and the reference collection. The key to understanding and dealing with ethical problems in this field is through recognizing that the answers are not clear-cut—they are neither black nor white, but gray and foggy. In making ethical choices, a librarian cannot stand the middle ground, and he cannot abstain from choosing.

To censor in any form, whether it is refusal of service, inadequate service, or exclusion of available resources that are potentially dangerous or controversial, is an affront to the nature and definition of our profession. Obviously the type of library or a library administration can set limits on that definition and enforce strict codes of behavior and conduct. However, if a librarian who is fully aware of these limiting factors goes beyond those boundaries for "personal reasons," she should reconsider her career choice because she does disservice not only to her clients, but to her employer and her profession.

We need to develop our ethical grounding by looking at our clientele and by committing ourselves to providing the service that they as individuals require and deserve. On ethical codes Emmett Davis comments

> so codes are baubles if they do not stir local hearts. If they penetrate into the needs of people, these same codes can link people leading to rising expectations and channeling of actions. Ethics to be effective must be close to being successful, to being lived, for there is a social dimension to ethics.... Library personnel and users shape the design of service.... While pretty statements of intellectual freedom may hang on library walls, it is the daily actions of staff and community that constitute intellectual freedom and other ethical patterns.[22]

We can look to codes, our personal values, our interactions with our users, and to the possible legal ramifications of our business to inform the ethical policies which we follow on a daily basis. Once we develop guidelines that we are confident will guide us effectively, develop means by which we can measure our ethical effectiveness, and gain legal acceptance of the important role we serve as defenders and protectors of intellectual freedom, the role of the reference librarian will be a truly professional one.

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The Unauthorized Practice of Law by Librarians

by Jennifer McLean and Lee Finks

Is it unethical for librarians to refuse to give assistance to patrons who have complicated legal questions? Or, conversely, is it unethical for librarians to give the patrons assistance, especially when it seems the question could best be answered by an attorney? For that matter, could it be illegal to act in such a way?

Practicing reference librarians in North Carolina public libraries are confused about and divided on the proper approach to answering legal questions. This article has grown out of a master's research paper on this topic by the first author,[1] done under the supervision of the second author. Although the research, described below, was modest in its design, it has revealed that this issue requires more study and that guidance for our public service librarians is needed.

The study, based on questionnaires returned by seventy-six public reference librarians (an 84% response rate) in the eight largest systems in North Carolina, indicated that the number of legal reference questions being asked in public libraries is increasing. It also indicated that these librarians are unsure whether providing answers to legal questions is an appropriate part of reference service. Of those with strong opinions, there was an almost equal division between those who argued for and those who argued against providing answers to legal questions at the reference desk. Many of the respondents said they lacked confidence about dispensing legal information and needed further education in this area of the law.[2]

The study also attempted to probe whether reference librarians are willing to answer questions that may or may not be considered unauthorized practice of law. The methodology involved presenting a series of questions that a small panel of attorneys had rated as to whether they were appropriate for a non-attorney to answer, and asking the respondents to indicate for each question whether they would try to answer it, provide the sources that might answer it, or refer the patron to a lawyer. Two examples from the ten questions: "My grandmother is elderly and would like to know more about living wills. I would like to see a copy of a living will form" was a question judged to be appropriate for a librarian to answer. "Someone has accused me falsely of breaking and entering. I was arrested and let out on bail. What are my rights?" was a question that the panel judged should be referred to an attorney.[3]

Some respondents had sharply different opinions on the role of the librarian in assisting patrons with legal questions. One person responded, "The librarian should never recommend that the patron contact a lawyer; the patron comes to the library to find the information from the help of the librarian or from the books available." From a very different perspective, another respondent commented, "I lack the legal expertise necessary to give the correct information to my patrons. I am capable of finding the answers to many easy legal questions, but beyond that my patrons would receive a higher quality of service and information if they would seek legal counsel."[4]

Among the responses with regard to the hypothetical questions, about half were "correct", as determined by the attorneys' rankings. No significant patterns were observed between such demographic variables as education and the answers given on the test using hypothetical scenarios.[5] One can conclude, however, that if there is a correct — as opposed to incorrect — approach to answering patrons' legal questions, it is not being followed by all or most librarians. At the least, there is no uniformity in the way librarians approach this issue. Given that the issue is of such importance, there probably should be a general rule for librarians to follow.

"It shall be unlawful for any person or association of persons, except members of the Bar of the State of North Carolina, to engage in advising or giving legal counsel or to perform for or furnish to another legal services.

— North Carolina General Statutes, Section 84-4.

The Larger Problem

As more and more users visit public libraries with the intent of researching the law on their own, reference librarians indeed find themselves in a precarious situation. When responding to requests for assistance, are reference librarians providing legal information or are they entering into the realm of the practice of law?[6] Except for individual libraries' policies that address the issue of providing legal services, there are no accepted general guidelines in North Carolina public libraries that address whether answering legal questions is an appropriate part of legal reference service.

The *North Carolina General Statutes* define the practice of law, addressing both lawyers and persons not licensed to practice, as follows: "It shall be unlawful for any person or association of persons, except members of the Bar of the State of North Carolina, to engage in advising or giving legal counsel or to perform

for or furnish to another legal services."[7]

In 1989, the Standing Committee on Unauthorized Practice of Law of the Virginia State Bar Association stated that "librarians, assuming that they were not licensed attorneys, could not perform legal research because librarians were untrained in the law and unregulated by the profession."[8] The Virginia State Bar Association prohibits librarians from researching the law but does not prohibit librarians from retrieving legal materials. Because it remains unclear at what point retrieving becomes research, librarians are hesitant to assist in offering any kind of legal information, no matter how simple. At present, the North Carolina State Bar has no similar regulation that specifically states or limits the librarian's role in providing legal information.

The practice-of-law issue was addressed in 1978 by the American Association of Law Librarians Code of Ethics which stated, "law librarians, while engaged in their professional work, have a duty neither to engage in the unauthorized practice of law nor to solicit an attorney-client relationship."[9] The Code does not specify, however, what activities would be considered the unauthorized practice of law.

... library education and continuing library education do an inadequate job of preparing reference librarians to handle legal questions.

The respondents in the McLean study confirmed what is generally acknowledged in the field, that library education and continuing library education do an inadequate job of preparing reference librarians to handle legal questions. Fifty-eight percent of the respondents stated that more education was needed and there were many comments to the effect that librarians lack the necessary preparation and knowledge.[10]

To add to the difficulties of resolving this issue, there is no agreement among experts and commentators regarding what qualifies as appropriate legal reference service. Some say that even identifying relevant books involves some "interpretative application of the facts to the law."[11] If one accepts this statement, then providing access to legal sources is, indeed, a form of practicing law. Other commentators suggest that the librarian can show patrons how to use the primary sources which address their questions, can recommend secondary sources on the subject, or can refer patrons to an agency which provides trained legal help, but should never give advice.[12] Showing patrons the books needed (statutes, codes, etc.) and demonstrating how to use them by using illustrations unrelated to the question of the user allows patrons to find their own answers.[13]

However, there exists a shady area in deciphering the difference between "reference and research" or "reference and interpretation."[14] According to Mills, legal advice consists of "answering a question about law...when the answer requires skill and familiarity with the law, or when the listener relies on the answer as an accurate statement of his rights and obligations, or when the answer is directed to the specific legal problems of an individual rather than to the common problems of the public generally." He goes on to state that there is "no clear distinction" between the two; it depends "very much on the circumstances of the information exchange and the understanding of the parties involved."[15] In most cases, librarians are not trained in the field of law and are therefore unlikely even to be aware of the difference.

The differences in attitude among librarians are clearer, however. Librarians know that the law in our society is both complex and intimidating, as are the lawyers and courts that ordinary citizens often must face. We also know that lawyers are expensive to hire and thus we understand the appeal to ordinary citizens of trying to find the answers to difficult legal questions in the friendly confines of the local public library.

Often the temptation is great to provide help in working with legal information, especially with users for whom we feel sympathy. The typical librarian is, after all, service-oriented. There are also many proponents of the philosophy that the layperson has the right to engage in legal research with persons other than a lawyer. Proponents believe that prohibiting the practice of law by non-lawyers has "safeguarded" and "preserved a profitable occupational monopoly for lawyers and at the same time restricts those who do not have the financial resources to refer to a lawyer."[16]

An earlier study of the public's access to the law by Martin Friedland is worth noting here. In studying a sizeable sample of educated and motivated people who were neither librarians nor lawyers, Friedland discovered that these individuals failed in locating information in both statutes and regulations even though they had been instructed earlier in how to use the sources. Friedland concluded that the legal literature is almost impossible for laypeople to use and thus it is unlikely that they will find the desired information. Because law libraries and academic libraries often are not available to the public, Friedland further concluded that the most likely place to research the law is in the public library.[17]

On the other hand, there are persuasive arguments against the answering of legal questions. One is that legal questions are complex in nature. What a librarian may believe to be a simple, straightforward question may be very complicated and require the assistance of a lawyer.[18] Librarians are not trained in the legal profession and so, as Mills asked "how can one who is not fully aware of citizens' legal rights determine when substantial ones are being affected?"[19] Another reason librarians should provide only legal information and not legal advice is that, unlike most subjects, the law is always changing and rarely is there a definite and clear answer on any issue.[20]

The way the law is written in each state, however, makes civil suits as well as criminal prosecution for the unauthorized practice of law a possibility; and suits could be brought against both individuals and institutions.

Yet another reason relates to the nature of professionalism. Johan Bekker, one of librarianship's most respected ethicists, stated explicitly that librarians "should not transgress on the field of operation" of other professions. This is not just to avoid legal claims for giving incorrect information or to prevent misuse of information, but because library users can be harmed by being given information outside of the context of accurate professional advice.[21]

At present, nothing has been found in the literature indicating that a reference librarian or a law librarian has been sued for providing legal advice to a patron. The way the law is written in each state, however, makes civil suits as well as criminal prosecution for the unauthorized practice of law a possibility; and suits

could be brought against both individuals and institutions.[22]

Very little research addressing the problems of legal information services in the public library is available. The ongoing research of the Canadian library educator, Patricia Dewdney, dominates this area of study and we look forward to the release of her new studies.[23] Others who have written in this area include the authors cited in the above discussion: Sinder, Mills, Protti, and Rice.

It is obvious that librarianship needs more research, more education, and, most important, more guidance in the area of legal reference work. Until a general policy is promulgated by an authority such as the Public Library Association or the American Library Association, reference librarians will probably remain unsure as to what their role or function in providing legal reference service involves.

Our first concern as professionals is always service to the public, but in trying to help we must beware of unintentionally doing harm. Someday, perhaps not too far in the future, a lawsuit may be waiting, aimed at some well-intentioned reference librarian, who, one dark and stormy night, gave a patron some bad legal advice.

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[4]McLean, 29.

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Ethical Issues in Archival Management

by Donald R. Lennon

The archival profession in the United States, though a product of the twentieth century, has been granted the sacred trust of preserving our nation's documentary heritage. From its inception as a profession, archival practice in this country has been based on the sound principles developed in Europe during the nineteenth century. Among these rudiments of the profession was the understanding that the government was responsible for properly preserving its documentary heritage, that the public had a basic right of access to government records, and that historical scholarship should be encouraged and supported through the work of the archivist.[1] These considerations are directly germane to the ethical foundation of the profession.

Although a concern for codifying ethical criteria for the profession was voiced soon after the Society of American Archivists was formed in 1936, not until 1955 was "The Archivist's Code" brought forward by the National Archives. The code, attributed to Archivist of the United States Wayne C. Grover, was an in-house document prepared for use in the National Archives in-service training program. "The Archivist's Code" was published in the *American Archivist* in 1955 and unofficially, at least, became the moral code by which the profession judged itself.[2]

Even though the 1955 code set a standard toward which the professional archivist could strive, the seven simple paragraphs did have certain limitations. It was written for the internal use of the National Archives staff and as such did not address the field of historical manuscripts, with its concerns for donor relations, deeds of gift, and competition among repositories. Also, a code written in 1955 could not anticipate the ethical issues that were to surface during the final decades of the century, such as questions surrounding rights to privacy, copyright protection, and contractual commitments.

In 1977 the council of the Society of American Archivists formed a committee to prepare a draft code of ethics for the profession and "to make recommendations to the council on the appropriateness and feasibility of the Society adopting sanctions against unethical action."[3] The committee labored for three years before a final version of the code was approved by the council in 1980. Although the wording was substantially reconfigured, major provisions of the 1955 document are recognizable in the eleven unnumbered paragraphs of the "Code of Ethics for Archivists." A detailed commentary accompanying the code attempted to justify each article and explain the rationale for the code and the thinking of the committee that framed it.[4] Dissatisfaction with this 1980 document resulted in the authorization by the SAA council in 1988 for the establishment of an ethics task force to review the code and recommend revisions or additions. This task force met between November 1988 and September 1990 before submitting the revised code to the SAA council. After repeated pleas for membership input into the process, the new version of the code was approved by the council at its fall 1992 meeting. The 1992 code contains twelve unnumbered paragraphs in its summary form. The commentary section was substantially rewritten to articulate better the reasoning behind the code statements.[5]

Competition will and should exist among repositories with overlapping collection development policies. But a friendly competition in which institutions give primary consideration to the safety and integrity of the materials and to the best interests of the donor should be the basis for an active collecting program.

It is interesting to note that the framers of the 1980 code and the 1992 revisions had difficulty deciding whether their document was a "moral and legal statement" or whether it simply "implies moral and legal responsibilities." The 1980 version and early drafts of the 1992 statement had specifically contended that "A code of ethics is not a moral or a legal statement." Some critics had pointed to this effort to distance the code from its moral nature as one of several weaknesses in the document. George Stevenson, of the North Carolina State Archives, argued that "morality cannot, by definition, be separated from ethics. When a code is devised that is not centered in moral considerations, it may be an administrative code, a legal code, a code of etiquette, a code of chivalry, a code of honor—it may be almost any kind of code, but a code of ethics it is not."[6] Apparently yielding to expressions of concern, the version adopted by the SAA council reworded the statement of purpose to read simply that "A code of ethics implies moral and legal responsibilities. It presumes that archivists ... act in accord with sound moral principles."

The new code does provide a broad base of guidance for the archivist in the

management of an archives or manuscript repository. As expressed by Karen Benedict in *Managing Archives and Archival Institutions*, "The purpose of an ethical code is to delineate for the members of the profession and for the public at large, the issues of greatest concern and the areas of potential conflict between individual action and the purpose of the group and to guarantee that the special expertise of the group will be used to the good of society."[7]

In reviewing the question of ethics in archives management in general and the "Code of Ethics for Archivists" in particular, this author frequently will elaborate on issues far beyond the code and the commentary that accompanies it. Issues of ethical importance to the profession were not always addressed specifically by the task force and it is the feeling of this author that they are valid considerations for the archivist to contemplate from an ethical perspective.

The initial paragraph of the 1992 code serves as an overview statement to identify the principal functions of archivists and explain their basic role in the profession. The reader is reminded that not every aspect of the code is applicable to all members of the profession since archivists, records managers, and manuscript curators have distinctly different responsibilities.

The second and third unnumbered paragraphs of the code as adopted in 1992 deal with questions involving the accession/acquisition process with which all archival and manuscript repositories are concerned. Archival agencies have statutory requirements that stipulate the records for which they are responsible. Archivists, operating within legally formulated "collecting policies," should strive to assure that the regulations under which they operate are adequate to protect the vital records of the agencies they serve. Equally important is the need to assure that the laws or regulations are enforced faithfully to guarantee that agencies and officials remain in full compliance. It is of questionable ethical behavior for an archivist to endanger the records within his legal purview through failure to enforce the records laws. In the past, the problem of estrays, records that have left the jurisdiction of the level of government for which they were created, has haunted the archives and manuscript profession. In states where comprehensive public records laws hold sway, there should be little confusion over the disposition of modern government records. The threat of replevin, though still a significant issue where older documents are concerned, can be minimized if acquisitions by non-archival agencies are carefully appraised with statutory requirements in mind. Replevin cases in recent years have created a storm of protests within the manuscript community, but it is a valid and necessary tool of government when enforced wisely.

In recent years archivists representing manuscript repositories increasingly have realized the necessity of developing collecting policies that emphasize cooperation with colleagues at competing institutions. Competition, which appeared so critical to repositories during the 1960s, has been tempered by the realization that no single collection of documentary materials is so important that the integrity of the institution should be sacrificed in its pursuit. Competition will and should exist among repositories with overlapping collection development policies. But a friendly competition in which institutions give primary consideration to the safety and integrity of the materials and to the best interests of the donor should be the basis for an active collecting program. Not only should the archivist not disparage or question the integrity of competing institutions, they should never resort to undue pressure in soliciting private manuscripts. The archivist should be attentive to the donor; forthright and thorough in explaining the legal and financial ramifications of a donation; and truthful in describing the facilities, staffing, and priorities of their own repository. The archivist should then step back and allow the donor to ponder the alternatives and decide for himself where, how, and when he would feel most comfortable donating the materials in question. Donors should always have the opportunity to make their own decisions without undue pressure, having a full understanding of what can be reasonably expected from the various repositories that have expressed an interest in their materials. Ethical behavior in dealing with the prospective donor is tied very closely to a cooperative "friendly competition" with colleagues at other institutions. A strong commitment to ethical principles and practices makes it possible for repositories to better fulfill their own missions and undertake cooperative ventures within the community of research repositories.

Once a contractual arrangement has been formalized between donor and repository, the archivist has the responsibility to observe faithfully all agreements to which the repository has committed. In negotiating the deed of gift, every effort should be made to discourage unreasonable restrictions and unrealistic requirements while protecting the privacy and the personal rights of the donor and the creator of the papers. All qualifications and restrictions of the donor should be clearly and concisely recorded in the document as should the commitments of the repository. Once the institutional and donor signatures are finalized, there should be no surprises or unfulfilled expectations for either party.

The fourth and fifth paragraphs of the code deal with questions of description, appraisal, protection, and arrangement in that order. The placement of the statement on description in advance of and separate from a paragraph dealing with appraisal, protection, and arrangement appears somewhat incongruous. Some form of preliminary inventory should be prepared at the time of acquisition to establish a rudimentary level of intellectual control until more detailed processing can be scheduled. However, many archivists would view the normal progression as a continuous orderly function that begins with appraisal and is followed by arrangement, description, and protection. Arrangement and description are interrelated components of any effort to gain intellectual control over documentary materials, and protection of the materials is an ongoing function that is always applicable. Archivists are responsible for preparing descriptive inventories and other finding aids as needed to inform researchers and encourage the research use of the documentary materials for which they are responsible.

The archivist easily can distort or reshape historical perspective through the intentional or even the unwitting retention of only documentation tht reflects one view of events or individuals.

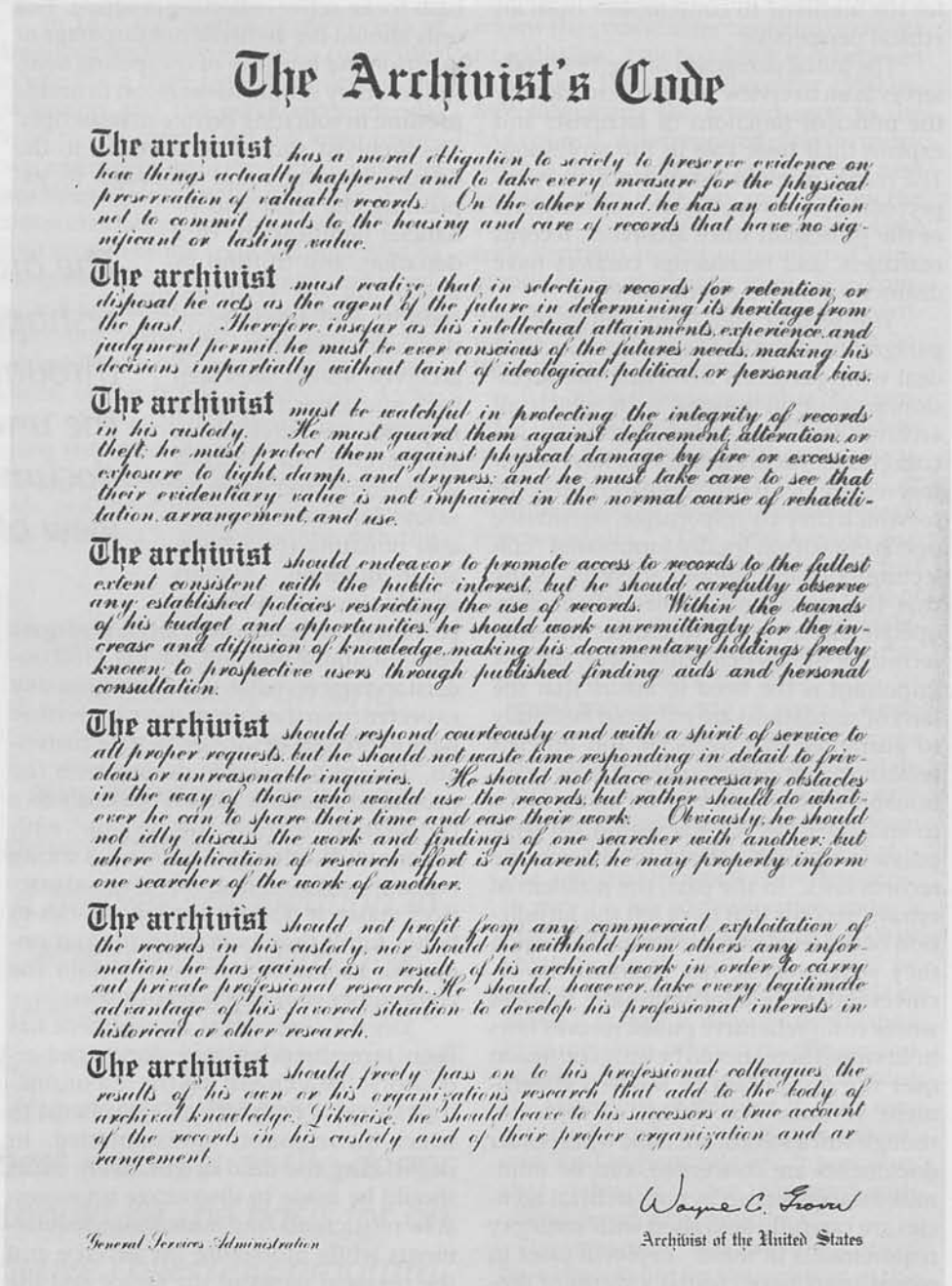
As regards the appraisal function, an archives should utilize comprehensive and comprehensible written guidelines for appraisal procedures. Appraisals should follow a standard pattern, and should only deviate from that standard for clear and explainable reasons.[8] The appraisal of private manuscripts carries ethical responsibility even if there are no statutory implications, as is the case with public records. Appraisal standards for manuscripts require impartial evaluation of the materials. The archivist easily can distort or reshape historical perspective through the intentional or even the unwitting retention of only documentation that reflects

one view of events or individuals. The archivist's responsibility lies not only in preserving those records that accurately reflect the past but also in being certain that he has sufficient intellectual grasp of historical events to appraise accurately those materials with which he is working.

In order to serve the public trust and the governmental, corporate, or private donors that have provided the body of materials for which it is responsible, a repository must assure the safety and integrity of its holdings. The code and its commentary speak to the requirement that archivists guard documentary materials against defacement, alterations, theft, and physical damage. It also warns against endangering evidentiary value of materials during the arrangement and description stage. What is not addressed, yet has serious ethical implications, is the necessity of adequate facilities to safeguard documentary materials. To accept records without providing for their long-term care should be a clear violation of ethical standards, as should the practice of accepting materials for which the repository cannot provide sound archival appraisal, conservation, and processing in a reasonable length of time. All repositories realize that backlogs in arrangement and description are normal to an active program, especially for larger collections that may contain restrictions on public access; but this is far different from actively soliciting materials for which there can be no foreseeable prospect of appraisal, arrangement, and description.

Repositories should provide a reading room accessible to the research public and they should maintain regular, stated hours of operations during which materials can be examined. Donald McQuat of the Archives of Ontario, Canada, has made a strong argument that an institution that cannot be open five days a week year round with a properly qualified staff on hand to guide researchers and with photocopying equipment available to provide copies "has no business acquiring collections of original manuscripts of general historical significance."[9] All researchers have the right to expect equal treatment and equal access to the holdings of public repositories. Naturally, restrictive clauses on access must be honored, and occasionally a donor may require that a designated researcher be allowed sole access to a given body of materials; but, such restrictions should be accepted only in unique situations, and specific time limitations should be stipulated as a feature of the restrictive clause. The archivist should provide reasonable and knowledgeable assistance to all researchers. Not only is courteous and helpful reference service a positive reflection on a repository, it also can be a reflection on the integrity of the profession. Although finding aids vary widely among repositories, the researcher should be able to expect that access to materials will be expedited by a knowledgeable staff and at least a minimal level of finding aid tools.

The question of privacy and confidentiality is addressed in the sixth paragraph of the code of ethics. This concern has become the focus of increased attention since federal legislation brought the issue to the forefront in the early 1970s. As Heather MacNeil has noted in *Without Consent*, "Archivists are bound by their professional calling to identify, preserve, and make available for use, records of enduring value. Before they can make such records available for use, they must understand the administrative, legal, and ethical dimensions of the privacy debate and its implications for the management of archival records; and they need to translate that knowledge into policies and procedures that will ensure that access to records implicating privacy values is administered in a systematic and equitable manner."[10] Despite the fact that few states have privacy laws of their own, there is no national privacy legislation that covers non-federal records except for student records, national security information, and records generated as the result of federal grants and contracts. In the absence of specific legislation, most privacy issues are judged by common law principles and by



The Archivist's Code

The archivist *has a moral obligation to society to preserve evidence on how things actually happened and to take every measure for the physical preservation of valuable records. On the other hand, he has an obligation not to commit funds to the housing and care of records that have no significant or lasting value.*

The archivist *must realize that in selecting records for retention or disposal he acts as the agent of the future in determining its heritage from the past. Therefore, insofar as his intellectual attainments, experience, and judgment permit, he must be ever conscious of the future's needs, making his decisions impartially without taint of ideological, political, or personal bias.*

The archivist *must be watchful in protecting the integrity of records in his custody. He must guard them against defacement, alteration, or theft; he must protect them against physical damage by fire or excessive exposure to light, damp, and dryness; and he must take care to see that their evidentiary value is not impaired in the normal course of rehabilitation, arrangement, and use.*

The archivist *should endeavor to promote access to records to the fullest extent consistent with the public interest, but he should carefully observe any established policies restricting the use of records. Within the bounds of his budget and opportunities, he should work unremittingly for the increase and diffusion of knowledge, making his documentary holdings freely known to prospective users through published finding aids and personal consultation.*

The archivist *should respond courteously and with a spirit of service to all proper requests, but he should not waste time responding in detail to frivolous or unreasonable inquiries. He should not place unnecessary obstacles in the way of those who would use the records, but rather should do whatever he can to spare their time and ease their work. Obviously, he should not idly discuss the work and findings of one searcher with another; but where duplication of research effort is apparent, he may properly inform one searcher of the work of another.*

The archivist *should not profit from any commercial exploitation of the records in his custody, nor should he withhold from others any information he has gained as a result of his archival work in order to carry out private professional research. He should, however, take every legitimate advantage of his favored situation to develop his professional interests in historical or other research.*

The archivist *should freely pass on to his professional colleagues the results of his own or his organization's research that add to the body of archival knowledge. Likewise, he should leave to his successors a true account of the records in his custody and of their proper organization and arrangement.*

Wayne C. Grover

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court rulings in previous cases.[11] In developing a uniform policy for dealing with privacy issues and the rights of the research public, the archivist should be guided by ethical concerns that normally will be confirmed in law and practice.

It is imperative that the privacy of individuals who are the subjects of records and papers must be protected. How can an archivist in good faith, without some level of protection, make available a body of personal correspondence pertaining to the mental illness of an individual, the necessity of institutionalizing that person for a period of years, and the difficult road to recovery that ensued? Frequently gift contracts will speak to the necessity of restricting highly personal materials during the lifetime of the individuals involved; however, the donor frequently is not aware of the sensitive nature of some materials in the collection that has been donated. Even when sensitive materials are not covered by contractual provisions, institutional policies should provide some degree of protection against invasion of privacy. It is not unusual for an institution to operate under a policy that closes sensitive materials and makes information from these materials available only if names and identifiers have been obliterated. It is always wise to consult with the donor if sensitive materials unexpectedly turn up during the processing of a collection. Privacy is generally considered a right of the living and normally does not extend to the dead; therefore, restrictive covenants, either written or self imposed, do not constitute a permanent prohibition to access.[12]

Paragraphs seven through nine are concerned primarily with researchers and their best interests. The 1955 code cautions against "idly" discussing "the work and findings of one researcher with another," while suggesting that the archivist may inform one researcher of another's work if duplication of effort is apparent. The 1992 document takes this admonition a step further by suggesting that the archivist "endeavor to inform users of parallel research by others using the same material, and, if the individuals concerned agree, supply each name to the other party." Regardless of which approach the archivist may pursue, the course of action is fraught with dangers. Despite the admonition of the code and its official commentary, the archivist must use sound judgment in following this tenet. Although the code and many repositories have a contrary view, a valid argument can be made for some confidentiality with respect to a researcher's use of materials. Visitor registration as well as collection call slip information should be considered privileged information and should never be made public without the individual's express consent. An effort to bring two researchers together who are exploring the same topic may be a service to both individuals, but there are implications that must be considered. The archivist must, with sound reflection, be positive that he is not simply meddling and that both parties will benefit from the efforts to bring them together. Finesse and sound judgment must be the cornerstone of this undertaking.

The archivist frequently functions as an historian and, in most cases, historical training is critical to the archival profession. The archivist can serve the research public by being directly involved as a practicing scholar. Care must be taken not to take unfair advantage of one's proximity and inside knowledge of a repository's holdings; and the archivist should never withhold materials from public access for personal use. This issue was brought to the forefront in 1968 when a historian accused archivists at the Franklin D. Roosevelt Library of failing to inform him of records critical to his research because they were protecting them for their own documentary publication purposes. The controversy that ensued cast the Roosevelt Library and the archival profession in an extremely unfavorable light.[13] Archivists must exercise extreme caution to avoid the appearance that they are conducting themselves in a self-serving fashion. Nevertheless, the archivist who actively researches and publishes is better equipped to provide insights for the research public. In all cases, the archivist should be willing to share knowledge and experience for the benefit of researchers and other archivists who may benefit from the individual's

Code of Ethics for Archivists

THE SOCIETY OF AMERICAN ARCHIVISTS

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Adopted by the Council of the Society of American Archivists, 1992

Archivists select, preserve, and make available documentary materials of long-term value that have lasting value to the organization or public that the archivist serves. Archivists perform their responsibilities in accordance with statutory authorization or institutional policy. They subscribe to a code of ethics based on sound archival principles and promote institutional and professional observance of these ethical and archival standards.

Archivists arrange transfers of records and acquire documentary materials of long-term value in accordance with their institutions' purposes, stated policies, and resources. They do not compete for acquisitions when competition would endanger the integrity or safety of documentary materials of long-term value, or solicit the records of an institution that has an established archives. They cooperate to ensure the preservation of materials in repositories where they will be adequately processed and effectively utilized.

Archivists negotiating with transferring officials or owners of documentary materials of long-term value seek fair decisions based on full consideration of authority to transfer, donate, or sell; financial arrangements and benefits; copyright; plans for processing; and conditions of access. Archivists discourage unreasonable restrictions on access or use, but may accept as a condition of acquisition clearly stated restrictions of limited duration and may occasionally suggest such restrictions to protect privacy. Archivists observe faithfully all agreements made at the time of transfer or acquisition.

Archivists establish intellectual control over their holdings by describing them in finding aids and guides to facilitate internal controls and access by users of the archives.

Archivists appraise documentary materials of long-term value with impartial judgment based on thorough knowledge of their institutions' administrative requirements or acquisitions policies. They maintain and protect the arrangement of documents and information transferred to their custody to protect its authenticity. Archivists protect the integrity of documentary materials of long-term value in their custody, guarding them against defacement, alteration, theft, and physical damage, and ensure that their evidentiary value is not impaired in the archival work of arrangement, description, preservation, and use. They cooperate with other archivists and law enforcement agencies in the apprehension and prosecution of thieves.

Archivists respect the privacy of individuals who created, or are the subjects of, documentary materials of long-term value, especially those who had no voice in the disposition of the materials. They neither reveal nor profit from information gained through work with restricted holdings.

Archivists answer courteously and with a spirit of helpfulness all reasonable inquiries about their holdings, and encourage use of them to the greatest extent compatible with institutional policies preservation of holdings, legal considerations, individual rights, donor agreements, and judicious use of archival resources. They explain pertinent restrictions to potential users, and apply them equitably.

Archivists endeavor to inform users of parallel research by others using the same materials, and, if the individuals concerned agree, supply each name to the other party.

As members of a community of scholars, archivists may engage in research, publication, and review of the writings of other scholars. If archivists use their institutions' holdings for personal research and publication, such practices should be approved by their employers and made known to others using the same holdings. Archivists who buy and sell manuscripts personally should not compete for acquisitions with their own repositories, should inform their employers of their collecting activities, and should preserve complete records of personal acquisitions and sales.

Archivists avoid irresponsible criticism of other archivists or institutions and address complaints about professional or ethical conduct to the individual or institution concerned, or to a professional archival organization.

Archivists share knowledge and experience with other archivists through professional associations and cooperative activities and assist the professional growth of others with less training or experience. They are obligated by professional ethics to keep informed about standards of good practice and to follow the highest level possible in the administration of their institutions and collections. They have a professional responsibility to recognize the need for cooperative efforts and support the development and dissemination of professional standards and practices.

Archivists work for the best interests of their institutions and their profession and endeavor to reconcile any conflicts by encouraging adherence to archival standards and ethics.

professional skill.

Paragraphs ten and eleven speak to professional standards that impact on the profession as a whole and its ability to function as a body of interdependent and supportive colleagues. The archival profession always benefits by the sharing of knowledge and the mutual interests of associates. It is incumbent upon each member of the profession to participate as fully as possible in professional activities. The archivist is called upon to avoid engaging in the disparagement of other institutions or other archivists. If concerns exist about the operation of a repository or the behavior of a particular archivist, a professional archival organization or the party in question should be addressed directly concerning the complaint. Although efforts have been made to develop an enforcement component that will make it possible for the Society of American Archivists or some other body to receive complaints and act upon charges of unethical behavior, a satisfactory mechanism to accomplish this goal has not yet been formulated. Numerous archival theorists have called for the creation of a committee or panel to investigate and adjudicate alleged breaches of conduct, and it is likely that such a body will be established in the future.

Finally, archivists are encouraged in paragraph twelve to work for the best interests of their institution and their profession. The measure of professional integrity is inextricably bound to the degree to which archivists conduct themselves in dealings with other repositories, donors, and the research public. As a representative of the individual institution and the profession, ethical behavior in the daily conduct of business requires that archivists display absolute integrity to the profession and to the public at large.

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[8]Gary M. Peterson and Trudy Huskamp Peterson, *Archives & Manuscripts: Law*, SAA Basic Manual Series (Chicago: Society of American Archivists, 1985), 18.

[9]Donald McQuat, "Acquisitions Policy: Competition or Cooperation?," *Canadian Archivist* 2 (1970): 24-26.

[10]Heather MacNeil, *Without Consent: The Ethics of Disclosing Personal Information in Public Archives* (Metuchen, N.J., and London: Society of American Archivists and Scarecrow Press, Inc., 1992), 5-6.

[11]Peterson, *Archives & Manuscripts: Law*, 40.

[12]Peterson, *Archives & Manuscripts: Law*, 40.

[13]Benedict, "Archival Ethics," 179. For an in-depth discussion of the issue, see Herman Kahn, "The Long-Range Implications for Historians and Archivists of the Charges Against the Franklin D. Roosevelt Library," *American Archivist* 34 (July 1971): 265-275; and Richard Polenberg, "The Roosevelt Library Case: A Review Article," *American Archivist* 34 (July 1971: 277-284.

Forum:

Ethics in Library/Information Science Education

(***Editor's note***: Representatives from the Library and Information Science programs in the state responded to questions which were posed for them. They are: Larry Auld, Chair, Department of Library and Information Studies, East Carolina University; Ben Speller, Dean, School of Library and Information Sciences, North Carolina Central University; Barbara B. Moran, Dean, School of Information and Library Science, University of North Carolina at Chapel Hill; and Kitty Smith, with Jim Carmichael and Bea Kovacs for Dr. Marilyn Miller, Department of Library and Information Science, University of North Carolina at Greensboro (noted in article as Smith for space purposes). Our thanks to those who contributed.)

1. How has the coming of the "Information Age" changed the climate in which professionals make decisions? What are the most important ethical issues? Please describe the situation from your own perspective.

Auld: "Print age" librarians worked in relative isolation, typically providing services within the library and only rarely going beyond its walls. Working with a local clientele and a small number of fellow professionals, the librarian was constrained by this continuing close contact. Behavior, both professional and otherwise, was controlled by the standards and expectations of persons known personally to the librarian. With social contacts exerting an effective control, ethics were externalized.

"Information age" librarians may still be institutionally based, but they carry out much their business in a national and, often, international community. They work in a venue in which many of the persons with whom they are in contact electronically are not personally known and some may never be met face to face. This absence of shared personal familiarity, local standards, and expectations, means that the librarian must rely more on ethics which have been internalized. Thus, the personal integrity of each librarian, always a fundamental ethical concern, is becoming more important.

Personal integrity takes on additional importance as we consider the number of persons affected by the work of the individual librarian. When the "print age" librarian behaved irresponsibly, relatively few others were affected. An "information age" librarian who behaves irresponsibly may affect the lives of hundreds, even thousands of others. Cataloging is an obvious example. The damage from a bad catalog record in a small card catalog was localized, while a bad record contributed to OCLC has the immediate potential for affecting several thousand libraries and tens and hundreds of thousands of people around the world.

Speller: Today's professional increasingly works in an electronic networked information environment. This environment coupled with international economic and societal structural changes have produced a truly global community. A variety of value and ethical systems are in operation in a global community. A major ethical challenge for information professionals is the identification of these various systems and the discovery of common ground between them. These technological and structural changes have magnified the climate in which professionals make decisions. In this environment, a variety of value systems may be in operation.

A global community makes the ethical challenges of decision-making especially important for all professionals because this environment will be far less forgiving of errors in judgment on critical economic and social matters than in the past. The global community increases the heterogeneity of the value systems for decision-making because this environment also carries with it an increase in ethnic identifications.[1] Ethnic identifications usually result in differences in moral and value systems.[2,3,4] What are the most important ethical issues?

In a multi-cultural environment, i.e., the global community, one of the most important issues is "What set of ethical principles should we use?" In a global community, will a professional be capable of self-regulation which addresses issues of how to deal with the situation of the unenforceable and how to deal with matter of right-versus-right.

As a teacher and administrator in a multi-cultural population of students, I try to avoid using the terms "morals" and "values" in dealing with ethical climates in which professionals make decisions. I have found Laura L. Nash's[5] twelve questions for examining the ethics of a business decision most useful for our students as a universal set of ethical principles. They are as follows:

1. Have you defined the problem accurately?
2. How would you define the problem if you stood on the other side of the fence?
3. How did this situation occur in the first place?
4. To whom and to what do you give your loyalty as a person and as a member of the corporation?
5. What is your intention in making this decision?
6. How does this intention compare with the probable results?
7. Whom could your decision or action injure?
8. Can you discuss the problem with the affected parties before you make

your decision?

9. Are you confident that your position will be as valid over a long period of time as it seems now?

10. Could you disclose without qualm your decision or action to your boss, your CEO, the board of directors, your family, society as a whole?

11. What is the symbolic potential of your action if understood? If misunderstood?

12. Under what conditions would you allow exceptions to your stand?

Moran: I am not sure that the coming of the Information Age has changed any of the basic "ethics" of the profession. What was right or ethical fifty years ago (or five hundred years ago) is still right or ethical. Without a doubt, however, this new age has added some complications to ethical decision-making. For instance, the increased use of technology has created new areas of ethical concern. Privacy rights may be compromised by the capability of the new technology to store and retrieve information about individuals. The growing fragmentation of society manifest in the strengthening of special interest groups of all kinds ranging from those preaching "political correctness" of various sorts to those attempting to shield children from what they consider offensive or harmful material has made intellectual freedom decisions more complicated. The growth of the information industry and the increased commercialization of information threatens to impede access to information, especially for less affluent individuals and for less affluent countries. What obligations the information rich have to the information poor is an ethical question with profound consequences. The library/information science profession has an obligation to ponder these and other ethical issues and to find ways that higher order values can prevail.

Smith: The mission of the Master of Library and Information Studies program at the University of North Carolina at Greensboro (UNCG) is "to educate and motivate our students to become information professionals who will be capable of providing a wide array of information services to a diverse population in a rapidly changing world."

The advent of the "Information Age" has certainly accelerated change in the climate in which professionals must make decisions. It has changed people's perceptions as to the relevance of information in their lives. In the past, many felt that all they needed was access to the information that would enable them to do their jobs and earn a living. With information more readily available now, and in formats that are more attractive to a greater variety of individuals, awareness of the need for information has increased. Change is relentless, diversity of needs is undeniable, and information is the lifeblood of survival and growth. To deal with the explosion of information, we have created powerful technologies which themselves require new ways of thinking and problem solving. The professionals who use these tools in the service of individuals and institutions, are critical elements in the very life-support system of the living organism we call a democratic society. When accurate, specific, and timely information does not flow freely, parts of the system deteriorate, and the entire system suffers. Today, the computer's presence and power is so pervasive that we barely notice it. We travel, solve problems, transact business, buy and sell, borrow and invest, pay bills, phone home, get instruction, work and play with the help of computers. It is a rare day when human beings, their lives and their occupations are not affected by applications of computer technology to the acquisition, manipulation, transmission, and dissemination of information. Computer technology enables libraries to store and process vast amounts of information in infinitely smaller amounts of space. Hardware, software, and computer communications tools have had an unbelievably swift evolution in the second half of this century. However, as with all revolutionary advances in our ability to deal positively with the challenges which face us, there is the possibility of a "dark side." For example, the pace at which human beings can adapt these tools to their intentions, and adapt themselves to new technologies, varies from individual to individual. The degree and flexibility of adaptation of information technology (and adaptation to it) affects not only a person's productivity, but also his or her sense of physical, emotional and social stability and control, in either a positive or negative direction. As information professionals we have an extraordinary capacity, literally at our fingertips, to either empower people to seek out and use information, or to control and restrain them.

In this broad systematic view, the professionals who staff libraries and information agencies are called upon to play a marvelous and immensely responsible role, particularly in regard to the means (or provision of technologies of access) and ends (uses) of information. While the pervasiveness of computer technology is not the only element affecting the information professional's ability to make ethical decisions in the information age, it is indisputably a major one. Along with it, however, over the past several decades, there has been an increasing awareness of the social responsibility of information professionals to take leadership in their spheres of influence and to empower their clients to become active participants in the lives of their communities, particularly that diversity of client groups which were previously underserved and lacked the power and voice to satisfy their own information needs. While the essential ethical issues faced by library and information professionals today may seem virtually identical to those faced by our counterparts in past decades, decision making is much more complex. While our service populations have become steadily more diverse, our ability to communicate globally has changed perceptions of the world from that of a collection of nations to that of a global community. This "globe shrinking" has been wrought partly by modern communications technology, and partly by the increasingly intense struggle of people everywhere to affirm basic human rights and the freedom to shape their own destinies. Whom shall we serve, and how? Decision making will have to change dramatically in the near future, if libraries and information centers are to be effective, or to continue at all. Resources needed to provide all information to all who seek it are not readily available in today's economy. Professionals are going to have to rethink their roles, develop new ways of providing service, and find new directions for the use of their expertise, or risk obsolescence.

We are called upon as professionals to behave ethically, that is, to distinguish between "right action" and "wrong action," between "good" and "bad," and, when tempted by the darker aspects of our considerable knowledge and power, to constantly lean towards the light of truth and the goodness of human compassion.

The moral distinctions and the solutions to ethical questions have never been simple, because they nearly always involve a choice among values. While striving to promote intellectual freedom and access to information, for example, we experience situations in which these seemingly simple values conflict with other prized values such as the individual's right to his or her own intellectual property or privacy. We are troubled by questions like "Who owns the information?" "Is it a commodity, 'owned' by the vendor (or the institu-

tion) and accessible to those who can pay for it? " Or "Is it like the air, a universal necessity and right of everyone, regardless of power or ability to pay?" "Does the right of the individual (e.g., for privacy) take precedence over the rights of the institution or community?" "Which deserves greater loyalty: the individual's right to see or hear or express a minority point of view, or the expressed demands and standards of the majority of the community?" "As a professional, am I willing and able to take a stand on behalf of a principle my profession holds as sacred (e.g., the right of people to disagree or to present a minority opinion), when I deeply and personally believe that opinion is wrong, or when my own security and livelihood is in the balance?" When values are in conflict, these are the kinds of ethical questions which can shake the very foundations of the professional's personal integrity and honesty.

2. How useful are the professional codes and other statements, such as those on the right to read or intellectual freedom? How are these presented in the first professional degree program at your institution? Is this adequate?

Auld: Over the years the ALA and other professional library groups have promulgated a series of statements on ethics and related areas. On the whole, these have been received as bland pronouncements on what most librarians generally consider to be non-issues in their lives. I personally do not recall any one ever taking a statement of professional ethics to heart, adopting its ideals and practices as a new way of life. No, what I have seen, repeatedly, are persons who feel that they already behave ethically and, therefore, have no need for a further delineation of ethical standards. This is unfortunate, because our personal standards are not usually sufficiently developed to guide us reliably in making professional decisions which are outside our personal experience and may even run counter to our personal beliefs and inclinations. We need a statement of professional ethics to ensure that we understand what is expected of us professionally and to guide us as we encounter new situations and problems.

One statement, the Freedom to Read statement, has had a much greater impact on us individually as professionals. We enlist in the battle against censorship, committing ourselves to the principle of free access to information, because it is tangible, external to our selves, and viewed as right. But even here many of us tend to be relativistic, tailoring our interpretation of what constitutes censorship to fit the situation.

MLS students at ECU are introduced to matters of professional ethics, censorship, and the like in our required courses. These topics recur in other courses where the concepts are reinforced. We have avoided a separate course, because we believe these concepts are better and more meaningfully taught when they are integrated into the whole of the curriculum.

Speller: The professional codes and other statements have been very useful as background readings for class discussions and case study analyses and other simulated exercises. How are these presented in the first professional degree program at your institution?

Students are introduced to the role that professional codes and other statements play in professional responsibilities of the information professional in our required core course, *Survey of Librarianship and Information Science*. "Professional Ethics" is a major component of the unit on Effective Behavior in our required core course, *Management of Libraries and Information Systems*. In the management course students are required to read and to become familiar with the following documents:

Laura L. Nash, "Ethics without the sermon," Harvard Business Review, 59 (November-December, 1981): 78-90.

National Association of Counties (NACo). "Code of Ethics for County Officials." 1991.

Association for Computing Machinery (ACM), "ACM Code of Ethics and Professional Conduct," *Communications of the ACM*, 35 (May, 1992) 94-99. (Draft, February 12, 1992).

Students are required to bring copies of local codes of professional ethics for county governments or organizations in which the work. They really enjoy this assignment because they receive such quick responses to their requests. In fact, I have been called on the telephone by several county managers to thank me for focusing on professional ethics in the management course.

To encourage integrity by ethical behavior, students are required to provide an independent analysis of several case studies of actual situations that have occurred in school, public, academic, and special library environments. They also are then required to participate in a group analysis of at least one of the case studies. Is this adequate?

I think that our depth of coverage in our core courses is very adequate.

Moran: Professional codes and statements can provide only rudimentary guidance in making ethical decisions. The skeleton is there but it lack flesh. For instance, the ALA Statement on Professional Ethics (1981) provides very little guidance for a personnel manager seeking to making ethical decisions related to employees. As library and information professionals become more aware of the importance of ethics in a growing number of areas, these codes will likely be expanded to provide more guidance in decision making.

At UNC-Chapel Hill, students are given an introduction to many of the professional ethical codes in a required course taken at or near the beginning of their program. Certain codes are examined in greater depth in some of the advanced courses. These opportunities provide a chance for students to become familiar with the most important professional codes and statements. Students become aware of their existence, we hope they know the reasoning behind each code, and they know where to go when they need to refer to them in the future.

Smith: Professional associations provide some guidance in "right action" in the form of documents such as the Code of Ethics, the Library Bill of Rights, the Freedom to Read Statement, and so on. These provide a framework within which individuals can find a context for the job they are doing. In addition to the provision of forums for discussion and continuing education on ethical questions. However, it is the responsibility of programs of graduate education in library and information studies to initially introduce and inculcate in our students the specific concepts represented by these professional association statements and activities. It is our responsibility as library educators to challenge and prepare our students to think clearly and critically, as self-responsible and socially-responsible adults, about problems and issues they are likely to encounter in their professional lives, and to make rational, yet compassionate, decisions regarding them.

3. How does your program address ethical issues in preparing candidates for the first professional degree? In required courses, such as reference, cataloging, collection development? Specific courses on ethics? Extracurricular forums? Mentoring? Etc.? Is this adequate?

Auld: Because we feel that ethical issues should not be segregated, we attempt to integrate them into all of our courses, albeit it, some more than others. The

best time and place to deal with an ethical issue is in the context of a particular aspect of library service or operation. In this way, the ethical problem is more clearly identified, and the different ways of dealing with the problem can be examined in terms of its effect on the library client. We handle ethical issues in continuing education events in the same way we do in classes. As mentors, our faculty and professional intern site supervisors are expected to exhibit ethical behavior suitable for emulation by our students.

Is this adequate? How do we measure adequacy? I am unaware of any of our graduates being sued for embezzlement, and I have not heard of grossly dishonest or deceitful behavior on their part. Is this because we instilled a high standard of ethics? I would like to think so, but I must admit that much of their behavior follows patterns laid down many years earlier in childhood. Perhaps we did build at least a little onto that already firm foundation. Perhaps that is all we can do.

Speller: Ethical issues in preparing candidates for the first professional degree are covered in specific units in two of our core courses, *Survey of Librarianship and Information Science* and *Management of Libraries and Information Systems*. Ethical issues appropriate to the situation are integrated in reference, cataloging, collection development, library and information technology, and administration by type of library environment courses. Guest lectures are included as part of all of our courses and these activities are open to all students through public announcements.

As Dean of the School, I have emphasized the importance of professional ethics by giving each graduate since 1985 a copy of the ALA Code of Professional Ethics for their offices. The responses from the students, faculty, and media have been very positive. The local newspaper ran an article about my gift and its professional implications.

American Libraries and *LJ Hotline* considered the gift to recent Master of Library Science graduates as newsworthy also. One of our faculty, Lee W. Finks, took a closer look at the ALA Code of Ethics and thought it did not meet current needs. He submitted an article to *American Libraries*[6] stating his position on the need for a new code. The subsequent publication of the article in *American Libraries* resulted in a lively debate[7,8] which ultimately led to a series of public hearings at annual conferences of the American Library Association and a proposed revision of the "ALA Code of Professional Ethics."[9,10]

Another faculty, Pauletta B. Bracy, has maintained an active participant role in forums on intellectual freedom and the right to read. Is this adequate?

Comments from faculty and students would suggest that current teaching/learning strategies relating to ethical issues are adequate.

Moran: As mentioned above, the basic introductory course has a section dealing with professionalism where the basic professional codes are discussed. In addition, one lecture in that course is an introduction to information ethics which provides students with a beginning knowledge of the importance of ethics in the profession. Ethical issues are discussed in most of the advanced courses in management, collection development, reference and other areas. For instance, I cannot imagine a course in reference which did not cover some of the ethical issues such as privacy and confidentiality involved in information provision to individuals and groups.

An individual course on ethics would be useful because it would allow interested students to focus exclusively on the topic during the course of a semester. Lacking such a course, a section dealing with the ethics is appropriate in most courses offered in the curriculum.

Smith: The ways in which these responsibilities are carried out in the MLIS program at UNCG are outlined in our statements of program goals and student objectives. The faculty are challenged "To provide strong flexible educational programs, advice, and leadership to individuals, and ethical role models to prepare effective innovative library and information professionals....To exercise a leadership role in defining the social, ethical, and service responsibilities of library and information professionals in a democratic society....To foster individuals who are committed to ethical principles, knowledgeable in major curriculum areas, competent in technical skills, able to think critically, able to communicate effectively, and who have appreciation of the value of lifelong learning and the interdisciplinary nature of library and information studies." Students are challenged to become professionals who are able to "demonstrate a commitment to the ethics of the profession, including intellectual freedom and cooperation among libraries and other information agencies;...respond to the needs of diverse populations;...demonstrate essential competencies in the technology...communicate effectively..." and to "devise and implement a plan for personal professional growth."

While our program does not offer a specific course on ethics, ethical issues, principles and practices are integrated into virtually every course. This is especially true of our required courses, which cover foundations, reference, collection development, organization and management, library administration (general and specific types of libraries), and research methods. For example, in the Foundations course, students have the opportunity to hear about and discuss issues and trends in specific aspects of the profession with faculty and a variety of practitioners, each of whom provides insight into their own particular area of expertise and concern. There is a specific class session devoted to the topic of ethics, in which students participate in skits illustrating ethical dilemmas, and then explore the values in conflict and potential "right action" solutions (none of which are simple). Each student researches and prepares a paper discussing an issue of his or her choice, in which the student explores and documents various points and view, and then takes and justifies his or her own personal stand on the issue. This type of exploration of the ethics of an issue is assigned in many subsequent courses, and regularly appears as part of the comprehensive examination.

In other basic courses, (e.g., reference and administration) considerable time is devoted to experiential activities and discussion related to ethical behavior and communication among patrons, co-workers, administrators, and the community at large. In the course on organizing library collections, constant stress is placed upon the ethical practice of cataloguing and classifying for access by the clientele of the library in an understandable, non-discriminatory fashion. Objectivity, neutrality, and accuracy are emphasized. In addition, problems related to network participation and the individual right to privacy are addressed and discussed. In the course on collection management, class sessions are devoted to issues such as copyright, censorship challenges, ethical disposal of materials, and proper conduct of community analyses, as well as responsibilities of membership in resource sharing consortia, and the ethics of acquisitions and relationships with vendors.

Courses pertaining to specific types of library settings (i.e., public, academic, school media, special) concentrate as much on the particular environment and its political realities as on library operations themselves. For example, the

academic libraries course has been dealing with such ethical issues as the academic canon versus "political correctness." The elimination of bias, discrimination, and prejudicial treatment based on race, religion, sexuality, nationality, socioeconomic class and other social differences is an ideal strongly emphasized throughout the curriculum.

While each student is formally assigned a faculty advisor to assist in planning his or her course of study and in monitoring progress towards the degree, faculty also provide more informal leadership, mentoring, and individual attention to students, both in and outside of the classroom. By continually attempting to enhance the quality of academic programs, the quality of students' experiences, and the quality of research and scholarship, the faculty carry out their own commitments to the ethics of the profession.

4. What kinds of continuing education programs do you believe would be useful to those already in the field? Is your school offering anything which we might announce for you?

Auld: A lecture on ethics (i.e., on how to be good) is not likely to attract much of an audience. However, a workshop in which situational ethics are explored or a discussion of specific professional problems (e.g., dealing with the homeless or responding to conflicts of interest) would have more appeal. We are in the process of selecting our continuing education topic for next year.

Speller: I would like to see "Ethical Issues" incorporated where appropriate into the current continuing education programs on reference, management, research, publishing, and collection development.

I am planning to include a session on "Ethical Issues" in our Information Science and Policy Conference during the spring semester of 1993.

Moran: The School of Information and Library Science at UNC-Chapel Hill at this time has no continuing education program focusing on ethics planned. Once professionals are in the field it would be hoped that they are familiar with the basic codes, etc. that provide guidance in ethical questions. Continuing education for practitioners should focus more on ways to analyze ethical problems and to practice decision-making techniques that can be employed when hard decisions have to be made.

Comments:

Auld: As I said before, much of an individual's behavior is already developed as a small child. Our typical MLS student, some 35 years of age, is long past the point of building the foundations for her/his ethical behavior. Perhaps we can build on these foundations—if the student is interested and willing. Otherwise, we are mostly at the mercy of what parents, teachers, and others taught our students half a lifetime ago.

You may ask, Is that an optimistic or a pessimistic statement? Because a considerable majority of the people I have dealt with in libraries during the last 35 years have been honorable and basically good persons, I would have to say that I am optimistic. If I am wrong, we have long since lost the game.

Speller: Professional ethics should be stated more prominently as an educational outcome for the first professional degree than is current seen in most library school bulletins. The major crisis in our society and in our profession is the result of significant breaches in ethical behavior of our corporate and professional leadership. Much of this behavior can be ascribed to ethnic heritage and the lack of concern for the national or global human population.

One of the major issues that is especially challenging for ethical behavior is "whose ethics: yours or mine?"

All of the current ethics codes are presented as a homogenous set of principles. Enforcing the ethics codes still is largely dependent upon many behavioral variables that are confounded by ethnic identification. The current ethics codes do not address business protocol. A statement of business protocol would not be needed in a homogenous community. Because of attitudinal and related behavioral interactions which would vary along ethnic and cultural lines, a statement of business protocol one is definitely needed in a global community.

Finally, how do we deal with adult students in professional education programs who bring ethical behavioral problems with them?

References and Notes

[1]I require students in the management class to read an old but still very relevant article by Daniel Glaser, "Dynamics of Ethnic Identification," *American Sociological Review*, 23 (February, 1958): 31-40.

[2]Geert Hofstede, *Culture's Consequences: International Differences in Work-Related Values*, Abridged Edition, Beverly Hills, Calif.: Sage Publications, 1984, pp. 14-23.

[3]Another old classic which I require students to read is A. L. Kroeber and Talcott Parsons, "The Concept of Culture and of Social System," *American Sociological Review* 23 (October, 1958): 582-583.

[4]Larry Martin and others, "Cultural Diversity in the Workplace: Managing the Multicultural Work Force," *New Directions for Adult and Continuing Education* 48 (Winter, 1990): 45-54.

[5]Laura L. Nash, "Ethics Without the Sermon," *Harvard Business Review* 59 (November-December, 1981): 78-90.

[6]L. W. Finks, "Librarianship Needs a New Code of Professional Ethics," *American Libraries* 22 (January, 1991): 84-88.

[7]"Finding Fault with Finks" and "Ethics Committee Plans a Hearing," *American Libraries* 22 (March, 1991): 217-218.

[8]"Problems With a New Code," *American Libraries* 22 (April, 1991): 290.

[9]R. N. Stichler, "On Reforming ALA's Code of Ethics," *American Libraries* 23 (January, 1992): 40-44.

[10]"Testimony Points to Need for New Code of Ethics," *American Libraries* (March, 1992): 249-250.

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Andrews, Kenneth R., "Ethics in Practice," *Harvard Business Review*, 89 (September-October, 1989): 99-104.

Kidder, Rushworth M., "Ethics for the 21st Century," *Foundation News*, 33 (September-October, 1992): 46-49.

Membership Contest

The NCLA Membership Committee is sponsoring a contest to seek out and encourage new members which will run through registration for the 1993 NCLA Conference. Prizes will be awarded during the general sessions as follows:

- $100.00 for the person who recruits the most new members
- Recruiting three or more members gives eligibility for a drawing to award:
  - A "Get Away" weekend at the Conference Hotel
  - Free membership in NCLA for the next biennium

For further information, contact Helen Tugwell at 919/271-0640 or Ed Shearin at 919/247-3134.

The Ethics Quiz

by Martha M. Smith

(If you want to send me your answers and comments (anonymously) by May 1, I will submit the tally in a Letter to the Editor in a later issue of North Carolina Libraries. *Send reponses to Marti Smith, Kenan Library, Saint Mary's College, Raleigh, NC 27603 or FAX (919) 832-4831.)*

1. You are the reference librarian on duty at a large public library. Two teenagers come in and ask for instructions to build a car bomb. Would you:
   a. Help them all you could?
   b. Call the police?
   c. Ask your supervisor for advice?
   d. Ask them why they want the information?

2. You are the director of a small academic library. An automation vendor offers to take you to dinner at a national meeting. Would you:
   a. Accept with thanks?
   b. Go but pay your own way?
   c. Decline the invitation?
   d. Ask if another director friend could come too?

3. You are the head of a large public library system with many branches. A group of young adult librarians come to you with a request for a sex education day in the library. They want to dress up like condoms, pass out condoms, and give out information about safe sex. Would you:
   a. Agree and ask how you can help with the plans?
   b. Suggest they plan some displays but not anything as elaborate as a whole day of activity and costumes?
   c. Discourage them from getting involved with safe sex programs?
   d. Fire them?

4. You are the head cataloging librarian for a large school district and notice some books of lesbian fiction which have rather explicit covers waiting to be cataloged for the local high schools. Would you:
   a. Send the books off to be bound in plain covers?
   b. Put the books on the backlog shelf hoping they won't be found?
   c. Process the books with the explicit covers?
   d. Mark the books for patrons over 16?

5. You are the director of the public library system in a large urban setting. A member of your staff has become involved in defending the rights of the Man and Boy Club — a group of known pedophiles — to use the library's meeting facilities. Members of your board and the city government have threatened to withdraw support from the library if the staff member's activities are allowed to continue: Would you:
   a. Defend your staff member?
   b. Fire the staff member?
   c. Help the club find another meeting place?
   d. Review and revise the policy statement concerning the use of facilities?

6. You are in charge of circulation at the Business/Professional Library in a large urban area. You receive a call from the FBI asking you to prepare a report on all those who have used materials relating to Eastern Europe or the Middle East. Would you:
   a. Delete the records from the circulation system?
   b. Prepare a print out?
   c. Call ALA?
   d. Call the newspaper?

7. Patrons in your small inner city public library branch have complained to you about homeless people taking baths in the library rest room and sleeping on the furniture. Would you:
   a. Lock the restrooms and have people get a key from the staff so that the restrooms would be used by one person at a time and could be monitored?
   b. Put signs up discouraging inappropriate use of the library?
   c. Have the police remove persons who are sleeping or using the library to bathe?
   d. Suggest that patrons start a shelter for the homeless?

8. A group of young people come into the library one Saturday afternoon seeking information about moonshine and drugs. They seem to be high on something but you are not sure what. Would you:
   a. Ask them to leave?
   b. Call their parents?
   c. Show them information about drugs and moonshine?
   d. Question them about their intentions to use the information?

9. Several members of your library staff have been threatened, both at home and at work, by someone who says she plans to kill one of them. The caller seems to be very well read because she makes reference to the latest murder mysteries which the library has received. You suspect a member of the staff or one the regular patrons. Would you:
   a. Set a trap using the mysteries?
   b. Call the police?
   c. Do nothing?
   d. Stop ordering mysteries?

10. A child in the third grade asks you, the school librarian, for information about using cocaine. Would you:
    a. Tell the teacher?
    b. Talk with the guidance counselor?
    c. Call the parents?
    d. Help the child find the information?

11. A fellow staff member has been coming to work with bruises on his arms and legs about once a week for several months. When questioned, he asks you not to interfere. His mental state, however, is declining and you are having to cover for the work he is not able to complete. Would you:
    a. Insist he seek help?
    b. Consult the head of the library?
    c. Invite a counselor to have lunch with you and the person?
    d. Do nothing?

12. You hear at a state library convention that anti-abortion groups are planning to ask libraries receiving federal funds to remove materials on abortion from their collections. Would you:
    a. Remove abortion materials before anyone asks you to do so?
    b. Alert your Board of Trustees to the possibility of a challenge?
    c. Rush out and buy all you can on abortion-pro and con?
    d. Write up a special policy on controversial materials?

13. The KKK asks if they can put up a display during the week of the Martin Luther King holiday. Your library has a policy of being open to all public groups for displays or meetings. Would you:
    a. Allow the KKK to have a display but put it in a back of the library?
    b. Allow them to have a display but encourage groups supporting racial harmony to have displays also?
    c. Refuse the request?
    d. Refer the request to the library board?

14. Your library has an extensive software collection for children. Would you:
    a. Allow staff members to copy freely?
    b. Enforce copyright agreements?
    c. Informally allow some copying of software if it could be done quietly?
    d. Ignore copying and leave it to the discretion of the staff members?

15. A very mature ten year old has been reading books on genetics and reproduction in the adult section. He has been very quiet but some of the adults have complained and the staff members are wondering about the motives behind his reading. Would you:
    a. Have his parents sign a permission form to allow him to read and check out adult materials?
    b. Ask the child to do his reading in the children's department?
    c. Do nothing?
    d. Ask the boy not to use the adult section?

16. You are in charge of library personnel for a large city system. A branch manager asks you what you think of her running for the school board so that she could do more to support school and library cooperation. Would you:
    a. Suggest she resign before she declares her intention?
    b. Encourage her and offer to help her win?
    c. Suggest she take a leave from her job?
    d. Urge her not to get involved in politics?

17. You are in charge of collection development for a small town in a rural area. The director of your library has urged you to select more romance novels and action fiction to please the members of the Friends group. You, however, feel an obligation to the students in the area to balance the collection. In a time of very limited funds, you would:
    a. Order what you think is best and risk your job?
    b. Encourage students and parents to fill up the suggestion box?
    c. Ask for help from teachers in the community?
    d. Order what the director wants?

18. You are the reference librarian in a research library. You have been asked by one of your scientists to get large quantities of material on interlibrary loan for a daughter who is in college but living at home. He has asked you to charge the photocopy costs to his research account. Would you:
    a. Do as instructed?
    b. Refuse to do as asked?
    c. Tell your immediate supervisor?
    d. Tell the scientist's supervisor?

19. You are in charge of a building project for a small public library. Your Board wants a large Victorian parlor for receptions, teas, and other meetings. You want the floor space for public services. Would you:
    a. Seek to replace the board members?
    b. Lobby for a small Victorian parlor?
    c. Ask staff members to write letter to board members?
    d. Comply with the board request and look for another job?

20. You are a new staff member in a large university library. After a few weeks on the job, you begin receiving invitations to lunch from a senior staff member. You politely decline, but the invitations continue. Alone in the staff elevator one day, this staff member tells you that he was responsible for your getting the job and if you will not go out with him, he will have you fired. Would you:
    a. Scream rape or fire in the elevator?
    b. Go out with him and try to reason with him?
    c. Threaten to charge him with sexual harassment?
    d. Refuse to go out with him?

21. You are the director of a corporate library and you find out that your company is being sold and that the library will be closed. You have been asked not to reveal your information. Do you:
    a. Tell you staff and help them look for other jobs?
    b. Tell your professional staff?
    c. Start making job contact yourself?
    d. Find another job and quit?

22. You are the director of an academic library/computer center in a large university. A committee is planning a retirement party for the head of collection development — a single female. The committee wants to hire a male stripper to entertain the staff and teaching faculty members who have been invited to the retirement party. Would you:
    a. Approve the money for the stripper?
    b. Suggest they hire a clown?
    c. Approve the money but have the stripper in the collection development office before the party?
    d. Suggest the staff ask a student assistant to be the stripper so regular student assistant funds could be used?

23. You badly need to to upgrade your library's online system but have no budgeted money for the project. Recently, with the settlement of an estate, the library has received $250,000 as a gift designated for books. Since the will was written in 1963, you might be able to justify using the money for the system upgrade. Would you:
    a. Call the heirs and see if they would support you?
    b. Move money from the book budget to the system budget to disguise the use of the gift funds?
    c. Forget using the gift money for the upgrade?
    d. Let the library board decide?

24. You have developed a software program on the job in your spare time to keep track of archival materials. You are under no contractual agreement at work to surrender rights to your software. Would you:
    a. Try to market your program and give the proceeds to your employer?
    b. Split the profits 50%-50%?
    c. Get a lawyer and try to keep the profits for yourself?
    d. Wait to market the product until you leave that job?

25. You are asked to advise the automation committee in another city on the purchase of the integrated system which you have had for several years. You have been told in confidence by the president of the company that they have plans to go out of business in two years. Would you:
    a. Refuse to advise the committee?
    b. Tell the committee what you know?
    c. Tell the library director what you know?
    d. Ask the company president to be honest with the committee?

26. You are asked to serve on a national ALA committee to advocate equality of employment, including diverse races, ethnic groups, gays and lesbians, persons with AIDS, and the disabled. You know that this would be controversial among your colleagues, especially your boss. Would you:
    a. Accept the appointment but not request travel money for attending meetings?
    b. Ask your boss first and abide by her/his decision?
    c. Accept the appointment and use your vacation hours to go to meetings?
    d. Refuse the appointment?

27. You find out while searching a database for a client that a company is likely to have a huge increase in the value of its stock. Would you:
    a. Forget the information?
    b. Buy the stock before it goes up?
    c. Tell all your friends about the good deal?
    d. Warn the database providers about potential abuse of the information?

28. You are a stamp collector and work in the acquisitions department of a large library. You often see envelopes with stamps which you would like to have. Would you:
    a. Take the stamps out of the trash?
    b. Ask if anyone else wants the stamps and share?
    c. Ask your supervisor?
    d. Ignore the stamps?

29. You have been working for an automation vendor for a long time when you discover that a fellow employee is passing company secrets to a competitor and receiving money. Would you:
    a. Tell the president of the company?
    b. Tell the person that you will report him/her if the practice does not cease?
    c. Ask for a cut of the money?
    d. Do nothing?

30. Because you are an information professional, you are asked to serve on a committee in support of a county public information system. Would you:
    a. Decline because of your desire to maintain professional neutrality?
    b. Accept with pleasure?
    c. Ask permission of your employer?
    d. Suggest that several information professionals advise the group?

31. A regular patron confides in you that she/he wants to commit suicide and asks for resources. Would you:
    a. Suggest she/he buy *Final Exit* at the bookstore?
    b. Give her/him your personal copy of *Final Exit*?
    c. Urge her/him to seek counseling?
    d. Call a family member and have the person committed to a mental institution?

32. You are in charge of interlibrary loan in a large library. The demand for copies of journal articles has far exceeded fair use under the copyright laws. Your supervisor has told you to ignore the law. Would you:
    a. Do what you are told?
    b. Call the ALA for help?
    c. Report the situation to the proper government officials?
    d. Find another job?

33. As the systems librarian for a large consortium, you know a great deal about the libraries in your group. For example, you know that two catalogers from different institutions are spending personal time together while they are supposed to be at consortium meetings. Would you:
    a. Confront the couple?
    b. Ignore the situation?
    c. Tell the director?

34. Your community has a large number of senior citizens who are politically active, including advocacy for library funding. Over the years your branch library has built a good collection to support their needs. Now there is a large Spanish speaking population moving into the community. Would you:
    a. Enlist the seniors to raise money for appropriate materials for new members of the community?
    b. Form an advisory committee from the new community?
    c. Seek new money from the county or state for new materials?
    d. Add a Spanish speaking staff member?

35. As the head of the reference staff in a large academic library, you notice that one of your younger librarians is not successful in interacting with the culturally diverse student population. In some cases, the staff member is offensive and even rude. Would you:
    a. Volunteer to take the person's desk time?
    b. Ignore the behavior?
    c. Plan an in-house training activity on cultural diversity?
    d. Speak directly to the staff member and make clear the implications of the behavior for raises and promotion?

Information Ethics and Librarianship:
A Bibliography

by Martha M. Smith

The following is a selective bibliography of sources documenting the evolution of information ethics as a field of research and study.

Although some of the articles give a historical overview, most deal with current ethical issues which sooner or later involve libraries of all types and the librarians who manage them. Those who wish to explore further the fascinating and ever burgeoning field of information ethics should contact the compiler for a more extensive bibliography.

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POINT

A New Ethical Code: Its Time Has Come

by Lee W. Finks

"Ethics? Library ethics? Come on, Dad, get with it. People don't want to think about ethics these days."

So one of my children said to me the other night when I was grousing about my profession's apparent lack of enthusiasm for a new code of ethics, one of my own professional crusades. I even had been on the verge of stating that my fellow librarians did not care about the ethical dimension of our work.

After all, I thought, what should we expect in the world in which we live today? The overall ethical tone of our society is so low, especially in business and politics, that even babes in their mother's arms are becoming cynical. The latest interpretation of America's ethical instincts, *The Day America Told the Truth*, tells us that we have no ethics. We are "making up our ethics as we go," we would rather not have to think about matters of right and wrong, and we certainly do not want anybody telling us how we are supposed to behave.

Does this apply to librarians? Are we in the mainstream of modern America's cynical and self-serving zeitgeist? I seriously doubt it. Most of us are far removed from the cultural mainstream — after all, we even prefer reading and thinking to watching television! — so I would not expect us to fit these dismal norms in regard to ethics and values. Instead, we want to do what is right, and we believe that there is a difference between right and wrong in the practice of our profession.

Ethical codes traditionally have been considered hallmarks of professions because they attempt to make it clear to the public that high standards and altruistic service to clients are expected of all practitioners and abuse of the code will not be tolerated. As a result, the public develops confidence in, and respect for, the profession.

Library ethics is not so much concerned with problems of dishonesty and unfairness among librarians, as it is with inspiring "good librarianship" and reducing "poor librarianship." We need an ethical code because we want to be as good as we possibly can. A formal statement of our ideals and standards will help us be good librarians. A code is not designed to be a standard of behavior forced upon the field by some higher authority. It is something we create and enforce ourselves, something that holds us to a higher standard of behavior, in addition to those required by law or morality.

For me, the obvious question becomes this: do we not want to have guidance available for our obligations toward society, toward the individual user, toward our profession and our colleagues, and toward our own institution and its managers? Suppose we had a code that we agreed reflected our mission and function, that was brief and positive, that clarified our priorities, and that had as its main aim the improvement of library service: would that not be a good thing?

In other professions, a well-conceived code of ethics defines the limits of acceptable conduct and gives guidance as to what kind of actions are regarded as right or wrong. Such a code can be a dynamic instrument of professional advancement by developing, establishing, maintaining, and raising the standards of conduct of practitioners.

As authorities on professional ethics have pointed out, an explicit statement of the principles of right conduct can sometimes be a better vehicle than the example of fellow practitioners. It gives a foundation for more consistent ethical behavior among members, and it can provide the practitioner with an impersonal and welcome way of refusing an unethical request. A viable code of ethics also establishes discipline within the occupational group. It discourages and prohibits behavior that will bring the group into disrepute, and discourages inferior practices. In this way, the code becomes a constructive influence in the occupation.

All of us know the arguments for how to improve our libraries: more financial support, more responsive management, recruitment of better personnel, improved library education, etc. But it is this author's belief that a positive, strongly-stated, and inspiring code of ethics, one that we are proud of, that we regularly refer to in our work, and that speaks for us to our constituency will give us a foundation on which we can work to accomplish our other, more practical goals.

COUNTER POINT

Is It Code or Is It Conduct?

by Harry Tuchmayer, Column Editor

Contrary to popular belief, I really do struggle with the opinions I put forth in this column. After all, I have a *professional responsibility* to help clarify the issues facing librarianship today. That isn't to say I don't exaggerate once in a while to make a point or carry an argument to some sort of logical extreme. But I'd like to think that what I have to say will help others deal with the problems we face as professionals. However, to argue against a code of ethics! Come on now, who in their right minds are going to take me seriously on this one? After all, how can anyone be against ethical behavior?

I'm not against ethical behavior. Far from it. I firmly believe that many of today's problems stem from the *absence* of any commonly *accepted* belief in what is right and wrong. And Lee is absolutely right when he says that "we would rather not have to think about" these things. But why do we spend so little time thinking about ethics? I don't think it has anything to do with "America's cynical and self-serving zeitgeist." We don't think about a code because we have confused the code with who we are. I'm not opposed to a Code of Ethics; I'm concerned with how its very existence has made it all too easy for librarians to ignore.

... an explicit statement of the principles of right conduct can sometimes be a better vehicle than the example of fellow practitioners.

— Finks

You see, the problem is we like to think of ourselves as somehow different, or even better, than other professions. And as much as I'd like to agree with Lee, the sad fact is librarians are no different than mainstream Americans. We aren't better, or more ethical than anyone else, yet we continue to perpetuate the myth that we are. Our very Code demands it! After all, we willingly proclaim that "Librarians must provide, resist, protect, adhere, distinguish, and avoid" so many things, is there any wonder that we share this misguided view of ourselves? Perhaps it's because we think we have already attained these lofty ideals for ourselves that we no longer concern ourselves with the daily effort necessary to achieve them.

The answer is not to formulate a new code, but rather to stop hiding behind the one we already have.

— Tuchmayer

We as a profession have become too complacent with regards to ethical concerns because we no longer believe they apply to us. The answer is not to formulate a new code, but rather to stop hiding behind the one we already have. Can it be that because our code demands "...unbiased and courteous responses to all requests for assistance," that we fail to recognize the subtle inequities in reference service to faculty and student, children and adults that takes place daily? Is it possible that because we proclaim our resistance to "all efforts by groups or individuals to censor library materials," that we have abdicated our own responsibilities in regard to collection development? Have we confused our role in protecting "each user's right to privacy with respect to information sought or... received" with some higher responsibility as guardian of those same rights?

The real problem with our code of ethics is that librarians have come to believe it is *the* definition of who we are, rather than who we would like to become. Your son is right, Lee. Librarians don't want to think about ethics these days. Not because of some deep seated cynicism, but because of the fear of what it might reveal about our own shortcomings. Librarians are not perfect. We are as capable of committing all the wrongs we should be struggling to avoid as any other profession. Recognizing this simple fact could go a long way towards revitalizing the Code we have.

Public Libraries and the Homeschooling Patron

by Debby Morley and Toni Wooten

Disillusionment with current public education practices has led thousands of families across the United States to seek another mode of education for their children; homeschooling is the chosen alternative for many of them. Defined and regulated by individual states, the practice of homeschooling has achieved some form of legalized status throughout the United States. North Carolina, from which the sample for this study was chosen, legalized this method of education in 1985, and defines a homeschool as ..."a nonpublic school in which one or more children of not more than two families or households receive academic instruction from parents or legal guardians, or a member of either household" (G.S. 115C-563(a)). The state also requires homeschools to register with the State Office of Nonpublic Education. One result of this state-approved status in North Carolina is the rapid growth in the number of registered homeschools in the state — from a total of 381 families (809 students) in the 1985-86 school year to 2479 families (4127 students) in 1990-91 — a growth rate of 550 percent. Such increases are being seen nationwide, indicating that homeschooling is gaining credibility and is more widely recognized as a viable alternative education practice.

Since public libraries traditionally have been viewed as "educational" institutions, providing information services to all users, the homeschool family might naturally have an affinity to such an environment. Their emergence in large numbers onto the public library scene has demonstrated this fact, and their information-seeking goals are clearly education-oriented. These clients may be entering with high demands for the library's reference department, or with the goal of locating materials on their own to supplement their educational program. As a result of the wide range of behavior patterns among these families, libraries have developed varying relationships with these user groups.

The purpose of this study was to ascertain what relationships do exist between the homeschool family and the public library in North Carolina; however, its implications go beyond state or regional boundaries. Although homeschooling is of growing interest and concern throughout the United States, little has been reported in the literature and few empirical studies done. The benefit of such research is the bringing to the forefront the information and service needs of this ever-growing user group to ascertain whether these needs are adequately met by library professionals. To facilitate gathering such information, this study was designed to determine how much the homeschool teachers (parents) depend on libraries for educational materials and what role (active or passive) is being played by public librarians in the homeschooling process.

Literature Review

Although much research has been done on homeschooling and library services individually, substantially less information is available on how the two areas relate to one another. During the literature search two major perspectives surfaced which were applicable to this current study. First, library literature provides a library perspective to servicing homeschool families, and secondly, resea rch on the general phenomenon of homeschooling approaches the topic from an educational/sociological standpoint.

The two groups of literature have posed a predominantly positive image of homeschoolers. What is clear from the limited body of literature that exists linking public libraries and these home educators is that the librarians who have developed ties with their homeschool community have had positive experiences. However, the literature does not provide much empirical research on the homeschoolers' perceptions of the library, nor have in-depth studies been done to determine the information needs of this group from the library perspective and whether these needs are being met. The purpose of this current study, therefore, is to augment this body of literature on homeschoolers and their use of public libraries.

Research Design

Data was obtained from homeschooling teachers and public library professionals in Mecklenberg, Wake, Buncombe, and Guilford counties of North Carolina. These four counties, which have the largest number of homeschoolers in the state, represent the growing phenomenon of homeschooling in the United States. The names of registered homeschooling teachers and the names of public library professionals were selected on a random basis.

The "homeschooling" questionnaire was sent to a sample of forty homeschooling teachers who are registered with the North Carolina Office of NonPublic Education. This questionnaire was designed to investigate the homeschoolers' perceptions of public libraries along the themes of obtaining and using curriculum, the role the public library plays in implementing the curriculum (i.e., meeting the information needs of the homeschoolers), and what these families perceive to be the awareness level of librarians with regard to library use of homeschooling patrons. The "public library" questionnaire was mailed to a sample of thirty public library professionals. It inquired about their awareness of homeschooler patrons and

their awareness of the information and library needs of these homeschoolers. Results of the two surveys were synthesized to provide a composite view of the relationship between homeschoolers and public libraries. Finally, the relationship of the results to the hypotheses was investigated along with conclusions and a discussion of the impact this phenomenon may have on the public library profession.

Hypotheses

The following hypotheses were established at the onset of the study:

1. Homeschool teachers depend on the public libraries to provide resources for the homeschooling programs.
2. Public libraries do not play an active role in the homeschooling process.

Research Findings

The research findings from the two surveys are reported separately, with trends integrated in the "correlation of results" section.

Homeschoolers' Survey Results

Twenty-one out of forty homeschooler surveys were returned, yielding a response rate of 58 percent. The sample population surveyed has been homeschooling for an average of approximately five years, with the range being from two to eight years. These numbers contradict previous research which asserts that "as many as one-third of the homeschool families have been at it for two years or less"[1] It seems clear these families have a vested interest in continuing the practice.

The first area of questioning was on curriculum.[2] Seventeen (81 percent) of the families responded that they order their curriculum materials from a commercial source. Fourteen (67 percent) of the families also develop their own programs, especially for certain disciplines, such as history and science. Use of the local school system's curriculum occurred in two (10 percent) of the cases. Some families reported the use of more than one method of acquiring their curriculum materials.

Because the State Office of Nonpublic Education frequently receives queries from these homeschoolers as to where school curriculum guides can be found, the families were asked if they had ever requested the school's curriculum through the public library. The twenty (95 percent) "no" responses showed either an assumption that the material would not be there or ignorance of the fact that it might be available. The one respondent who had asked for the curriculum found it unavailable. However, another commented, "Home schooling is growing in North Carolina by leaps and bounds. I do not think the public libraries are as aware as they should be of the need to carry school curriculums from local private and public schools."

The researcher also asked whether their curriculum was supplemented from sources other than the library. Fourteen (67 percent) of the respondents wrote in some specific sources, and four respondents (19 percent) left the question unanswered. The purpose of this question was to determine whether or not any of these families subscribed to an information broker which they accessed through a home computer. No evidence of this activity was given.

The second area of questioning, the role of the public library in carrying out that curriculum, revealed that nineteen (90 percent) of the surveyed families use the public library in their educational programs. No respondent reported using it exclusively for curriculum. Seventeen (81 percent) use the public library for supplementing their curriculum. In addition to curriculum supplementation, ten (48 percent) use libraries for recreational materials. "Other" responses included use of library for research for reports and needs in specific curriculum areas.

In determining the quality and availability of library service, questions were asked pertaining to these families' use of the libraries. Needed materials were "usually" found by eighteen (86 percent) of the respondents. Two families wrote in the descriptives, " sometimes" and "occasionally." No one "always" found the sources they needed and one family (5 percent) reported "rarely" finding desired materials.

In order to locate their sources, fourteen (67 percent) stated they borrow from more than one library. Seven (33 percent) stated they did not; one respondent commented that the distance between libraries makes it unfeasible to visit other facilities. Of those who do use more than one library, seven (50 percent) stated as the reason that no single library had all they needed. Some families commented that they ordered books from other branches to be sent to their own library. Yet one respondent asserted that having to wait was not convenient, and consequently they often went to another branch to pick up a needed book. Access to several libraries appeared somewhat important. Eight (57 percent) of those who reported using multiple libraries have equal access to those facilities. Four (29 percent) of the respondents are true "library-hoppers," enjoying visiting and using several library collections.

This survey was also aimed at determining whether or not these families ever used the library as a group or participated in any of the programs provided. Only eight respondents (38 percent) reported using the library in a group activity. Examples of these group activities reported in the survey were

homeschool bookclubs, homeschool support group meetings, and library skills instruction. In addition, three respondents reported attending scheduled storytime programs.

The responses to the previous questions showed heavy use of libraries by the homeschool families. The last question was asked to see whether these users feel that the library professionals are aware of their homeschool activities. Only seven (33 percent) reported that "yes," their librarians knew they were homeschoolers, twelve (57 percent) reported "no," and two (10 percent) were not sure. Many of these families may be private with that information and not think it important or may expect to receive negative reactions and do not wi sh to jeopardize their relationships with the librarians.

The final section of the survey requested any additional comments the respondents might wish to make regarding their experiences with public libraries. The comments were divided into three overall themes: "strokes" for public libraries, suggestions, and dissatisfaction with libraries and/or librarians. In grouping these comments, a more composite picture of these homeschool families and their relationship with public libraries emerged.

Several positive comments towards libraries and librarians were offered, concurring with other researchers that homeschoolers experience basic satisfaction in their library use.[3,4] These families report feeling fortunate that the library is there. They like having public libraries to turn to for curriculum sources rather than "having to go to the expense of buying." Adjectives used for describing librarians here were "helpful," "supportive," and "receptive," all implying positive experiences for these users. By far, the highest accolade was provided by one respondent, who asserted, "We homeschoolers appreciate librarians!"

... public librarians are not proactive in anticipating any of these homeschool families' needs ....

Though most of these families were quite satisfied, they still had suggestions to offer to libraries. More homeschool support materials in the adult collection are desired, as are more copies of individual books, especially those that might be in high demand for an educational program. One respondent would like to see a "program or network set up through the library" for homeschool families which could result in activities such as lectures and workshops, booksales/trades, and films for children.

While these suggestions were given in a positive, helpful way, genuine dissatisfaction with libraries and librarians was also evident from some of the comments. Some libraries were reported as having limited activities. One respondent wondered if this could be a result of "lack of staff or funds, or if it's a lack of interest or time." This perception of lack of interest is mirrored in other comments about some libraries not being encouraging to the home-school families. One respondent objected to having to go to a larger branch to find certain books, and another reported total disillusionment with children's librarians, saying they are "always stuffy and short-tempered. They need to loosen up!" Whether this less-than-perfect librarian image is reserved only for homeschooling patrons is not indicated here.

Lastly, two of the respondents challenged the library's collection policies. One stated that the libraries seem "quite bias ed" in their book selection and that "openness to other sources" for book review information does not exist. The other wrote a rather long criticism, warning libraries that "politically correct biasing of purchases and accessibility of books, magazines, and infor mation should be resisted at all cost," and that there is "great power in knowledge to do good if you have all the facts...and greater potential for doing wrong...when all the information is not available and used."

Public Librarians' Survey Results

Twenty out of the thirty questionnaires about homeschooling patrons were returned by the public library professionals surveyed, resulting in a response rate of 67 percent. All but one responded that they are aware of patrons who are homeschoolers.

One library professional reported that "at times it is difficult to meet the needs of homeschoolers as they do not have a high level of commitment." Another respondent had observed that "they (homeschoolers) seem to be much more comfortable using only the listed books, and are not as agreeable as 'general' patrons to substituting different titles (even when the substitutions are newer and more accurate!)." Another reported that "the children are usually undisciplined and have trouble adapting to a group atmosphere (such as storytime, etc.), and that we find both the children and the parents unschooled in basic library resource materials, and how to use them. Only one of the four library professionals who supplied attitudinal information had a more positive response. "We do enjoy our homeschool patrons. They're some of our most intelligent and most interesting patrons."

As the findings show, most homeschool families develop curriculums that at minimum address the state requirements for homeschooling. Access to public school curriculums greatly assists the homeschooling family in developing a program of study at home. One respondent reported that the four homeschooling families that use the library try to pattern their school curricula on that of the public schools and therefore use the same materials offered to public school students. The public library professionals surveyed were questioned as to whether they had curriculum guides for the public school districts in their area and whether they assisted homeschoolers with curriculum development. All respondents revealed that their collections do not contain curriculum guides, nor do they assist homeschoolers with curriculum development. One reported that "we have several homeschoolers in our community and they never indicated a need for curriculums". Three (15 percent) of the library professionals who completed the questionnaire commented that they did provide upon request, titles from the curriculum materials that homeschoolers had obtained from another source. One library professional shared that their children's librarian works with parents who are teaching at home to help them select various books for units they are teaching. It was revealed that the homeschooling parent usually requests books on special topics that he/she is teaching at the time, and that the librarians are usually able to find the materials they request.

Although Gemmer labeled homeschoolers' desire to get textbooks from the public library as a misconception by librarians, one respondent wrote that "we are frequently asked if we can have the actual textbooks that various families need, but, as with the public school system, we

cannot provide textbooks."

Nine (45 percent) of the library professionals responded that the homeschooler patrons do request special materials or services. It was reported that many of the homeschooling families "are intense users of the library in that they check out a very large number of books per family and ask for a relatively large number of items to be transferred to the branch for pick up there." Another referred to "home educators" as being their biggest circulation generators at 20-100 items/family. Several respondents commented that their collections contain various books about homeschooling and that patrons sometimes asked for these. One library professional reported that most of the requests for homeschool information are from parents considering teaching their children at home and that their collection contained *Home School Manual* and *The Big Book of Learning* for these patrons. None of the libraries included in the sample subscribe to any of the leading national homeschooling magazines or newsletters.

Although several articles in the library literature mention setting up a vertical file containing information for homeschoolers (i.e. a copy of the state law on homeschooling, a list of homeschooling associations, the local school system's curriculum guide , etc.), none of the libraries that participated in the study maintains a vertical file on homeschooling.

Nineteen of the libraries surveyed (95 percent) do not provide technology resources (i.e. software or modems) to homeschoolers. Some added that this is a service that they cannot afford to provide to any of their patrons. One library does support a Youth Computer Room with Apple computers and software available to all school age patrons including homeschoolers.

Six (30 percent) of the library professionals answered "yes" to the question "Do you provide programs for homeschooling groups?". Library tours and library instruction were mentioned by two (10 percent) of the respondents as programs they have provided to homeschoolers on an as needed basis. One (5 percent) mentioned storytime as a program that has been requested by homeschoolers. Three respondents (15 percent) communicated that they had children's programs on a regular basis, and that homeschoolers were welcome to attend, but that no special programs for these patrons had been developed. One respondent wrote that, "one of our most successful and popular homeschooler programs/services is a yearly bulletin board display of 'Home Grown Art', since these families have no display outlet for their best arts and crafts outside of the home."

While the findings of this survey seem to indicate a more reactive than proactive stance by the library in serving the homeschooler patrons, one respondent did mention that "we recognize that homeschooling is gaining popularity in our area" and "that for the first time, a group of librarians will be meeting to discuss homeschoolers, their needs and how the library can respond."

Correlation of the Results

The integration of these two sets of findings reveals areas of commonality between the viewpoints of the homeschooling family and the public library professionals, as well as points of variance. These are discussed below.

Both surveys concur in the reporting of low involvement of homeschoolers in library programs. The number of homeschool families reporting using libraries for group programs is statistically close to the number of surveyed libraries who report having provided programs to this user group.

Both sets of respondents also mention extensive use of library materials by homeschool families. In spite of this activity, librarians do not see themselves as actively involved in curriculum development, nor as needing to treat this group in any way above and beyond normal patron service. However, source books for homeschool families are provided and are reported as being heavily used, especially by those considering homeschooling.

... the report of the library's awareness of these homeschoolers is the one area of discrepancy between the two surveys. The libraries all reported knowing of homeschooling patrons, but almost two-thirds of the homeschool patrons stated that libraries are not aware of their activities.

A vertical file folder on homeschooling would effectively augment those parent handbooks found in the nonfiction collection, but the public libraries sampled have not sensed the need to provide up-to-date vertical file information on homeschooling in their collections. This may be due to patrons not even knowing this collection of documents exists (or that the library could be a source), and/or librarians forgetting it can be helpful as a general collection of information on current topics. The benefit of such a service would be to reinforce the library's image as an information-provider.

Additionally, public librarians are not proactive in anticipating any of these homeschool families' needs (i.e. curriculum guides, homeschool publications, etc.). Because curriculum guides are not available in any of the libraries surveyed, these homeschooling patrons may not even be aware that these could be provided by libraries, an assumption supported by the fact that only one of the families had requested them at any time. One homeschool survey response may have indicated a general attitude towards public school curriculums, saying "they only have 1/2 the story and 1/2 the truth," so why should they be interested in these school curriculums?

Finally, the report of the library's awareness of these homeschoolers is the one area of discrepancy between the two surveys. The libraries all reported knowing of homeschooling patrons, but almost two-thirds of the homeschool patrons stated that libraries are not aware of their activities. This difference can be interpreted in two ways. First, librarians may be more aware of homeschoolers using the library than these families think they are. Second, many more of these families

may be using the public library than librarians realize; this survey's random selection process may have happened to choose more of those who have not made their activities known.

Conclusion

The results of these surveys, as discussed above, lend support to the original assumptions for this research. First, this study reveals that homeschool families do depend on public libraries for their educational materials. The extent of use for original curriculum planning varies, but supplementation appears to be a major role of libraries in the education programs. Also, reports from librarians agree with the assumption that public libraries do not play an active role in homeschoolers' use of libraries, nor do they appear to want to do so. This involvement, too, may vary from library to library, but aside from general reference assistance or reader's advisory, these professionals do not appear to be taking a proactive stance in serving the homeschooling patron.

Discussion

This study shows a population of students and teachers who extensively use public libraries to fulfill their educational needs. The study also reveals a library profession that treats these homeschoolers no differently than they would any other patron group. Rather than being proactive in their library service, these professionals prefer to remain reactive, addressing situations when confronted with them. However, the rapid growth rate of the homeschooling population translates into more and more homeschool families searching out public library resources to help fulfill their educational objectives. This situation places library professionals at a pivotal point where they must decide whether their own community's homeschooling population merits a conscious effort to reach these users or whether the library's current level of service is sufficient.

Additionally, whether the approach chosen is proactive or reactive, library professionals should remember that the public library is the library for most of these homeschool students; therefore, the caliber of their library experiences should be of even more concern if they are to become life-long library users. Adequate study materials, reader's advisory, and reference networking, al l provided in a positive atmosphere, would contribute to development of a pro-library attitude, as well as towards the satisfaction of homeschooler information needs.

This study also signals the need for cooperation and communication between public librarians and the homeschool users in order to serve this group adequately and to educate non-homeschoolers on the basics of the educational practice. Ignorance of the ideologies intrinsic in this choice of schooling can be a major stumbling block in quality library service. And reticence on the part of homeschoolers to clearly define their needs does not contribute to removing this obstacle. Open communication is necessary if public libraries are to play the role expected of them by homeschool families and if these families are to receive the educational support they need from the public library.

Finally, although this study's sample was restricted to one region of the country, it has implications nationwide. With the increasing popularity of alternative school options such as homeschooling and educational vouchers, public librarians throughout the United States must erase their own paradigm of the traditional student and be willing to meet the needs for whatever educational practice is chosen. This adjustment in thinking will reinforce the image of the public library as an educational institution, one that considers public service a priority.

References

[1]LaRue and LaRue, 34.

[2]For this study, curriculum is defined as the planned sequence of activities followed in implementing an educational program.

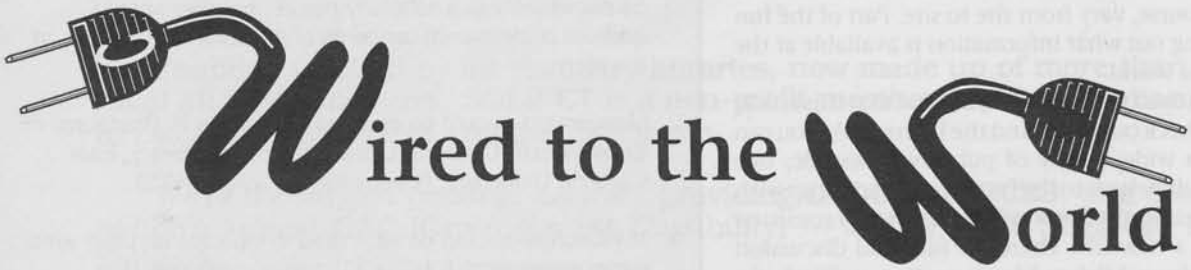
[3]Van Galen, 245.

[4]Gemmer 1991, 22.

Editor's Note:

For sample questionaires and information about the literature search please contact Dr. Elfreda Chapman, Department of Information and Library Science, University of North Carolina at Chapel Hill.

Editor's Note: North Carolina Libraries *introduces a new column, "Wired to the World." Edited by Ralph Lee Scott, a documents librarian at East Carolina University, this column will introduce the states' librarians to the wealth and variety of information available through internet accesss. We welcome your comments.*



— by Ralph Lee Scott

This is the first of a series of columns describing various sites on the Internet. As you know, the Internet is an electronic transmission system that connects computers in government, industry, and education for the purpose of information exchange. Internet sites, as the computers are called, provide access to a wide variety of library OPACs (Online Public Access Catalogs), data files, and bulletin boards (discussion groups). An example of this type of site is the North Carolina Information Network (NCIN) run by the Division of State Library. While NCIN is run like an Internet site, it is not yet on the Internet, and must be accessed by other transmission systems such as LINCNET (Local and INter-Campus NETwork). We will visit a number of sites around the country in this column. The first site is a large, well-known one located in Denver called CARL (Colorado Alliance of Research Libraries).

To reach the CARL system you need to connect on the Internet to pac.carl.org (using the mnemonic) or 192.54.81.128 (using the Internet Protocol address), as appropriate for your data communications system.[1] I have selected CARL because it is a good example of the wide variety of information available at an Internet site. CARL contains library OPACs, online indexes and abstracts, online document delivery servers, large bibliographic databases, encyclopedias, data files and gateways to other library systems. CARL is typical of what you will find on the Internet, but every site is different in terms of the files offered.

The CARL system, one of the largest in the world, runs on a 16 co-processor Tandem ("non-stop" — remember the ads) system with 23.62 gigabytes of online disc storage (the original 5 1/4 inch floppy discs hold 365,000 bytes) and can support some 1,500 users at one time.[2] The CARL union catalog currently contains 5,868,078 library records. When you first connect on the Internet to CARL, the CARL Welcome screen asks you to indicate which type of terminal you are using. After you make the selection, CARL responds with the statement "All set. [When you are ready to exit the system, simply type //EXIT, or "hangup." (This is good advice to remember.)] You then get the CARL introductory screen which offers you five choices: Library Catalogs, Current Article Indexes and Access, Information Databases, Other Library Systems, and Library and System News.

Selecting the "Library Catalogs" choice will connect you with one of twenty-four Library OPACs on the CARL System. This includes the University of Colorado, the Colorado School of Mines, the Denver Public Library, the University of Colorado Health Sciences Center, Government Publications and CCLINK-Colorado Community College System. All of these OPACs are searched using the CARL search engine (system) and the patron can move from one catalog to another using the same search strategy. This is typical of how Internet OPAC search engines switch between library catalogs.

If you choose "Current Article Indexes and Access" you will get a variety of document delivery, text, and data files. A number of these files are restricted to CARL ID holders. The first is CARL *UnCover*, the system proprietary article access and document delivery system (restricted). *ERIC*, the *Magazine Index*, the *Trade & Industry Index*, and the *Academic Index* are available on CARL but you must have a password to access them. The CARL New Journal Issues file offered on this screen is a useful file to check for issue receipt (non-restricted), as is CONSER, the National Serials Cataloging Database (also non-restricted). The British Library Document Supply Centre article delivery service is also available for UK publications, but access to this is restricted. The Boston Library Consortium union list can be selected on the screen (non-restricted). Also available is the full text of *Online Libraries* (non-restricted). This is typical of the types of indexing and bibliographic files you will find on large system OPACs. (For example, the Arizona State University OPAC has a good Southwest local history data file.) Some will contain files that are restricted to those affiliated with the institution, but many are open to the public. The public access ones will allow you to search on the Internet for information. Often you can also switch from file to file using a common search strategy.

The third selection on CARL contains what is described as Information Databases. These include: *Choice* Book Reviews, an encyclopedia (restricted), an "Environmental Education" database, "Metro Denver Facts," "School Model Programs," a Company profile similar to *Disclosure* (restricted), the U.S. Department of Energy Database (currently down), and the *Internet Resource Guide*. The *Internet Resource Guide* is a good place to locate online information sites, see what they contain, and learn how to get there.

Other library systems may be consulted using the CARL system as a gateway. Among them are: the University of California MELVYL system, Arizona Libraries, the University of Maryland System, the University of Hawaii System, Montgomery County (Md) Dept. of Public Libraries, MARMOT library system (Colorado Western Slope), Boulder Public Library, and the Pikes Peak Library System. Sometimes when you get to these

other systems, you can connect to yet another file or database that is not available on the CARL home system.

The final choice on the initial CARL selection screen gets you to a variety of news files. These files generally provide library operating hours, current exhibitions, special collection information, newsletters online, holdings information, university scheduled events, registration, and admissions information, tax and local government information, and, in some cases, job announcements. These will, of course, vary from site to site. Part of the fun of the Internet is finding out what information is available at the various sites around the world.

I hope you have enjoyed your visit to CARL and that this article will encourage you to check out CARL and the Internet. As you can see, the Internet has a wide variety of publicly accessible, free information. The main drawback to the Internet is keeping up with the sheer amount of the information available. Every day someone somewhere throws up a new file. There are files and discussion groups on everything from Mickey Mouse to Queen Elizabeth. Finding them is a challenge.

To Enter CARL
connect pac.carl.org.
To Exit CARL
//Exit

Notes

[1] How to get an Internet connection to your library is beyond the scope of this column. The author suggests that you contact the person who is responsible for computer data communications at your agency, or contact Ralph Scott (919) 757-6533, for more general information.

[2] Data cited is from the file GENERAL PAC NEWS which is found online in the CARL system.

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

1. **North Carolina Libraries** seeks to publish articles, materials reviews, and bibliographies of professional interest to librarians in North Carolina. Articles need not be necessarily of a scholarly nature, but they should address professional concerns of the library community in the state.

2. Manuscripts should be directed to Frances B. Bradburn, Editor, **North Carolina Libraries**, Joyner Library, East Carolina University, Greenville, NC 27858-4353.

3. Manuscripts should be submitted in triplicate on plain white paper measuring 8 1/2" x 11" and on computer disk.

4. Manuscripts must be double-spaced (text, references, and footnotes). Macintosh computer is the computer used by **North Carolina Libraries**. Computer disks formatted for other computers must contain a file of the document in original format and a file in ASCII. Please consult editor for further information.

5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else on the document.

6. Each page should be numbered consecutively at the top right-hand corner and carry the title (abbreviated if necessary) at the upper left-hand corner.

7. Footnotes should appear at the end of the manuscript. The editors will refer to The Chicago Manual of Style, 13th edition. The basic forms for books and journals are as follows:

   Keyes Metcalf, Planning Academic and Research Library Buildings (New York: McGraw, 1965), 416.

   Susan K. Martin, "The Care and Feeding of the MARC Format," American Libraries 10 (September 1970): 498.

8. Photographs will be accepted for consideration but cannot be returned.

9. Upon receipt, a manuscript will be acknowledged by the editor. Following review of the manuscript by the editor and at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue.

10. **North Carolina Libraries** holds the copyright for all accepted manuscripts. The journal is available both in print and electronically over the North Carolina Information Network.

11. Issue deadlines are February 10, May 10, August 10, and November 10. Manuscripts for a particular issue must be submitted at least 2 months before the issue deadline.

North Carolina Books

Dorothy Hodder, Compiler

The focus of New Deal scholarship in recent years has shifted from the Presidency and Congress to an examination of the implementation and consequences of New Deal programs in the states and localities. Douglas Abrams has now produced the first detailed book-length assessment of the New Deal in North Carolina. The book is also noteworthy for a chapter dealing with the impact of the Depression and New Deal on the state's African American community.

Making extensive use of the papers and correspondence of the Depression era governors and congressmen, agency reports from national and state archives, newspapers, and previously published research, the author documents the process by which the conservatives in North Carolina's agricultural and manufacturing establishment used their control of state government to undermine and limit federal programs which they perceived as a threat. These interest groups generally supported New Deal recovery efforts which were of immediate benefit to them, but frequently opposed wage and hour legislation, unionization, and job creation or relief efforts which threatened the supply of cheap labor for industry and farm.

Douglas Carl Abrams.

Conservative Constraints: North Carolina and the New Deal.

Jackson: University Press of Mississippi, 1992. 285 pp. $39.95. ISBN 0-87805-559-2.

Abrams' introduction summarizes his conclusions. Writing of the administrations of Govenors Gardner, Ehringhaus, and Hoey, he states, "instead of relief, jobs, or regulation of business, they tenaciously fought for tight fiscal policies, implementation and preservation of the sales tax, and a climate favorable to business. A 'little New Deal' was never a serious possibility in the state. Conservatives with no interest in the welfare state were too strong."

Abrams' harsh judgment of the state's political elite will be regarded as excessive by some. In 1931 the state assumed responsibility for roads, prisons, and schools from the county governments, stabilized county and state finances, and coordinated local relief efforts. The sales tax was adopted in 1931 to finance this significant expansion of activity at the state level and to provide property tax relief for hundreds of thousands of farmers and homeowners. If this exhausted the local impetus for reform, it is also important to remember that "as a poor, rural state North Carolina had neither the money to fund an extensive welfare state nor the urban base to create strong support for the New Deal." And despite its "constraints," the major federal programs accomplished a great deal. Hundreds of thousands benefitted from relief, WPA, and CCC employment, and a slow recovery was sustained until the wartime production boom finally ended the Depression.

The bibliographic essay preceding the index is a useful guide to the resources available for the study of this period of the state's history.

Douglas Abrams is a graduate of Bob Jones University, North Carolina State University, and the University of Maryland and is Professor of History at Bob Jones University. He has given us an extremely valuable addition to North Carolina history and an essential purchase for all academic and large public library collections. School librarians might find more suitable the much less detailed work by Anthony J. Badger, entitled *North Carolina and the New Deal*, a 1981 publication of the North Carolina Division of Archives and History.

— Paul King, Peace College

Rubye Alley Bumgarner.

The Sunset Farms Cookbook.

Winston-Salem: John F. Blair, 1991. 226 pp. $14.95.
ISBN 0-89587-085-1.

This cookbook and autobiography is the story of Rubye and Ed Bumgarner's experiences as innkeepers at Sunset Farms in the southern mountains of North Carolina. The farm had been in Ed's family for three generations. During the Depression, when they could not sell chickens for the cost of their feed, Rubye suggested that they try to eke out a living by selling the chickens cooked. Near their house, on the highway which led to the Smokey Mountains National Park, they put up a homemade sign advertising chicken dinners. Many tourists stopped to eat the chicken dinners and some asked to spend the night. Business grew, and the Bumgarners added cabins and enlarged the kitchen and dining space.

Interspersed with the story are recipes and cooking tips. Rubye's first meals were local foods, with recipes from her mother and other relatives for such traditional southern favorites as Fried Chicken, Cornbread Stuffing, Chicken and Dumplings, Hopping John, Fried Apples, Biscuits, Corn Bread, Wilted Lettuce, Coconut Pie, Crunch Top Sweet Potatoes, and Squash Casserole. Also included are mountain foods: Wild Greens, Violet Jam, Corn Cob Jelly, Branch Lettuce Salad, Dandelion Salad, Leather Britches (dried string beans), Kraut, Homemade Hominy, Fox Grape Wine, Stuffed Quail, Dove Pie, Bear Roast, Venison Hash, Ash Cake Bread, Liver Mush, and Corn Pone. As the Inn became famous, visitors who came from far away and employees with different backgrounds offered ideas for food and recipes. The menus became eclectic with the additions of such foods as Peanut Butter Soup, German Potage, Eggs en Cocotte with Asparagus Spears, Sweet Potato Flambee, Beef Rollups, Stuffed Mushrooms, Stuffed Flank Burgundy, Cheese Fondue, Vinaigarette Low Calorie Dressing, and Anchovy Sauce.

The household and garden hints section includes such advice as "try using a thread instead of a knife when a cake is to be cut hot" and "remember, to be a good cook, you need to know when to put it on and when to take it off". The book contains an extensive glossary of menu terms useful to travelers.

The book is fascinating to read. However, since the recipes are not arranged for easy access, the index is essential. It is in order by type of food, with entries under each in alphabetical order by title of recipe. A more extensive index with cross references would make the book easier to use in cooking.

This book is appropriate for any general library collection. It would have special interest for travelers who visit country inns, for readers in the history of the Blue Ridge Mountains, and for cooks who like to share recipes.

— Elizabeth J. Laney

The Encyclopedia of North Carolina.

New York: Somerset Publishers, Inc., 1992.
542 pp. $79.00. ISBN 0-4030-990-56.

The reason given for publishing this title is to provide a single, encyclopedic reference source which will "play a part in a national reference to all of the states...an Encyclopedia of the Unlted (sic) States." Unfortunately, this typographical error overlooked in the foreword is the first indication of numerous problems which render this title unacceptable for addition to most library collections. In the section on state symbols (which cannot be found through use of the table of contents or index), the historical designation of the Carolina chickadee as the state bird is discussed, yet nowhere is it stated that the state bird is now the cardinal. A cursory examination of its dictionary of "incorporated populated places" shows that it omits Fairmont. Cross-references are incomplete: *The Columns* in Murfeesboro does not have a cross-reference or index entry. In the section on governors, James Martin's birthdate is omitted.

The historical section is the strongest part of the book, but it is incomplete — especially on events in the past fifty years. The chronology is uneven in coverage (Reagan visits Charlotte, Perrier Water recalled), the text has glaring typographical errors, and the entries could be more specific (the first "black" mayor was elected in Chapel Hill, but his name is not given). The chronology is inconsistent, omitting gubernatorial inaugurations in 1965 and 1973 and listing "strong economic growth" as the only significant event of record in

1972. No reference is made to the Lumbee Indians, who are trying to obtain federal recognition. Only one version of the story of how the nickname of Tarheels came about is included. Finally, the date from the act establishing the state flag is incorrectly given as April 12, 1775, rather than April 12, 1776 (see discussion of the significance of this date in the *North Carolina Manual*).

The foreword acknowledges information on North Carolina available from many sources, and sources like the *North Carolina Manual*, *Facts About the States*, the *North Carolina Gazeteer*, and William Powell's *Dictionary of North Carolina Biography* and *North Carolina Through Four Centuries* are still the places to turn for answers to questions about North Carolina. Somerset Publishers has indicated they intend to correct problems, but until then, this title is not recommended.

— Teresa L. McManus, Mary Livermore Library, Pembroke State University

Mary K. Nicholson.

Separation and Divorce in North Carolina:

Answers to the Most Commonly Asked Questions About Your Legal Rights.

Asheboro, NC: Down Home Press, 1992.
68 pp. ill. $7.95. ISBN 1-878086-16-2.

Divorce has an enormous impact on today's society. In North Carolina over thirty-four thousand couples divorced or went through an annulment in 1990, the last year for which figures are available. Clearly, there is a need for an easy-to-read self-help book in family law. The book should be free of legal mumbo jumbo, and should explain the steps for separation, divorce, custody, child support and maintenance (alimony), division of property, and more. *Separation and Divorce in North Carolina* is not that book.

The author, a graduate of Wake Forest School of Law and a practicing attorney in Greensboro, explains in the preface that she wrote the book to answer questions people repeatedly ask her. Her intent is admirable, and the book fills a gap, but not adequately. The book's question and answer format is user friendly. Questions are posed simply and concisely. Answers, however, are not concise, and at times the answer does not respond to the question. At other times the answer to one question is buried in another answer later in the chapter. The problem may be partly organizational. Since the author writes in a folksy, plain-talking style with many scenarios, the result is sometimes rambling.

Family law is complex. Each divorce is different, and the author could not provide concrete answers for every possible situation. At the very least, however, she should prepare her reader for working with the attorney she cautions her or him to consult. Nowhere, for example, does she suggest how to approach an initial interview with a lawyer, yet the client who arrives at an attorney's office with important marital and financial papers in hand can save time and money.

In contrast to the Nicholson book, several books on the market address the difficulties of marital and family break-up in an understandable style, free of legalese. *Family Law in Orange County* by Lisa Aldred, JD, is a short booklet available for $3.00 from the Orange County Women's Center at 210 Henderson Street, Chapel Hill, NC 27514. It was published in 1990 under a grant from the United Way of Greater Orange County, and addresses questions about domestic violence, separation, divorce, and child custody in North Carolina. The author walks the reader through each legal process, step by step. Although the information is oriented towards Triangle area resources, the booklet would be a valuable addition to any North Carolina public library legal collection.

Divorce and Money: Everything You Need to Know About Dividing Property by Violet Woodhouse *et al.* is another excellent choice for a public library legal collection. The book addresses the long-term financial consequences of divorce, and includes many charts, worksheets, and checklists to help readers evaluate net worth in order to divide assets and debts fairly. Nolo Press, the Berkeley, California publisher of *Divorce and Money*, is in the vanguard of the do-it-yourself law movement. Its inexpensive and readable publications guide people simply through the how, when, where, and why of the law. In addition, they publish new editions regularly, since in law, a title more than two years old is of questionable value. A title more than four or five years old should be weeded from the collection. *Divorce and Money* and other Nolo Press publications would be fine additions to a library collection. Call (510) 549-1976 for a catalog.

— Marguerite Most, University of North Carolina Law Library

Jeffrey J. Crow, Paul D. Escott, and Flora J. Hatley.

A History of African Americans in North Carolina.

Raleigh: Division of Archives and History, North Carolina Department of Cultural Resources, 1992. 237 pp. $10.00. ISBN 0- 86526-255-1.

William S. Price, Jr., Director of the Division of Archives and History, states in the foreword that this book is in part "a summation of [a] sustained effort begun in the 1970s." The purpose of this effort was "to focus special attention on the history of African Americans in North Carolina." The final product is a powerful testimony to the sincerity of that effort. Five centuries of African American life and development, triumphs and defeats, sorrows and joys are chronicled here for the reader.

The authors of this book have extensive collective experience in the area of African American research and publishing. Crow, administrator of the Historical Publications section, Division of Archives and History, and Escott, Reynolds Professor of History at Wake Forest University, both have published widely on related subjects. Hatley, currently teaching at North Carolina Central University, is a former Black History Coordinator at the Division of Archives and History. It is the richness of their expertise that allowed them to compress the massive amount of research and information pulled from numerous sources into such a concise work.

The conciseness of the work provides its primary strength. In less than 240 pages the authors deftly recount black colonial life and the descent of black status into slavery. They manage to inform readers of paradoxical positions of African Americans during the major wars in American history. They address and discuss traditional topics in African American history such as the relationship between slaves and masters, the contradictory roles of Christianity in black life, Southern whites' reactions to the Civil War and Reconstruction, life in the Jim Crow South, and black post-World War II fights for better social conditions. Yet they surprise the reader with many enlightening revelations: that the legendary deep rift between house slaves and field slaves did not exist, that there was a great westward migration after 1877 (long before the more famous South/North migrations) that removed significant numbers of blacks from Eastern North Carolina, and that there was considerable infighting among black leaders.

The same brevity that makes this book appealing limits the work at times either by preventing the inclusion of all-important factors in discussions of topics or by disallowing the full development of introduced characters or thoughts. For example, the discussion of slave insurrections, revolts, and plots completely omits the Denmark Versey insurrection of 1822 which, along with Nat Turner's revolt and Grabiel Prosser's rebellion, was a defining moment in the institution of slavery. During the discussion of Reconstruction, the authors introduce an organization called the Union League, but they do not give enough information about it to help readers truly understand the organization's purpose and use. A final example is the discussion of John J. Parker's rejection as a candidate to the U.S. Supreme Court. The authors wrote that "Dr. A. M. Riveria of North Carolina Mutual...quietly provided the damning evidence," but the authors never say what that damning evidence was! The limitations of brevity are also revealed in the book's whirlwind tour of post-World War II black struggles.

The above items aside, this is a fine one-volume history of African American life. It

brings together into a single book facts, figures, and other information that would take an individual an immeasurable amount of work to tie together and organize. Although concise, it is quite comprehensive and broad in scope, capturing the major events in black North Carolina history while aptly addressing the subtle nuances of that history. This book is a must for public, academic, and special libraries with North Carolina, Southern History, or African American History collections.

— Philip Cherry III, Public Library of Charlotte and Mecklenburg County

Jennifer Ravi.

Notable North Carolina Women.

Winston-Salem: Bandit Books, 1992.
156 pp. $10.00. ISBN 1-878177-03-6.

Notable North Carolina Women presents thirty-one short biographies of women associated with the state by birth or residence. Included are the usual: Dolly Madison, Ava Gardner, Frances Bavier, Virginia Dare, and Flora McDonald. The author has made a concerted effort to balance this group with contemporary women of significant accomplishment such as Elizabeth Hanford Dole, who is currently President of the American Red Cross; Maya Angelou, a nationally respected poet; and Gertrude B. Elion, who received the Nobel Prize for Medicine in 1988. Photographs or reproductions of paintings are included, as is a short list of biographical sources for each woman. The index includes all personal references as well as place name references, so that readers can look up "Wilmington," for example, and find all the women who are associated with that city.

Though this book includes a number of women only marginally connected to North Carolina, it will be useful to school and public librarians reacting to classroom assignments. The information is presented in a straightforward and strictly factual style which may not make for inspirational reading, but which will be easily used by fourth through eighth graders writing reports. Purchase where needed.

— Rebecca Sue Taylor, New Hanover County Public Library

Donald Davis.

Jack Always Seeks His Fortune.

Little Rock, Ark.: August House Publishers, 1992.
220 pp. $21.95. ISBN 0-87483-281-0 (cloth); $11.95.
ISBN 0-87483-280-2 (paper).

If we could all just step off the ferry to Ocracoke Island, walk up to Donald Davis's front door and say, "Tell us about Jack," many of us would do so. The next best thing would be attending one of the veteran storyteller's performances or listening to one of his tapes. Donald Davis's new book, *Jack Always Seeks His Fortune*, comes in fourth to all of the above, but it's a photo finish. This collection contains thirteen stories about Jack told in an easy, unhurried style; and although the storyteller's animated presence is missing, the tales have a life all their own.

Donald Davis, author of two other August House collections of original and traditional stories (*Listening for the Crack of Dawn* and *Barking at a Fox-Fur Coat*) spent his childhood in the mountains of North Carolina. He grew up hearing his grandmother and other family members relate Jack's adventures, not in any formal way but as naturally as we might gossip about the neighbors down the block. The tales, remembered and retold in this collection, have a sense of that comfortable familiarity with Jack, and while they all deal in some way with finding or seeking a fortune, they also show Jack's many- sided humanity.

Jack is sometimes the fool, sometimes the wag, often lucky, and always full of mischief. In "The Time Jack Cured the Doctor," one of the funniest tales, he outwits a character who's grown too clever for his own good. "The Time Jack Fooled the Miller" has Jack undoing a braggart and a thief by tricking the man's wife into his own bed. In several stories Jack ends up marrying a king's daughter; but although he might move into the castle, he doesn't spend any time being a king. As we are told at the end of "The Time Jack Went Up in the Big Tree," there was no need to waste time being king since "everybody around where they lived already knew what they were doing." And so, it would seem, does Donald Davis.

Jack Always Seeks His Fortune includes a highly informative introduction by Joseph Daniel Sobol, and a foreword and brief headnotes by the author. This book is appropriate for any library serving general readers.

— Ann Sullivan, Sadie Saulter Elementary School, Greenville

Other Publications of Interest

Readers who enjoy *Jack Always Seeks His Fortune* will also want to dip into ***More Best-Loved Stories Told at the National Storytelling Festival***. Storytellers David Holt, Gwenda Ledbetter, Alice McGill, Ray Hicks, Jackie Torrence, and Donald Davis represent North Carolina in this lively mix of fables, folktales, and personal narratives from many ethnic backgrounds. (1992; National Storytelling Press of the National Association for the Preservation and Perpetuation of Storytelling, P.O. Box 309, Jonesborough, TN 37659; distributed to the book trade by August House Publishers, P.O. Box 3223, Little Rock, AK 72203; 223 pp; $19.95, ISBN 1-879991-09-8 (cloth); $11.95, ISBN 1-879991-08-X (paper).)

Three sources of special interest to genealogists and local history researchers were published by libraries and archives and related organizations in North Carolina last year.

The North Carolina Freedman's Savings & Trust Company Records, compiled by Bill Reaves, is a valuable source of information about African Americans in North Carolina immediately following the Civil War. The Freedman's Bank, as it was commonly known, had branches in New Bern, Wilmington, and Raleigh, and was active from 1865 to 1874. Information from bank account applications includes birthplace, residence, age, occupation, literacy, and family ties of customers. An index of surnames is included. (1992; the North Carolina Genealogical Society, c/o Margaret M. Hofmann, Box 446, Roanoke Rapids, NC 27870; 588 pp.; $31.80.)

Guide to the Manuscript Collections, J. Murrey Atkins Library, University of North Carolina at Charlotte, edited by Robin Brabham with Randy Penninger, is an important means of access to 187 processed and unprocessed collections containing an estimated 1,400,000 items including approximately 50,000 photographic images. The geographical focus of the collections is on Charlotte and Mecklenburg County, but they include significant holdings relating to civil rights at the state and national levels. This guide is a list of collections with brief descriptions, and an index keyed to the descriptions. The

preface describes a more detailed index and inventories available for use at Atkins Library. (1992; Special Collections Unit, J. Murrey Atkins Library, University of North Carolina at Charlotte, Charlotte, NC 28223; 64 pp.; free while copies last.)

Women's Voices in the Southern Oral History Program Collection, edited by Kathryn L. Nasstron, contains abstracts of over three hundred oral history interviews with southern women in the twentieth century, grouped by topics such as "Southern Politics," "Notable North Carolinians," "Rural Electrification," "Labor," and "Cane Creek." Entires include the number of tapes and the number of pages in the transcript if one has been prepared. Notes following each abstract mention other material available on the interviewee, and references to related manuscript collections in the Southern Historical Collection. An extensive index concludes the guide. (1992; Southern Oral History Program Collection and Manuscripts Department, CB# 3195, Hamilton Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3195; xv + 178 pp.; $17.00.)

Three more books describe life in three of our state's major cities. Mary Norton Kratt updates her ***Charlotte: Spirit of the New South***, originally published in 1980, with "many new stories and colorful photographs and early sketches." She has woven recent events such as Harvey Gantt's 1990 Senate race, the destruction of Hurricane Hugo, and the infamous Jim Bakker trial into her story, not just tacked on a new last chapter. (1992; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 295 pp.; $34.95; ISBN 0-89587-095-9.)

An amusing collection of anecdotes by Martin Lancaster describes ***Raleigh: An Unorthodox History of North Carolina's Capital***. With no index and with chapter titles like "Hands Off Our Weak-Brained Women," this is strictly for browsing. Did you know the Raleigh Police Department had no filing system until 1950? (1992; Down Home Press, P.O. Box 4126, Asheboro, NC, 27204; 266 pp.; $19.95; ISBN 1-878086-15-4.)

Finally, Hamilton C. Horton, Jr. has written a practical booklet on ***Living in Winston-Salem: A Guide to the Heritage, Traditions, and Daily Life of a Southern Community***. Besides providing information on local business and industry, education, recreation, and cultural life, he reviews the city's neighborhoods, explains local Moravian customs, and advises newcomers on the manners that will be most acceptable to natives. A handy pocket guide with a refreshing personality, clearly written by a man who knows and loves his community. Index included. (1992; Winston-Salem Magazine, P.O. Box 10921, Winston-Salem, NC 27108; 97 pp.; $7.95.)

Three books for the nature lover cover the state from coast to mountains. Elizabeth Leland's ***The Vanishing Coast*** is a pilgrimage up the coast of the Carolinas, from Daufuskie Island in South Carolina to Wanchese on North Carolina's Roanoke Island. Her essays on ways of life threatened by the erosion of nature and civilization are powerfully illustrated with black and white photographs. (1992; John F. Blair, Publisher, 1406 Plaza Drive, Winston- Salem, NC 27103; 141 pp.; $21.95; ISBN 0-89587-092-4.)

Birds of the Blue Ridge Mountains by Marcus B. Simpson, Jr., is a substantial birdwatching guide, organized primarily around the Blue Ridge Parkway in North Carolina and Virginia. Illustrated with maps and drawings, it is full of detailed information about the habits of birds. It includes an annotated checklist of birds, a generous list of resources for maps and other information, lists of references and suggested readings, and indexes. (1992; The University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; 354 pp.; $29.95, ISBN 0-8078-2018-0 (cloth); $14.95, ISBN 0-8078-4363-6 (paper).)

Growing and Propagating Showy Native Woody Plants is a beautiful guide by Richard E. Bir, extension horticulture specialist at the Mountain Horticultural Crops Research and Extension Center of North Carolina State University. The book is illustrated with maps, drawings, and color photographs, and would be useful for gardeners throughout most of the eastern United States. (1992; The University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; 192 pp.; $29.95, ISBN 0-8078-2027-X (cloth); $18.95, ISBN 0-8078-4366-0 (paper).)

Persons interested in reviewing for North Carolina Libraries *are invited to contact Dorothy Hodder at New Hanover County Public Library, 201 Chestnut St., Wilmington, NC 28401, (919) 341-4389. Reviewers are not paid, but may keep the books they review.*

Lagniappe* / North Caroliniana

compiled by *Plummer Alston Jones, Jr.*

Editor's Note: "Lagniappe/North Caroliniana," the newest feature column of *North Carolina Libraries*, is envisioned as a complement to "North Carolina Books." As such, "Lagniappe/North Caroliniana" will feature reviews of materials in various non-book formats presenting fictional or nonfictional accounts on North Carolina or the Southern regions which include North Carolina (e.g., the Appalachians, the Southeast, the Old South, the New South, etc.). Publishers and creators of nonbook materials which meet these criteria should forward materials for possible review. Reviews of up to 250 words are welcomed and will be considered for publication. Send materials and reviews to Plummer Alston Jones, Jr., c/o Iris Holt McEwen Library/LaRose Resources Center, Elon College, P.O. Box 187, Elon College, NC 27244-0187.

A New Route into the Old North State: *PERiodical Source Index (PERSI)*

by Lee Albright and Helen F. M. Leary

PERiodical Source Index [annual], 1986- , vol. 1- , edited by Michael B. Clegg et al. Fort Wayne, IN: Allen County Public Library Foundation, 1987- . Prices vary. For particulars contact the address below.

PERiodical Source Index [retrospective], 1847-1985, 12 vols. to date, prepared by the Staff of the Allen County Public Library Foundation and the Allen County Public Library Genealogy Department. Fort Wayne, IN: Allen County Public Library Foundation, 1988- . $1,400, if ordered before publication of the fourth segment; $1,650, upon completion of publication. For particulars contact the address below.

Bibliography of Genealogy and Local History Periodicals with Union List of Major U. S. Collections, edited by Michael B. Clegg (Fort Wayne, IN: Allen County Public Library Foundation, 1990). viii + 528 pp. $75. Order books and price lists from: ACPL Foundation, PERSI Project, P. O. Box 2270, Fort Wayne, IN 46801-2270.

PERiodical Source Index's stated purpose, according to its Introduction, is to be a "comprehensive place, subject, and surname index to articles from the broadest spectrum of English-language and French-Canadian genealogy and local history periodicals." The *Index*, popularly called PERSI, is dramatically expanding access to genealogical and local history periodicals, a beneficial revolution comparable to the publication of census indexes.

Contents and Organization

Each index entry includes the following data: title of article (more or less), a code for the journal name (translated in an appendix), journal volume and number, and the month and year of publication. PERSI divides the entries into five major categories: "U. S. Places," subdivided by state, thereunder by county; "Canadian Places," subdivided by province; "Other Foreign Places," subdivided by country; "Research Methodology"; and "Families." Within four of these categories ("Families" is the exception), entries are further divided into twenty-four sub-categories according to "record type": biography, cemetery, census, church, court, deeds, directories, history, institutions, land, maps, military, naturalizations, obituaries, other, passenger lists, probate, school, tax, vital records (which includes marriage), voter, and wills. Entries in each sub-category are listed in alphabetical order by the first word of the title. Thus, if one were looking for deed abstracts of Orange County, North Carolina, one would expect to find such an entry under "US—NC—Orange—Deeds" and, perhaps "a"

*La•gniappe (lăn-yăp´, lăn´ yăp´) n. An extra or unexpected gift or benefit. [Louisiana French]

for "Abstracts" or "d" for "Deeds" or "o" for "Orange," depending on how the author titled the article.

The "Families" category, which is arranged alphabetically by surname, covers "articles on individual families, cemeteries where all people buried have the same surname, a single record about an individual or between two parties, and family Bible records. Family surname journals, queries, ancestor charts, and family group sheets have been *excluded* [emphasis of the reviewers]." An entry whose title includes two or more families is duplicated at appropriate places in the alphabet (e.g., "Alden-Lay-Crysler line, 1620-1988" appears under "a," "l," and "c").

Scheme of Publication

PERSI is being published in three separate but interrelated parts; only parts one and two use the indexing categories described above. The first part is the annual-index series, which began with 1986 and is currently available through 1991 (1992 will be published in 1993, and so on). 1986, however, is the only volume that contains entries from that year alone; later volumes include articles published in any year between the end of 1985 and the volume-title year.

The second part of PERSI is the retrospective-index series, which covers periodicals published from 1847 through 1985. It will be published in sixteen volumes divided into four segments, with each segment consisting of four volumes: a pair with the spine title "Places" (which include listings in the three "Place" categories plus "Research Methodology"); and a pair with the spine title "Families." Three four-volume segments have been published to date; the fourth is projected for publication in approximately two years. When publication has been completed, a microfiche edition "that cumulates the information of the four segments into one alphabet" is expected to be available. Also, a series of smaller editions limited to entries pertinent to specific states is being considered for future publication.

The third part of PERSI is the *Bibliography* and presently consists of a single, comprehensive volume. Over 5,400 English-language and French-Canadian periodicals and series are listed alphabetically by title. The *Bibliography* includes periodicals that have not yet been indexed and those for which no indexing is contemplated (family-surname publications, for example). This compilation was the result of cooperation between the Allen County Public Library and ten other major libraries, which are listed with their name codes in the Acknowledgments. Information for each title includes its PERSI code (if one has been assigned) and its subject, frequency, holdings at each of the eleven libraries (by name code), notes, publisher, address, and price and ISSN if known. An extensive volume index provides access by place, family surname, and some subjects (computers, for example, and specific religious denominations, migration, heraldry, and so forth). Of the sixty-six "NC" entries in the *Bibliography*, thirty have been indexed in the current retrospective sets and an additional twenty-seven have been coded for annual indexing, future retrospective volumes, or both.

Using PERSI

Using PERSI to find articles about a particular family is relatively easy as long as the researcher patiently searches all currently available volumes. Using it to find an article about a particular subject is also relatively easy, but finding *all* the indexed articles about that subject can be more difficult. No research tool is perfect; although PERSI comes pretty close, it does throw a few stumbling blocks in the user's path. One is the lack of a coherent plan for "Research Methodology"; another is the inconsistency with which PERSI addresses its growth problems (the annual volumes have tripled in size since 1986 was published).

"Research Methodology" is the major category through which PERSI expects to locate articles about how to find, analyze, and compile genealogical and historical data. Unfortunately, entries within that category are assigned to the same sub-categories used in "Places" (deeds, vital records, military, etc.) and there are no intervening divisions that correspond to "state" or "county." If the original design had incorporated a series of methodology-specific divisions and sub-categories, the disproportionate use of "other" to categorize 70% to 80% of all "Research Methodology" entries could have been avoided. In addition, the research category could have provided access to the techniques demonstrated in case studies (which now appear only by surname in "Families") as well as the methodology discussed in sources-oriented articles (which now appear in "Places," usually under "other") by the simple expedient of duplicating the index entries in both places. (Adding a new sub-category in "Places" for "methods/sources" would make such articles more accessible there as well.)

Extraordinary growth, rather than poor design, created part of the problem with "other" and most of the problems with such burgeoning sub-categories as "US—Military" and "US—History." PERSI editors are obviously aware of the difficulty and have begun, wisely, to try to group same-subject entries within each sub-category (e.g., by war under "military" and by alphabetical placement in the others). Unfortunately, the means used to force groupings are inconsistent: a subject-matter keyword was added to the beginning of some titles, others were rearranged in order to begin with a keyword, and most entries still begin with their original first word, which usually places the entry outside the artificial grouping. Perhaps it is time to expand the entire list of sub-categories, adding not only "methods/sources," but "ethnic/national," "migration," "occupation," "transportation," etc., and keywords under "history" to group articles by century.

Value of PERSI

In spite of its flaws, PERSI is an enormous boon to researchers and to the librarians who try to help them. Although using it well requires practice and persistence, the results are often magical. Researchers now have access to quantities of hitherto untapped resources, and librarians can direct their patrons to helpful material with far greater precision than was formerly possible. The entire research community owes a tremendous debt of gratitude to everyone who had a part in producing this revolutionary set of volumes; they will benefit not only genealogists and local historians, but biographers, sociologists, demographers, geneticists, physicians, psychologists, and countless others.

PERSI in its present form is recommended for purchase by all major libraries, especially those with large genealogical collections or collections oriented toward other kinds of historical research. The proposed state-specific editions of the retrospective volumes (should they become available) are recommended for purchase by smaller libraries and those with limited resources.

NCLA Candidates 1993-1995

CANDIDATES FOR VICE PRESIDENT/PRESIDENT-ELECT

— ***Jackie Beach***: Director, Edgecombe County Memorial Library, Tarboro.

Education: B.A. English, Wake Forest University; M.L.S. East Carolina University

Professional Activities: NCLA (Public Library Section, Friends/Trustees Liasion Committee 1986); LAMS; RTSWL; N. C. Public Library Directors Association (Legislative Committee 1988, 1993; Chair, Nominating Committee, 1993, Secretary, 1990, Vice-President, 1991, President, 1992, Co-chair, NCLA Program Committee 1991); ALA (PLA; Rural Services Committee 1991-93, 1993-95; Annual Conference Program Committee 1993-94; Liasion with Service Clubs Committee 1991-93; NMRT; LAMA; FTRF); SELA 1986 (Public Library Section, NMRT).

Awards

N.C. Public Library Development Committee Award 1992

— ***Dave Fergusson***: Assistant Director, Headquarters Forsyth County Public Library, Winston-Salem

Education: B.A. History, Wake Forest University; M.L.S. Florida State University

Professional Activities: NCLA (Member, Public Library Section, LOMS, RTSW, REMCO; Chairman, Public Library Section 1987-89; Chairman, Governmental Retations Committee 1989-91; Southeastern Library Association Representative 1991-93; Conference Manager, 1987 Biennial Conference); NCSLC, Construction Grants Subcommittee 1988-89; N.C. Public Library Certification Commission 1987-89; ALA; PLA; LAMA; Southeastern Library Association- (President JMRT 1985; N. C. state representative 1991-93); Forsyth County Library Association, president 1984; N.C. Public Library Development Study Committee 1990-91 (Co-author of Request for Proposals, N.C. Public Library Development Study; Alternate and delegate to White House Conference on Library and Information Services 1991.

CANDIDATES FOR ALA COUNCILOR

— ***Martha E. Davis***: Technical Services Librarian, M. W. Bell Library Guilford Technical Community College, Jamestown, NC

Education: B.S. East Carolina University; M.L.S. University of North Carolina at Chapel Hill.

Professional Activities: NCLA (1993 Conference Registration Chairperson, Long Range Fiscal Planning Task Force 1992-93, Constitution, Codes, and Handbook Revision Committee 1991-93, 1991 Conference Registration Committee, Intellectual Freedom Committee 1978-81, Community and Junior College Section Director 1991-93); N. C. Association of School Librarians (Acting Treasurer 1990-91, Delegate to AASL Affiliate Assembly 1989-91; 1988 Conference Planning Committee, Finance Committee 1988-90, Secretary-Treasurer 1985-87); North Community College Learning Resources Association (1992 Conference Local Arrangements Chairperson); ALA; AASL (Affiliate Assembly Delegate 1989-91); Association of College and Research Libraries (Community and Junior College Library Section); National Council for Learning Resources 1991-93; National Education Association, North Carolina Association of Educators; American Association of Women in Community Colleges; Guilford Library Association

Awards:

Phi Kappa Phi National Honor Society

Chief University Marshal, East Carolina University 1971

— ***Johannah Sherrer***: Head of Reference, Perkins Library, Duke University

Education: B.A. University of Portland; M.A. University of Dayton; M.S.L.S. University of Kentucky.

Professional Activities:

NCLA (Past Chair of Reference & Adult Services Section, Chaired the initial training institute that introduced the Maryland Model for Reference Accurracy to N.C.); ALA (Current Chair of the RASD President's Program);

Awards:

Media Award for Journalistic Contributions to Libraries in Colorado

CANDIDATES FOR SECRETARY

— ***Elizabeth Cline***: Medical Librarian, High Point Regional Hospital, High Point.

Education: B.S., Eastern Kentucky University; M.A., Wayne State University; B.S., University of North Dakota; M.S.L.S. University of Kentucky.

Professional Activities: Medical Library Association; Mid-Atlantic Chapter, MLA; Association of N.C. Health & Science Librarians (Secretary/Treasurer 1991, Treasurer 1992); NCLA; Microcomputer User's Group for Librarians in N.C.

Awards:

Beta Phi Mu

— ***Judy LeCroy***: Director of Media and Technology, Davidson County Schools

Education: B.S. Gardner-Webb College; M.S.L.S. University of North Carolina at Greensboro; North Carolina Department of Public Instruction Certificate in Media Supervision (078), University of North Carolina at Greensboro.

Professional Activities: ALA; NCLA; NCASL, Registration chair for 1990 Biennial Workshop; NCAECT, Program committee for 1992 conference (NCEMA); Gamma Alpha, Delta Kappa Gamma, Editor of Newsletter.

Awards:

Beta Phi Mu; Davidson County Schools Teacher of the Year, 1985-86; Gardner-Webb Gallery of Distinguished Graduates.

CANDIDATES FOR DIRECTOR

— ***Sandra M. Neerman***: Assistant Director, Marketing & Extension, Greensboro Public Library

Education:: B.A., St. Andrews College; M.L.S. George PeabodyCollege

Professional Activities: NCLA (Chair, NCLA Marketing Committee); ALA; PLA; SELA (Chair, SELA Public Relations Committee, 1991-92, Committee Outstanding Program Selection 1993); Guilford Library Association; N.C. State Library Commission, Children and Youth Services Committee

Awards:

Co-Chair of the Community of Readers project which won the Southeastern Library Association's "Program of the Year" award in 1990 and was recognized by President Bush as the "381st Point of Light" for community service in 1991;
The ALA, Allie Beth Martin Award 1991
Greensboro Area Chamber of Commerce, Uncle Joe Cannon award for service to community

— ***John E. Via***: Assistant Director for Automation and Technical Services, A. Smith Reynolds Library, Wake Forest University, Winston-Salem

Education: B.A. University of Virginia; M.S. in L.S. University of North Carolina at Chapel Hill

Professional Activities: NCLA (Exhibits Committee, 1987 Biennial Conference, Winston-Salem; Chair, Programs Committee, 1991 Biennial Conference, High Point; Local Arrangements Committee, 1993 Biennial Conference, Winston-Salem; Finance Committee 1987-89); Forsyth County Library Association (President 1990-91; Chair, Nominating Committee 1992); North Carolina Center for Independent Higher Education (Chair, Library Purchasing Committee, 1982-91; Networking & Automation Committee 1989-); Piedmont Libraries Acquistion Information Network (Co-Chair 1982-); ALA (Association of College and Research Libraries Rare Books & Manuscripts Section; Association for Library Collections and Technical Services, Chair, Micropublishing Committee 1988-90; Library Administration and Management Association; Library Information and Technology Association; Reference and Adult Services Division); SELA (Intellectual Freedom Committee 1990-92; Preservation Roung Table 1991-); MUGLNC; Bibliographical Society of America

— ***Pat Siegfried***: Youth Services Director, Public Library of Charlotte & Mecklenburg County

Education: A.B. Mount Holyoke College; M.L.S. University of South Carolina at Columbia

Professional Activities: ALA; ALSC (ALSC Membership Committee 1984-86); PLA; NCLA (CSS, Vice-Chair, Program Chair, 1988-89, Chair 1989-91; N.C. Children's Book Award Committee); NCASL; PLS; SELA, School & Children's Library Section, Vice-Chair, 1993-94; Greater Charlotte Council of the IRA (now, Charlotte Reading Association), Director-at-Large 1991-92, Vice-President, President-elect 1992-93; Bethlehem Center-Project Head Start, Policy Council 1986-89, Secretary 1987-88, Chair 1988-89; N.C. Regional Governor's Conference on Library & Information Services, Region 5 Chair, 1990; State Library Commisssion Children & Youth Service Committee 1992-92

Awards:

North Carolina Public Library Development Award 1987-89

— ***Alice Wilkins***: Director of Library Services, Sandhills Community College, Pinehurst

Education: B.A., Houghton College, Houghton, NY; B.A., Houghton College; M.S. Library Science. Columbia University, NYC

Professional Activities: ALA; NCLA (Director, Community and Junior College Section 1987-89; Vice-Chairman/Chairman Elect, CJCS 1989-91; Chairman CJCS 1991-93); NCCCLRA (Secretary, 1980-91; District Director 1979-80, 1986-87); North Carolina Governor's Conference on Library & Information Services - State Delegate 1979-80, 1990-91

Awards:

Alumni Association Award, Robeson Community College 1984-85

CANDIDATES FOR TREASURER

— ***Wanda Brown Cason***: Head of Cataloging, Wake Forest University Library, Winston-Salem.

Education: B.S., Winston-Salem State University; M.S.L.S. University of North Carolina, Greensboro.

Professional Activities: NCLA, Treasurer 1991-; NCLA College and University Section Secretary/Treasurer 1989-91; N.C. SOLINET Users Group, Vice-coordinator 1991-92, Coordinator 1992-93; ALA (Black Caucus of ALA, Treasurer 1992 -, Assistant to the Chair, 1st National Conference 1990-92); Forsyth Count Library Association, Board of Directors 1989-90.

— ***Etta Marie Baldwin***: Media Education Supervisor, Robeson County Schools

Education: B.S.HE., University of North Carolina at Greensboro; M.L.S., North Carolina Central University; EDS, East Carolina University

Professional Activities: NCASL; ASCD; AASL; NCEMA; Robeson County Library Association

— How to Vote —

NCLA ballots will be mailed to members around May 1, 1993.

NCASL ballots were mailed with the NCASL Newsletter the week of March 22.

Cast Your Ballot!

Your Voice Matters!!

NCASL Candidates 1993-1995

CANDIDATES FOR CHAIR ELECT/CHAIR

— ***Karen Perry***: Media Coordinator, High Point Central High School
Education: B.A. University of North Carolina at Chapel Hill; M.S.L.S. University of North Carolina at Chapel Hill
Professional Activities:
NCLA:Chair of Children's Services Section, 1981-83; NCASL Secretary for 1992-93; ALA: 1982 Caldecott Award Committee; YALSA; Member of the Mystery Game Committee 1991-92; NCAECT (NCEMA)
Awards :
Educator of the Year 1985, Archdale-Trinity Middle School, Randolph County Schools

— ***Anna Fay Campbell***: Media Coordinator, Brewster Middle School
Education: B.A., Meredith College; M.S.L.S. University of Hawaii
Professional Activities:
NCASL, Co-Chair Legislative Committee; North Carolina Delegate to the Affiliate Assembly of AASL; ALA; IRA.

CANDIDATES FOR DIRECTOR, MOUNTAIN REGION

— ***Cindy Cox***: Librarian, Oakwood Elementary School, Hickory Public Schools
Education: B.S. in Library Science, Appalachian State University; M.L.S. in Educational Media, Appalachian State University; Mentor Certification, 1991
Professional Activities:
Effective Schools Team for Hickory Schools; NCAE-NEA; NCASL; NAPPS

— ***Mary J. Ashley***: Media Coordinator, Ranger Elementary/Middle School and Unaka Elementary School
Education: B.S. in Education, Western Carolina University; M.A. in Education, Western Carolina University; ED.S. in Library Science, Appalachian State University
Professional Activities:
Member Delta Kappa Gamma (Corresponding Secretary); NCASL; Teaching Fellows/NCCAT Junior/Senior Experience; NCCAT (In promotion video); CCAE/NCAE/NEA (President of local unit Chair of State Human Relations Commission)
Awards: Ranger Teacher of the Year 1984-85.

CANDIDATES FOR DIRECTOR AT LARGE, MOUNTAIN REGION

— ***Marie Washburn***: Coordinator of Library Media, McDowell County Schools
Media Coordinator, North Cone Elementary School
Education: B.S. in Library Science, Appalachian State University; M.A. in Library Science, Appalachian State University; Supervision Certification, University of North Carolina at Greensboro; Ed. Sp. in Library Science, Appalachian State University
Professional Activities:
AECT; ALA; NCASL (Legislative Committee); AASL; NCAECT (Regional Board Representative - Western Region)
Awards:
State Pilot Media Automation, McDowell High, 1985
NCASL Research Grant, Flexible Scheduling, 1990

— ***Janice Lentz***: Media Coordinator, Alexander Central High School, Taylorsville, NC
Education: B.S., Appalachian State University; M.A., Appalachian State University; Media Certification, Appalachian State University
Professional Activities:
NCASL; NCAECT; ALA; International Reading Association; AASL; Delta Kappa Gamma
Awards:
Recipient of computer equity expert grant.

CANDIDATES FOR SECRETARY

— ***Etta Marie Baldwin***: Media Education Supervisor, Robeson County Schools
Education: B.S.HE, University of North Carolina at Greensboro; M.L.S., North Carolina Central University; ED.S, East Carolina University
PROFESSIONAL ACTIVITIES:
NCLMLS; NCASL; NCASCD

— ***Rosa Williamson Small***: Media Coordinator, Southwest Elementary School, Durham, NC
Education: B.S. in Business Education and Library Science, North Carolina Central University; M.S.L.S., North Carolina Central University
Professional Activities: Durham County Library Association, Member and former secretary; Life Member NCAE; PTA Advisory Board, Southwest Elementary, 1990-92; NCEMA; NCASL; Senate Bill 2 Committee 1989-90; NC Awards Book Committee 1992; Delta Kappa Gamma Society, Treasurer 1990-present.
Awards:
Appreciation Plaque by Pines of Carolina Girl Scouts, 1978
Kiwanis Club of Durham, Teacher of the Year, 1976
Community Service Award, Holy Cross Men's Society, 1992
Durham County Teacher of the Year, 1975-76
Durham County Schools - Appreciation of 25 Years of Service, 1992

CANDIDATE FOR AASL AFFILIATE ASSEMBLY DELEGATE

— ***Alyce B. Joines***: Media Coordinator, Fairview Elementary School, High Point, NC
Education: B.A. in English, University of North Carolina at Greensboro; M.L.S., University of North Carolina at Greensboro
Professional Activities:
ALA; YALSA; YALSA Public Relations Committee; AASL; NCLA; NCASL; Former member of NCASL Standards Committee; Co-Editor of NCASL Newsletter; International Reading Association; Phi Delta Kappa
Awards:
Beta Phi Mu

— ***Lynda B. Fowler***: Coordinator of Media and Technology, Pitt Co. Schools
Education: B.S. in Library Science, Appalachian State University M.A. in Educational Media, Western Carolina University
Professional Activities:
NCLA; NCASL Regional Contact 1979-82; NCASL School Library Media Day Committee 1982-96; NCASL Conference Planning Committee 1986, 1988, 1992; ALA; AASL Professional Development Committee; AECT; NCAECT Conference Planning Committee, 1992; NCAECT Board of Directors, 1990-91; NCAECT Scholarship Committee Chair, 1991-92; NCASCD; Phi Delta Kappa
Awards and Accomplishments:
Educational Policy Fellowship Program Fellow
Women of Achievement recognition, Durham YWCA

North Carolina Library Association
Minutes of the Executive Board

October 16, 1992

The Executive Board of the North Carolina Library Association convened in the Shearon Harris Business Building on the Campus of Meredith College in Raleigh, North Carolina on October 16, 1992.

President Freeman called the meeting to order at 9:30 a.m. and welcomed the board to the campus.

Executive Board Members and Committee Chairs present at the meeting included the following:

Larry Alford, Janet Freeman, Meralyn Meadows, Barbara Baker, Jim Govern, Sandy Neerman, Nancy Bates, Araby Greene, Nona Pryor, Frances Bradburn, Benjie Hester, Susan Squires, Doris Anne Bradley, Michael Ingram, Steve Sumerford, Waltrene M. Canada, Gwen Jackson, Helen Tugwell, Wanda Brown Cason, John Jones, Catherine Van Hoy, Eleanor Cook, Patricia Langelier, Alice Wilkins, David Fergusson, Gene Lanier, Martha Fonville, Cheryl McLean.

Additionally, Cynthia Cobb substituted for Vanessa Ramseur, Chairperson of the Round Table on Ethnic Minority Concerns and Anne Marie Elkins represented Karen Purcell of the Round Table on the Status of Women in Librarianship.

Guests included John Welch of the State Library, Jane Barringer, President of the North Carolina Friends of Public Libraries, Jackie Beach, President of the North Carolina Public Library Director's Association and Leland Park, Chair of the State Library Commission.

Upon the call for acceptance of the agenda, President Freeman requested that "News from the State Library" follow the report of the administrative assistant and that consideration of the proposed 1993/94 budget be made a separate agenda item. There being no objections, the altered agenda was accepted.

President Freeman called for the approval of the previously distributed minutes of the last meeting. There being no corrections or additions, Barbara Baker moved acceptance, Gwen Jackson seconded and the motion was accepted.

Wanda Cason, treasurer, distributed the written report with explanations and notations of monies in all accounts. She noted a correction in the report from last quarter (April 1 - June 30th) which reflected $216.31 in the 1991-92 actual expenditures for travel for the administrative assistant. The figure should have been $1,320 and the correction was reflected in the report for this quarter. Upon the call for a motion for approval of the treasurer's report, Barbara Baker so moved, Araby Greene seconded and the motion carried.

President Freeman then called for the report of the administrative assistant. Martha Fonville noted that her report reflected 127 new members during the previous quarter. She also shared with the board copies of a letter from President Janet Freeman that is being mailed to each new member. The letter explains the benefits of membership and solicits input and involvement in all aspects of the association.

John Welch, representing the State Library, informed the board of the resignation of State Librarian Howard McGinn, effective October 30, 1992. He announced that Mr. McGinn would become Director of the Emporia, Kansas Public Library System. He also informed the board of the resignation of Mary Ellen Woods, Coordinator of the Center for the Book Program, effective the same day. He noted Secretary Dorsey's decision to defer the filling of the position of State Librarian to the new administration, allowing time to involve the State Library Commission and others in the decision. Additionally, Mr. Welch announced that he would become Acting State Librarian and made the board aware of an .8% decrease in LSCA funds for fiscal year 1993.

In preparation for the discussion of the proposed 1993-94 budget, President Freeman provided the board with a review of the discussion at the previous meeting when the Finance Committee proposed the budget. She noted that the board did not want to use reserve funds or project grant funds to balance the biennial budget. President Freeman also provided additional information as requested by the board at the July meeting. Conference budget and expenditure information and survey results of dues structures of other library associations was made available for the board's perusal. She indicated that the task force on long range fiscal planning, appointed to study NCLA finances, had met and had taken the charges very seriously.

She also indicated that the task force will continue to meet and is expected to bring recommendations to the executive board on or before the April 23, 1993 meeting.

Early in the budget discussions, Dave Fergusson, SELA Representative, moved that no money be used from the conference profits earmarked for staff development grants (project grants) in the NCLA general budget. The motion was seconded by Jim Govern and discussion of the motion ensued. Barbara Baker, Past President, questioned the alternatives and asked if that proposal would necessitate increasing dues or some other fund generating measure. President Freeman offered the board such alternative solutions as the possibility of adopting the budget as proposed then later amending it or passing a deficit budget and later restoring monies. After continued discussion, the question was called. The call for the question was approved and President Freeman asked the board to vote on the motion made by Dave Fergusson. The motion was defeated by a hand count with ten opposed and six in favor.

Jim Govern initiated discussion of the $200.00 allocated to committees.

President Freeman announced that she had received several contributions to fund the publication of the proposed newsletter and asked for a motion to delete the $3,200 that had been budgeted for the publication and restore it to the conference grants. Susan Squires stated the motion and it was seconded by Gwen Jackson. The motion carried.

The number of student members was questioned by Dave Fergusson as a means of increasing membership. He proposed reduced membership costs without the benefit of publications. Nona Pryor questioned whether membership would be worthwhile to students without the publications.

Wanda Cason, Treasurer, informed the board of Finance Committee discussions regarding increased dues payable on an

annual basis. Gene Lanier felt that members would not pay dues in off-conference years.

Regarding the publication of *North Carolina Libraries*, Dave Fergusson questioned the savings that could be derived from reducing the number of pages per issue. Frances Bradburn, editor of *North Carolina Libraries*, responded that a substantial savings would not be derived and that 64 pages tended to be an ideal size. She justified that the publication should be the best staff development tool the association has to offer. Though Cathy Van Hoy felt that there was more to be gained from workshops and conferences, Gene Lanier of the Intellectual Freedom Committee, considered the publication the greatest benefit of membership.

Nancy Bates, chairperson of the Nominating Committee, initiated discussion regarding solicitation of advertisements. Types of advertisements then became an issue to consider.

As a postscript to the discussions, Frances Bradburn made the board aware that she would strive to produce a quality journal with whatever amount of money the board made available.

Discussing the reserve budget and the need for it, John Jones, chairperson of the Governmental Relations Committee, questioned what long term debt the association has incurred. In response, President Freeman indicated that the association has an employee serving as administrative assistant.

Leland Park, chairperson of the State Library Commission, commented that a reserve budget is essential to an organization that is dependent upon membership. John Jones commented that money from the reserve budget could be used to fund the publication of *North Carolina Libraries* or balance the budget.

Larry Alford, chairperson of the Library Administration and Management Section, questioned how low the reserve budget had ever been.

President Freeman indicated that the task force will attempt to determine the amount of money that is needed for reserve and make recommendations to the board.

Larry Alford made a motion that $4,000.00 be taken from the reserve fund rather than from conference profits. The motion was seconded by Pat Langelier. During discussion of the motion, it was determined that this move would leave approximately $20,000.00 in reserves. The motion was voted upon and passed. The amended budget was then voted upon and approved as amended.

Frances Bradburn requested to give the report of *North Carolina Libraries*. She reported that on November 12-13, 1992 the editorial board would have a retreat. She solicited ideas or suggestions from the board for upcoming issues. The theme for the next issue is "Preservation of Popular Culture."

SECTION & ROUND TABLE REPORTS

Children's Services Section chairperson Benjie Hester announced the April 7-8, 1993 retreat on output measures. Additionally, she noted that they are discussing cooperative ventures with Steve Sumerford of the Literacy Committee.

Susan Squires of the College and University Section reported the success of their fall program which was video taped. She reminded the board of the upcoming workshop being co-sponsored with the Documents Section and informed the board of plans for a Spring 1993 Conference.

Community and Junior College Libraries Section chairperson Alice Wilkins reported that the fall conference, "Futureshock for Librarians" was a success. She stated that participants suggested follow-up meetings on incorporating fee-based services into community college libraries. Ms. Wilkins announced that plans for the meeting to be held at the 1993 biennial conference are underway.

Documents Section Chairperson Araby Greene distributed a written report that detailed the upcoming workshop being co-sponsored with the College and University Section. She also mentioned other documents news such as the new bulletin board for NC depositories available on the North Carolina Information Network (NCIN). She announced that Ridley Kessler, Jr., was the 1992 recipient of the CIS/GODORT/ALA Regional Depository Librarian, "Documents to the People" Award. The Executive board will meet at the end of the fall workshop.

Library Administration and Management Section chairperson, Larry Alford reminded the board of the upcoming workshop on empowerment to be held November 16-17, 1992 at the Friday Center.

Nona Pryor, chairperson of the North Carolina Association of School Libraries, reported on the successful fall conference at which several awards were presented. She noted that the NCASL Public Relations Committee is currently planning three regional leadership meetings. Additional information will be provided at the next meeting.

There was no report from the North Carolina Public Library Trustees Association.

Jim Govern, chairperson of the Public Library Section, submitted a written report. He announced that the section's executive board approved the creation of a technical services committee within the section. The new committee will address the needs and concerns of technical services personnel in public libraries. He also informed the board of a workshop being planned by the Adult Services Committee entitled "Working With Senior Patrons".

Reference and Adult Services Section chairperson Allen Antone sent a written report in her absence.

Mike Ingram , chairperson of the Resources and Technical Services Section, reminded the board of the upcoming fall workshop to be held October 22 and 23, 1992 at the Durham Hilton. He announced that George Brett and other speakers were confirmed.

Cathy Van Hoy, chairperson of the New Members Round Table, mentioned a workshop scheduled for October 15, 1992 at which there was low attendance. She announced that the board is proposing a quarterly newsletter and plans to investigate the future purpose and direction of the round table. The next meeting is scheduled for February 1993.

The North Carolina Library Paraprofessional Association chairperson, Meralyn Meadows, distributed a written report to which she announced corrections. She noted that the workshops on "Personnel Issues" would be presented on March 11, 18 and 25, 1993 in Wilson, Boone and Chapel Hill. Topics would focus on readers' advisory, book binding, customer relations and reference skills. Her written report additionally detailed efforts to recruit new members and the use of new logo.

In the absence of Vanessa Ramseur, Cynthia Cobb, chair-elect of the Round Table on Ethnic Minority Concerns reported that 21 people participated in the bus trip to the National Conference of African American Librarians in Columbus, Ohio. She noted that the bus trip and the conference were successful. She also announced the fall workshop on career alternatives and job advancement to be held October 30, 1992 in Greensboro, N.C.

The Round Table on Special Collections chairperson, Beverely Tetterton-Opheim sent a written report which Martha Fonville distributed. The report detailed the success of the symposium on Professional Ethics held at Wake Forest on October 9, 1992. Future programs are being considered by the round table.

In the absence of Karen Purcell, chairperson of the Round Table on the Status of Women in Librarianship, Anne Marie Elkins reported that the fall workshop was successful.

COMMITTEE AND OTHER REPORTS

There was no report from the Aids Materials Awareness Committee.

Archives Committee chairperson Cheryl McLean acknowledging no formal report, reminded the board to send relevant materials to the Archives Committee.

Doris Anne Bradley, chairperson of the Constitution Codes and Handbook Revision Committee, discussed and distributed to

the board the NCLA Handbook index prepared by the committee. She noted that the index includes pages for suggestions to the index or the handbook itself. The next committee meeting is scheduled for November 6, 1992.

Governmental Relations Committee chairperson John Jones discussed two bills currently in the general assembly that affect libraries. House bill 1427 and Senate bill 1044 basically involve the provision of satellite dishes to public libraries. He announced that Legislative Day is scheduled for February 24, 1993.

Intellectual Freedom Committee chairperson Gene Lanier distributed three handouts for the information of the executive board. He distributed minutes of the last committee meeting, "Proposed Guidelines for the Development of Policies Regarding Patron Behavior and Library Usage" and a draft entitled, "Economic Barriers to Information Access — An Interpretation of the Library Bill of Rights". He announced the 4th edition of the *Intellectual Freedom Manual*.

President Freeman announced that the report of the Literacy Committee would be given at the next meeting by Steve Sumerford.

Helen Tugwell, director, gave the report of the Marketing Committee chairperson, Sandy Neerman. She pointed out that the main objective would be "to establish a Marketing Communications Plan for NCLA to assist all NCLA Committees/Sections to effectively communicate their message".

Publications Committee Chairperson, Eleanor Cook, spoke further about the NCLA Newsletter. Funding has been received from UMI and DRA for publication for 18 months. She indicated that the development of publication guidelines was part of their charge and would be addressed in the future. The frequency was announced to be quarterly, following the executive board meetings.

There was no report from the Scholarship Committee. President Freeman announced that she received a letter from recipient, Angela Moore, expressing appreciation for the scholarship.

President Freeman announced that Jessica McPhail, chairperson of the Technology and Trends Committee, moved from the state and has resigned her position as chairperson. Christina Yu of Wake Forest will assume the chairperson of the committee.

Helen Tugwell, Co-chair of the Membership Committee distributed new membership application flyers and asked board members to post them in their libraries. She also indicated that an individual invitation is being designed to be used to invite library school students to join the association and that a membership contest is also being planned.

Conference Committee chairperson Gwen Jackson announced that the committee had met and is developing firm plans for the 50th NCLA Conference to be held October 19-22, 1993 in Winston-Salem at the Benton Convention Center.

Pat Langelier, ALA Councilor, noted that she had no report but would bring the board up to date at the next meeting.

SELA Representative, Dave Fergusson, solicited SELA news and persons interested in working on SELA Committees. He announced the 1994 conference to be held October 26 - 29, 1994 in Charlotte, N.C. Along with the written report, he distributed information regarding the Regional Resource Directory being compiled by the SELA Headquarters, as well as membership forms.

Jackie Beach, President of the North Carolina Public Library Directors Association, reported that at the last meeting an ADA Workshop was presented. She also noted that recertification of public libraries would be discussed at the next meeting to be held in November.

North Carolina Friends of Public Libraries President Jane Barringer indicated that a series of workshops is being held across the state. She expressed appreciation to all types of libraries that provide assistance.

Leland Park, chairperson of the State Library Commission, announced the reception for Howard McGinn to be held at the State Library building on October 29, 1992. Additionally, Mr. Park noted that the State Library Commission should be involved in the selection of a new State Librarian and would insist upon a professional appointment.

President Freeman announced that the Nominating Committee had been formed and was working.

There was no old business to be brought before the board.

At the call for new business, Pat Langelier, ALA Councilor, called the board's attention to the Supreme Court decision that was recently handed down regarding the liability of social hosts for injuries to their quests who consume alcohol. She referred to an article written by an attorney at the Institute of Government entitled, "Alcohol and Host Liability". She stated that there is no longer a distinction between business hosts and social hosts and noted that the article gives tips on serving alcohol. She gave the article to Martha Fonville for distribution to interested board members.

President Freeman followed by mentioning that other issues such as a legal obligation to provide signing for the hearing impaired needs to be investigated to determine what our liabilities are.

Larry Alford suggested, and it was agreed by consensus that NCLA President Janet Freeman would draft a resolution in honor of Howard McGinn to be presented at the reception on October 29, 1992.

President Freeman announced the next meeting to be held February 19, 1993 at Riverside High School in Durham, North Carolina and reminded board members to submit agenda items to Martha Fonville prior to the meeting.

President Freeman declared the meeting adjourned at 12:30 p.m.

Respectfully submitted
Waltrene M. Canada
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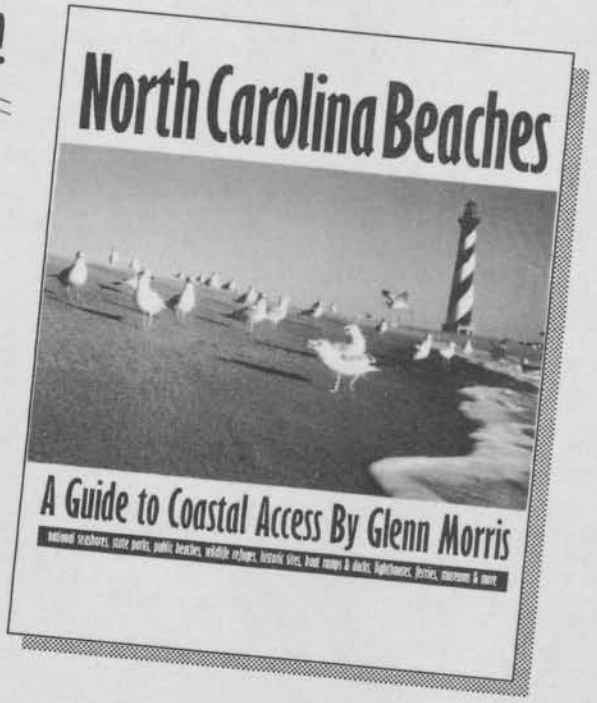

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