



MPLA Newsletter

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What will be left to censor in 1984?

I love to travel across this country, and contrary to what the censors say about me, I'm proud to be an American; I speak up for the First Amendment rights, and since I do, some of the censors think that I am a Communist who does not appreciate this country. Our State Teacher's Association decided to do an article on censorship, and they quoted my work liberally, also noting that Ed Jenkinson is a disarmingly rumped self-effacing man who looks more at home in the K-Mart Garden Center than he does confronting censors on national TV. My wife said, "I've known that for years."

I love to be with librarians. Librarians and libraries have made a tremendous impact on my life. At the age of three, my mother, God rest her soul, began taking me to libraries regularly, in fact, every other day. And on the plane coming out here, I tried to recall as near as I could the first book that made an impression on me, and it was called, **Owning a Dog of the World**. Now I don't know if that book exists or not, but that's what I recall. I love to read. I have read most of my life, and I hope to die with a book in my hand. Librarians and English teachers have an awful lot in common. The same definition of us applies to you. We're people who sit around reading books without moving our lips, and that, of course, makes us suspect in some circles.

I love stories about librarians. In fact, one of the finest stories about librarians I ever heard I picked up several months ago when I was speaking in North Carolina and had the opportunity to meet Gail Hailey, that tremendous author and illustrator of children's books. Gail

told a story I hope will set the tone for what I am about to say about 1984 and what might happen to us if we're not alert. Gail said that when she was in the second grade, she had one ambition-to read the school library. One day she happened to take home a book.

She said, "I can't remember what book it was, but I took home a book and my mother chanced upon it. She started thumbing through it and became furious. And she went to the phone."

Gail said, "I retreated to my room but left the door open so I could hear, and I began to cry because I knew my mother was very upset. She called the principal and began raising Cain with the principal about the book. And the principal, thank heavens, in his wisdom, said, 'Well, call the



Edward B. Jenkinson, coordinator for School English Language Arts at Indiana University. This is his keynote address to the MPLA conference, September 1981.

librarian." (I prefer that that happen rather than the principal taking action. We'll talk about that later.) "My mother called the librarian," Gail said, "and she just threw a fit and said 'How dare you allow my child to read books like that? She's not old enough for it. In fact, I don't want her to read anything more in your filthy library,'" Gail said, "All I can remember about the book was that it was about growing up, and if it were filthy, I certainly missed some of that."

But Gail said, "I cried, and the next day I didn't want to go to school. I didn't want to see that librarian because I knew I had lost a friend." She said, "I got off the bus reluctantly. And as I entered the school, there stood the librarian. I quivered with fear. The librarian came over, put her arms around me and said, 'Gail, honey, we have a little problem, and we're going to go work it out together.'" And she said, "I started feeling better immediately. The librarian took me to the library, and said, 'Gail, your teacher and I know that you want to read everything in this room, and honey, you may. You may read any book that you want, and I have already worked it out with your teacher that every afternoon you're going to have one hour to come in here and pick whatever you want and sit in here and read. We're only imposing one restriction on you and that is never, ever again may you take a book home. Your mother is not ready for them.'"

I think that's what's happening today. Many of us are not ready for the books that our children take home. I come to you today as a parent first and foremost, not as an educator. I'm one of those parents who is a

perpetual parent of children in the public schools. My wife and I have already experienced sixteen years of putting children through schools, and we're going to experience another sixteen. You see, we believe in planned parenthood, and we have a son 21, a daughter nine and Nicholas two and a half. I figured out the other day that when Nicholas graduates from college (if there are still colleges around), it will be the year 2000, and I will be 70 years old. So I have a great stake in the future of this country, as we all do, and a tremendous interest in libraries and librarians and in the public schools.

I learned also from my daughter that she's ready for things that maybe we're not. Last year I had the opportunity of speaking to the AASL in Louisville, Kentucky. As we were on our way, my daughter was reading a Judy Blume book—probably the woman who will go down in history as maybe the most censored woman in America. She was reading a Judy Blume book that I dearly love, but some people don't, **Are You There God - It's Me, Margaret.**

My wife said, "You know when Andrea brought the book home, one of my friends called, and we got to the topic of school. She wanted to know how Andrea was doing—this was in her third grade year—and she asked, 'What's she reading?' And I said, 'She's reading **Are You There God - It's Me, Margaret.**' and she said, 'Oh, no. Oh, she's not ready for that. Why that's terrible?'" My wife said, "Oh, I don't think it is. She read the first chapter and came and talked to her dad and me about it."

Well, all the way to Louisville she read a chapter at a time and then she would discuss it with us. Do you know, she missed every one of the most interesting parts in that book. I maintain this—a child reads and absorbs what that child's experiences permit. And if we would just be patient, if we would take the time to sit down and talk with children and reason with them and listen to them, and share with them the joys of books, we wouldn't have many of the problems that we have today. But there are problems because there are many people who don't share our love for books. There are many people who are fearful of any education. There are many people who distrust and dislike the printed word. And there are many people today who are writing books about us and what

we're doing, and they are being heard by their followers, and we're totally oblivious to their existence. I collect such books. I read them and I don't necessarily enjoy what I read. But I read them, and I am frightened by them.

Let me share with you just a few of the titles so that you get the flavor of what's being said: Erica Carle's book, **The Hate Factory.** What's the Hate Factory? The public schools in America. Dr. Joseph Bean's book, **Public Education - River of Pollution;** Dr. Murray Norris monograph **Weep for your Children.** A book by John Steinbacher, **The Child Seducers.** Who are the child seducers? Teachers and librarians in the public schools. **Blackboard Tyranny** By Connaught Marshner; **The Battle for the Mind** By Dr. Tim LeHaye, who helped found the Moral Majority, and according to **Newsweek** just two months ago, it has already sold 375,000 copies. In that book, Dr. LeHaye says that the teachers in the elementary schools are brainwashing children with the phrase, "scientific humanism." May I see by a show of hands how many of you, prior to my utterance, have ever heard the words of the phrase "scientific humanism?" Not "secular," "scientific humanism." (There were about 8 to 10 hands that raised with "scientific humanism.") I'm amazed. That is the biggest number I've ever seen in an audience that knows that phrase. In the book, Dr. LeHaye points out that every teacher in the public schools in America is brainwashing children in the public schools with that term, so that by the time they grow up they are ready to accept scientific humanism.

In another book, **Change-in the Schools,** Barbara Morrison alludes to the fact that she knows why the people in Guiana committed that horrible mass suicide. It's because in the public schools of America, the English teachers and the Social Studies teachers who were teaching death education courses brainwashed the victims in Guiana and prepared them for mass suicide. Those are the kinds of statements that are being made in these books.

Let me give you another one. We have in Indiana a co-founder of the Moral Majority who in his radio broadcasts during this last summer, has been attacking the public schools and the Indiana Department of Public Instruction. He says that two of the staff members in the Indiana Depart-

ment of Public Instruction are "Nazi-Commies" (that's a very interesting judgement.) These Nazi-Commies have prepared a super secret document which was sent to him by a person who found it in a laundromat in LaPorte, Indiana. He had in his hands a super secret document that was destroying the youth of Indiana. He pointed out that this was a super secret document prepared by the State Department of Public Instruction on environmental education and that the environmentalists believe that by the year 2020 there will not be enough clean, fresh air and clean, pure water around to support the entire population of this world. Therefore, the environmentalists have decided to do something about it. They've joined forces with the death education people, and they are teaching these children of today the songs about the joys of suicide so that by the year 2020 these people will be ready to commit suicide on cue and leave the world safe for the environmentalists, who, he charges, are also collectivists. Now, normally we could dismiss statements like that, but today we can't because more and more and more of them are being made. The man who uttered that statement is the pastor of the eleventh largest church in the United States and a founder of the Moral Majority.

I have no quarrel with the Moral Majority. I think it has every right to exist. I do believe in the First Amendment, but I think that the First Amendment not only guarantees us freedom to speak, but with that guarantee comes a slight bit of responsibility. And I fear that some of us don't take that responsibility seriously, and we're making all kinds of charges. I have the opportunity to debate that gentleman on the religion of secular humanism—whether or not it actually is the religion of the public schools—on October 30, and I'm taking a copy of that super secret document with me. I got it just by calling the State Department and saying, "Hey, do you have that super secret document?" They xeroxed the only copy that was left and sent it to me.

What's happening today is that many of us are worried. We are worried because—and I need not tell you this—this country's got a few problems. You know what they are better than I, but you also know that when a nation is in trouble, it is only natural for the people to look for a reason.

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And when they do, sometimes the schools become the scapegoat.

We're looking for instant answers to everything, for simple solutions. Some people think that the solutions lie in abridging our freedoms. They think we have far too many. They think that we have become too liberal in this country—I'm always interested in the definition of liberal—and that our schools and our libraries and other institutions have led us into trouble. The public schools have become the nation's scapegoats. Thus, it has become almost fashionable to distrust teachers, administrators and even textbooks.

In a speech in which he launched a new phase of his "clean up America" campaign, the Reverend Jerry Falwell declared that most public school textbooks are nothing more nor less than "soviet propaganda." Now you consider for a moment that here is a person with a tremendous national following who stands on the Capitol steps of Washington D.C. before 15,000 people and declares that our textbooks are nothing more nor less than Soviet propaganda. Those are the textbooks that people like me and many of you help to write—Soviet propaganda! Dr. Falwell declared, "In

school textbooks, pornography, obscenity, vulgarity and profanity are destroying our children's moral values in the guise of values clarification and sex education. Our children are being trained to deny their 200-year-old American heritage." Pretty strong words. Then he urged his followers to "rise up in arms and throw out every textbook in America that does not accurately present the American heritage."

Books are being thrown out of the public schools and libraries at an alarming rate. And some are even being burned. Last January, students in a private school in Omaha, Nebraska, watched as their principal set fire to a pile of books. Consigned to the flames were **Daffy Duck** and **Batman** comic books, **National Geographic** (I think some of us know why maybe that was there) and **Fifty True Tales of Terror**, among others. According to the principal he burned the books his students brought in because they are distractions that could "hinder Christian lives." As the books burned he read from the Book of Acts "and not a few of them that practice magical arts brought their books together and burned them in the sight of all."

Rock music to some is the largest

satanic force in America. Three minister brothers and their father conduct rock seminars throughout the Midwest and Plains States. During their talks with teenagers, the ministers suggest that the young rid themselves of the satanic forces by trampling on their rock records and throwing the album covers into the fire. The Environmental Protection Agency has forbade them from burning the records because they leave off poisonous gases and something ugly might happen. The participants also throw rock magazines and books into the fire, including Thomas Hardy's **Far From the Madding Crowd**. By late 1980 one reporter estimated that the brothers had witnessed the burning of more than one-half million dollars worth of rock album covers. Now that is something happening in America that frightens me.

I alluded to the fact that I was in North Carolina not long ago. The second day there, I was handed **The Charlotte Observer**. This is beginning to trouble me. When I'm in a community for 2 or more days, and someone greets me in the morning with a newspaper in hand or some packet of material, I know that I'm going to read something that I don't want to.

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When a young man brought me the **Charlotte Observer**, there on the front page was a story about a principal of a private school in North Carolina bringing his students together to burn T-shirts and pictures of rock stars and movie stars and so on—books, magazines, record album covers. They also threw into the flames copies of **The Living Bible**. Why did they burn **The Living Bible**? The minister, who was the principal of the school, pointed out that **The Living Bible** is a paraphrase; therefore it is an abomination and must be destroyed. He said to the reporter that the only true word of God comes to us directly in the King James version.

I have here a quote from Senator Jesse Helms, "Your tax dollars are being used to pay for grade school courses that teach our children that cannibalism, wife swapping and the murder of infants and the elderly are acceptable behavior. This comes from a Senator of the United States. He is obviously referring to the Makos course of study which as many of you know, has been under attack by my two very close friends in Texas who are the leaders of the textbook ban movement in this country. Makos does not teach cannibalism, wife swapping and so on, but if a Senator of the United States says that, and you are a parent concerned about what is going on in the public schools, are you going to check it out or just believe, as many of the critics are saying, that there are some terrible things happening in the schools? In Alabama recently many, many history texts were removed from the purchase list because they allegedly teach and preach the religion of secular humanism. I'm not going to read these objections to you, but I found the story in the **New York Times** horrifying.

Friday I received from a writer who heads a textbook protesting group in Bloomington, Indiana, this copy of her eight-page letter about me. At least she was right up front with it and sent it to me. I have a file that thick on me. Let me read to you her conclusion. She says, "We will decide what books, what studies, what skills, what role models, what ideals our children shall have." And the women, who, despite the media, stopped ERA, are now free to take on the schools and the libraries. And she is the state chairperson of Stop Textbook Censorship Now.

Daffy Duck, rock music, rock album covers, **Batman**, **National Geographic** have not been the only victims of book burnings or attacks in this country. Three years ago a group of senior citizens in Warsaw, Indiana, burned forty copies of **Values Clarification** in a public immolation in the city parking lot. The senior citizens had been given the class set of textbooks by the school board. Six months before the Warsaw incident copies of John Steinbeck's **Of Mice and Men** were burned in Oil City, Pa., The school board in Oil City voted to remove the books from the school library and from the English curriculum after several parents complained that the book "uses the Lord's name in vain, refers to prostitution, and takes a retarded person and makes a big issue of it."

At least one of the book burners referred to his deed as only a symbolic act. Another noted that the book burning in his city should never, ever be compared to the book burnings in Nazi Germany. Perhaps the school official did not want his fellow citizens to recall the horrors that followed the book burnings in Nazi Germany.

A less dramatic method, as you librarians know, of removing a book from circulation is to check it out permanently. A group of nine adults tried that in Montello, Wisconsin, earlier this year and removed books that they found offensive. The group entered the school libraries with lists of books to be removed. Here are a few of the titles: **The Diary of Anne Frank**. You know, there's one thing that bothers me. Many of the books that are under attack contain four-letter words. Let's look beyond the four-letter words and look at everything and discover what it is that's under attack and why. Now I'm told that Anne Frank becomes a woman in the diary. I missed that, my daughter will probably miss it, and I hope she'll talk to us about that when she reads it. When asked what was wrong with that book, one protestor said, "That book is about Jews." **The Diary of Anne Frank**, **The Great Gatsby**, **The Catcher in the Rye**, Volume III of **The Reference Shelf**. (What's wrong with Volume III of **The Reference Shelf**? Well, that's the one about sex.) And another book that I greatly enjoy—but think of the title—**The Rights of Students**.

But one thing happened in Montello, Wisconsin, that doesn't

happen always, that group had actually read those books. As some of you know, I've spent a good portion of my life doing research on a book called **Censors in the Classroom**. To write that book I've studied more than 300 incidents of censorship in this country and discovered that in nearly half the cases books were removed by people who hadn't even bothered to read them. For example, in Springs Valley (Indiana) High School, that's the high school that gave the world Larry Bird, that fantastic basketball player, the principal, reacting to a complaint by three individuals, removed **Death of a Salesman** from the classroom after it had been successfully used there for ten years. He said to a reporter, "I don't want my kids reading dirty words in no novel." The reporter said, "That's a play, it isn't a novel." He said, "Well, didn't they make it into a novel before they wrote the play?" And the superintendent, who hadn't read the novel either, backed up the decision to remove the book. In one of the strongest editorials I've ever read in the local **Courier Journal**, the editorial writer noted that if the ministers wanted to remove the vulgarities from the school, they should have started with the principal and the superintendent. **Death of a Salesman** does not appear on the list of the 20 most frequently censored books in America, but it is moving into a dubious position of contention.

Let me go through very quickly the top 20 and then I will make a few comments on most of them. But just note what people are after. No. 1 is still **The Catcher in the Rye**, but I think in another ten years Judy Blume will probably replace that. Think of the next one and the grand irony of it all, 1984; **The Grapes of Wrath**; **Lord of the Flies**; **Brave New World**; **To Kill a Mockingbird** (remember what I said about Anne Frank? There is an objection to **To Kill a Mockingbird** that chills me to the bone, "That paints blacks in a favorable manner.") Why are we attempting to get rid of books in America? **Of Mice and Men**, **Black Like Me**, Michener's **Hawaii**, Claude Brown's **Man Child in the Promised Land**, Nathaniel Hawthorne's **The Scarlet Letter**, **Go Ask Alice**, Solzhenitsyn's **One Day in the Life of Ivan Denisovich**, Kesey's **One Flew Over the Cuckoo's Nest**, John Knowles', **A Separate Peace**, Anne Frank's **Diary of a Young Girl**, Wentworth & Watchner's **Dictionary of Support MPLA Advertisers**

American Slang. The protestors don't realize that the kids actually wrote that. Eric Segal's **Love Story**, Burdick & Lederer's **The Ugly American**, and Paul Zindell's **My Darling, My Hamburger**. They haven't found **The Pigman** yet.

Surprisingly, only one dictionary appears on that list. In the state of Texas in 1976 the Commissioner of Education removed five dictionaries from the purchase list, meaning that they cannot be purchased for use in the state of Texas. Those dictionaries include the **American Heritage**, the **Doubleday**, the **Random House College Dictionary**. That troubles me very much. I had the privilege of writing the introduction for the school edition of that dictionary, and I wrote the Student Guide to the College edition. **Webster's New World Dictionary** and **Webster's Seventh New Collegiate**.

In reading the objections to these dictionaries, I found that I really didn't know what a liberal education was until I read the objections. I discovered some new words that I will share with you today. I discovered some obscenities that I didn't know were obscenities. The Texas Society for the Daughters of the American Revolution presented bills of particulars that included these four words, that among others, led to the removal of the dictionaries from the purchase list.

Now, Norma Gabler has said recently that she fears the result of the 1981 hearings because of all the publicity given to these dictionaries and their removal in 1976. She fears that the dictionaries with those dirty words might be put back in Texas in 1981. Heaven forbid!

I've learned a phrase that I can use when somebody comes through an intersection light, and I have to slam on my brakes. Try it sometime—"Across the board." If you say it with enough vehemence, it works. Now what's wrong with "across the board?" "Across the board" is a betting term, and betting on horse racing is illegal in Texas. Therefore, that phrase must be removed from the dictionary. Now let's extend that logic to all words that refer to illegalities, and the kids won't have so many words to look for.

A second one—and I always spell it this because people look at me as if I cannot pronounce words clearly, which may well be true—"a-t-t-e-m-p-t". What's wrong with attempt? One definition of that word ties it to the

subject of murder, and just think what would happen if a 17-year-old in Texas would look up that word in the dictionary? Just think what would happen if a 17-year-old anywhere would look up a word in the dictionary!

A third is a phrase "banana republic." Doesn't that grab you? What's wrong with "banana republic?" According to protestors, that phrase is insulting to Latins; therefore, it should be removed. Now, let's extend that logic and remove all the words that insult some group or another. I don't believe in that kind of thing, but if we're going to play that game, there are three words I want to get rid of now. One of them is "short," a second is "fat," and a third is "bald."

The fourth word they protested is "bed." Four years ago when my son was 17, I was working on an article called "'Across the Board' and 'Bed' Are Dirty Words." That has been heavily distributed in Texas. My son came into my study, saw the smoke coming up from the typewriter, and said, "Dad, what have the Gablers done now?" And I told him about "across the board" and he looked at me as only a 17-year-old can look at his father. When I got to "bed" and gave him the first definition for "bed" that these people found offensive, "a place for love-making," Mark said to me, "Dad, there is not a 17-year-old in America who knows that definition. They all think it's cars." When I gave him the second definition that was offensive, he looked at me and said, "Would you run that by me one more time?" So I did, "the marital state with its rights and privileges." He looked at me and gasped and said, "How utterly erotic." That last definition comes to us in recorded literature the first time in "The Song of Solomon," meaning "to have sexual intercourse." These and other words led to the removal of dictionaries on the no-purchase list in Texas.

Now you say, "That's Texas, this is North Dakota." What does that have to do with us? Texas is the largest single consumer of textbooks in this country, and I've had principals and superintendents and school board members tell me all over this nation that they check to see what is acceptable to the Texas hearings first, and then they decide what they will use. The influence of the textbook protestors in Texas is tremendous.

During the last eight years that I have studied the textbook protest movement, I have tried to classify and identify the targets of the censors, but I'm now up to 75 — these aren't books, these are courses, ideas. I'm not going to read all of them to you in the interest of time, but let me say that first and foremost is the religion of secular humanism. And if you don't know what that is, please go find out because libraries and schools are being attacked daily in this country, and the attack is mounting.

Then we have sex education courses, drug education, values clarification, all courses in psychology, all courses in sociology, anthropology, the humanities, ecology, pollution. I could go on and on and on. What it is is a catalog of ideas. And many people are afraid of ideas.

Ethnic studies. A group in Minnesota says "ethnic studies are un-American." Consider the whole impact of that statement—"Ethnic studies are un-American." Literature written by homosexuals — such prominent ones as John Milton, any favorable mention of homosexuals in textbooks, passages that describe sex acts explicitly or refer to it, cartoons in textbooks, readers that contain any print that is not horizontal or does not read from left to right, the so-called dirty words in dictionaries and all books with suggestive titles.

I need to share one with you. It comes from my state where a school board member went to a school board meeting and was irate to discover that in the school library there was a book called **Making It With Mademoiselle**, and in his wisdom he demanded that the librarian be fired immediately and that the entire library be investigated for dirty books. I understand that later he became a bit upset and embarrassed when he discovered that **Making it With Mademoiselle** is a book about dress patterns. **Belly Button Defense**, which was under attack in the great state of Arizona because of its suggestive title, is near and dear to the hearts of most basketball coaches because it is about basketball.

Trash. What's trash? **The Catcher in the Rye**, **Go Ask Alice**, **Flowers for Algernon**, **Black Boy**—to name some — **Man Child in the Promised Land**, **Black Like Me**, **Daddy was a Numbers Runner**, and on and on. Works of questionable writers. Who is ques-

tionable? Dick Gregory, Richard Wright, Malcolm X, Eldridge Cleaver. It doesn't take long to get the picture does it? But they integrated the list by adding Joan Baez and Ogden Nash. Now it took me a little time to figure out what Odgen Nash is doing there, but do you remember that little verse of his that goes, "The one-1 llama/He's a priest./ The two-1 llama/He's a beast./And I will bet a silk pajama,/There isn't any/Three-1 llama." Now anybody who sits around worrying about silk pajamas is subversive.

As I study the materials written and distributed by protest organizations in this country, I constantly remind myself that citizens of this nation, thank God, are free to complain. We have the right as parents, even the duty, to worry about what our kids are studying in the public schools. We have the right, even the duty, to be concerned about what they check out in your libraries. As parents, my wife and I have the right to complain about what our daughter is assigned to read and to do. We have the right to ask for alternate assignments if we object to the assignments given to an entire class. However, all our rights to object, I believe, extend to our children only. If we do not like what our daughter is reading we can object. That is our right and our privilege. But our rights do not extend to all the children in our daughter's class or to all the children in the school she attends or to all the children in the city or, as some protestors would believe, to all the children in the nation. That is where we differ from many of the organized protestors, who seem to believe that they have the right to dictate to a nation what it can read and study. If parents have a right to be concerned about their children's education, then the schools have the obligation, it seems to me, to provide for procedures for handling complaints efficiently and democratically.

Judy Krug will be with you. I'm certain she'll talk about procedures. Let me say just a few facts. If you are in a public school make sure that you have a set of procedures for handling complaints. Surveys indicate that less than 50% of the nation's schools even have them. Make certain that you have a materials selection policy. Make certain that all people involved know about the Library Bill of Rights and its various forms and most recent form. Make certain, above all, that

when a person complains that first and foremost you listen. And I don't say that in any harsh manner. I have met the leading protestors of books and school libraries and school classrooms in this country and in a number of cases they have told me freely that one of the reasons that they are concerned is this. The first time they stepped forward to complain, they were put down. One who is the founder of one of the largest organizations in this country said, "The teachers told me I had no right to complain. They had the college education; I didn't." They are paying for it now. That informal first step is the most important.

I indicated earlier that I would hope that if it is a library book that's involved that the principal would not act unilaterally. I think we have to have procedures that indicate no one can remove a book by himself or herself. It has to be a democratic process of review, and that first informal step is the most important one. That's where you can ascertain whether the person has read the entire book without putting him down. That's where you can determine what the nature of the complaint is. That's where you have an opportunity to explain the educational process and why we have schools and libraries that entertain controversial ideas. That's where you can determine whether that person is talking as an individually concerned parent or as a part of an organization. And you can determine that very easily because if it's a part of an organization it will probably come out in the rhetoric. That informal first step is the most important, but I'm not going into the procedures in the interest of time. You will discuss them later with what I consider the expert in the country, Judy Krug.

As I study the materials of the protest organizations, I frequently look back at my own education in the Muncie public schools in Muncie, Indiana, and in the Muncie Public Library and its branch libraries. I was taught to read with an open, questioning, challenging mind. I was encouraged to respond to and to argue with an author as I read a book. I was taught that reading is not a passive process in which the reader soaks up every word; rather, I was encouraged to view reading as a very active interchange between reader and writer. I learned how to make marginal notes; how to cross-check passages with

which I disagreed; how to probe the depths of meaning, rather than read only superficially. I learned that I cannot be content to read only on a literal level. Thus, thanks to my education, I would not make the mistake that one of the most prominent protestors in this country did and denounce Jonathan Swift's **A Modest Proposal** on the grounds that it teaches the reader the joys of eating babies. Good teachers and librarians help their students learn how to read critically.

Fortunately, I believe that I had a number of good teachers, and I had some wonderful friends who ran institutions in which you weren't allowed to speak above a whisper. I learned much. I didn't read the whole branch library, but I got through one whole wall. I did not pick up a book expecting it to reinforce my own biases, my own knowledge, my own feelings. I did not expect an author to write every word so that it will match my own political, religious, social and economic points of view. Rather, I approach a book expecting to find new information, different points of view, different perspective. Like you here today, I am a "friend of books" and a believer in the freedom to read. So when I disagree with a writer, I write a marginal note, and once in a great while a letter. I never burn a book nor have I ever attempted to even have one banned. I only regret that the hundreds of book protestors in this nation have not been taught to read the way you and I have been taught.

I leave you with this message. My wife and I have little Nicholas who is two-and-a-half. These are troubled times, times in which people do and say some things that maybe in a different era they would not. These are times in which freedoms are in danger. I ask you to do this for my little Nicholas and all the little Nicholases and Andreas and Mary Janes in the world. Let's work together to keep this a nation in which children are free to read, in which children are taught how to ask questions, and in which children are admonished to seek out enough knowledge to ask an intelligent question, in which children are encouraged to challenge, and in which they are admonished to base those challenges on facts, on information.

As I travel throughout this nation, I am constantly reminded of the words of Robert Frost that he uttered at a seminar at Dartmouth: "Talking is
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making ideas. Having thoughts of your own is the primary freedom." Ladies and gentlemen, let's make it possible that the little children of America can grow up being able to have "thoughts of their own."

From Your President. . .

Happy Holidays! My last newsletter began by saying something about the dust not yet being settled. Maybe it has for the Tri-Conference in Bismarck, but it is already in motion for Salt Lake City.

You will recall that the Association decided to move from a fall conference to a spring conference. This is the year we begin the spring conferences with a meeting held jointly with the Utah Library Association. You can see from the program information in this newsletter, there will be something for everyone. Hopefully, those of you who could not attend the Bismarck meeting will be able to join us in Salt Lake City.

Remember that professional development grants are one of the chief benefits of MPLA membership? Perhaps everyone has so much travel money, they don't need any help. If so, fine, but somehow it doesn't seem likely. There are two categories with different funding levels. The regular grants are for amounts up to \$500 and require three years of MPLA member-



ship. A newer program of mini-grants of up to \$100 is available to librarians who have only been MPLA members for one year. Applications are available from the Executive Secretary, Joe Edelen, your state representative, or from Doug Hindmarsh at the Utah State Library. Let's put the money to use.

For whatever reason, the mood of the country at the moment seems to be breeding challenges to intellectual freedom. Several programs at Bismarck dealt with the issue. One of the results was a new MPLA committee. Dennis Day is chairing the group of state intellectual freedom representatives. Their task will be to coordinate and support state efforts, tak-

ing the initiative to act when problems are of a regional nature. If you have special interest in this subject, contact Dennis Day at the Salt Lake City Public Library.

Finally, let me remind the membership of some deadlines. They have changed with a change to a spring conference:

Nominations, Jan. 1, 1982.

Award Nominations, Feb. 1, 1982.

The next Executive Board meeting will be in Denver, Jan 22—sandwiched between the Stock Show and ALA Mid-Winter!

I hope the holidays give you all a chance to catch your breath and look forward to a great New Year.

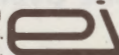
-Jane Kolbe



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MPLA/ULA Joint Conference

Salt Lake City, Utah

Hotel Utah

May 5-7, 1981

This is the Place, and Now is the Time

Wednesday, May 5

All Day

Sowing the Seeds of Power

Program on library service to rural America. Covers the development of extended information services to rural communities and individuals. Presented by Tom Hennan.

Sponsored by MPLA/ULA Continuing Education Committees.

All Day

Developing Library Programs Using History, Heritage, Literature and Creative Expression

A program developed with a grant from NEH. Presented by Lethene Parks, director of planning and personnel, and Ron Manheimer, humanities program director, Tacoma (Washington) Public Library.

Sponsored by ULA Public Library Section

All Day

Did You Really Know What You Were Getting Into? Coping with Burnout in the Helping Professions

Presented by Jerry Edewich, author.

Sponsored by MPLA, JMRT and ULA New Perspectives Round Table

All Day

Library Trustees, Administrators and Public Value Systems: Toward a Public Ethic

Presented by F. Neil Brady, BYU Institute of Public Management

8

Sponsored by ULA Trustee and MPLA Public Library Sections

All Day

Eliminating Your Self-Defeating Behaviors

A program designed to help participants eliminate behaviors that interfere with success in personal and professional life.

Presented by Jonathan M. Chamberlain, BYU Department of Educational Psychology

Registration Fee: \$25; Minimum Enrollment: 15

9:00 a.m. - 12:00 noon

The Past, Present and Future of Federal Government Publications

Presented by Bernadine Hoduski, professional staff, Library and Distribution Services, Joint Committee on Printing, U.S. Congress

Sponsored by ULA GODORT

1:00 p.m. - 5:00 p.m.

Alternative Funding Sources, Including Grantsmanship

Sponsored by MPLA State Library Section

4:00 p.m. - 6:00 p.m.

Exhibits Opening and Reception

Evening

Social

Sponsored by MPLA, JMRT and ULA New Perspectives Round Table

Thursday, May 6

7:30 a.m. - 9:00 a.m.

Exhibitors Breakfast

Exhibits Open

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9:00 a.m. - 10:00 a.m.

General Session

Keynote Address: Toni Carbo Bearman, executive director, National Commission on Libraries and Information Service

9:00 a.m. - 11:00 a.m.

Bookmending Workshop

A workshop that will provide hands on experience and practice.

10:00 a.m. - 11:00 a.m.

ULA Business Meeting

10:00 a.m. - 12:00 noon

Energy Management Systems

Presented by Bob Criger, manager, Maintenance, L.D.S. Church Office Building. Tour by advanced registration.

Sponsored by ULA Public Library Section

11:00 a.m. - 12 noon

MPLA Business Meeting

1:00 p.m. - 2:00 p.m.

Books and Programs for Toddlers

Books and Programs for Family Sharing

Presented by Heather McNeil McQuarie, children's librarian, Bemis Public Library, Littleton, Colorado
Sponsored by MPLA Children's and School Library Section

1:30 p.m. - 5:00 p.m.

Now is the Time for Automation of Serials Control

Presented by Dan Tonkery, UCLA, and John Taylor, BYU
Sponsored by MPLA/ULA Academic Library Sections

2:00 p.m. - 4:00 p.m.

Library Planning for the Eighties

Presented by Toni Carbo Bearman, Executive Director, National Commission on Libraries and Information Science

Sponsored by MPLA/ULA Public Library and ULA School Library Section

Determining Technical Service Costs

Presented by Leslie Manning

Sponsored by MPLA Technical Services Section

Hoof and Mouth Storytelling

Presented by Heather McNeil McQuarie, children's librarian, Bemis Public Library, Littleton, Colorado

Sponsored by MPLA Children's and School Library Section

Bookmending Workshop

A workshop that will provide hands on experience and practice. Repeat of morning session.

Sponsored by ULA Public Library Section

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4:00 p.m. - 6:00 p.m.

MPLA/ULA Section, Round Table, and Committee Business Meetings

5:30 p.m. - 6:30 p.m.

Cocktail Hour

6:30 p.m. - 9:00 p.m.

Banquet

Speaker to be Arranged

Friday, May 7

8:00 a.m. - 12:00 noon

Exhibits Open

8:00 a.m. - 9:00 a.m.

Library School Reunions

9:00 a.m. - 11:00 a.m.

Library Outreach Programming: How Libraries Reach the Public Through Outreach

Speakers: Paula Jones, Bill Higley, Ellie Ingebretson, Dorothy Harrison, Jeffrey Kahn
Sponsored by ULA Public Relations Committee

9:00 a.m. - 11:00 a.m.

Home Schooling and Private Schools, Trends in Computer Assisted Learning

Presented by Dr. Darby Checketts, vice president, Wycat, Computer Assisted Learning Corporation. A one-hour program to be presented twice.

Sponsored by ULA School Library and MPLA Children's and School Library Sections

9:00 a.m. - 11:00 a.m.

Country School Legacy

A film and panel chaired by Scott Birkinshaw, Weber State College.

Sponsored by MPLA/ULA Executive Boards

9:00 a.m. - 11:00 a.m.

Reading of Award-Winning Research Papers

Sponsored by ULA Research Committee

9:00 a.m. - 12:00 noon

What's So Special About Special Collections?

A program on how to start, maintain, and preserve a genealogical and local history collection and how to serve the local historian and genealogist. A special packet of information will be provided. Presented by Enid Thompson, University of Denver, and Jayare Roberts, Genealogical Society of Utah.

10:00 a.m. - 12:00 noon

Access, Excess, and Success: Library Services to Young Adults and Children

Presented by Dorothy Broderick, University of Alabama Library School and member ALA Intellectual Freedom Committee
Sponsored by MPLA/ULA Public Library and ULA School Library Sections

12:00 noon - 2:30 p.m.

Awards Luncheon

Presentation of MPLA and ULA awards and speech by Dorothy Broderick, "Young Adult Publishing"

2:30 p.m. - 5:00 p.m.

Books for Tots: The Role of Reading in the Development of Children Age 3 Months to 5 Years

Presented by Heather McNeil McQuarie, children's librarian, Bemis Public Library, Littleton, Colorado, and Marilou Sorensen, University of Utah Department of Education
Sponsored by ULA Public Library and School Library Sections

2:30 p.m. - 5:00 p.m.

BCR Technical Update

2:30 p.m. - 5:00 p.m.

Intellectual Freedom

Presented by Mrs. Basil Beach and others, Utah Citizens for True Freedom
Sponsored by ULA Intellectual Freedom Committee



1981 Professional Development Grant Recipients

Linda S. Keiter, Laramie, Wyoming. Basic Library Management Skills Institute, Washington, D.C., November 10-13, 1981; \$500. Ms. Keiter is currently Head Librarian, University of Wyoming Science and Technology Library, Laramie.

Robert W. Audretsch, New Castle, Colorado. Advanced Library Executive Development Seminar, Oxford, Ohio, July 26-30, 1981; \$500. Mr. Audretsch is currently System Director for Three Rivers Regional Library Services System, New Castle, Co.

Henry M. Yaple, Laramie, Wyoming. Library Management Skills Institute, Toronto, Canada, July 14-17, 1981; \$500. Mr. Yaple is currently Acquisitions Librarian, University of Wyoming, Laramie.

Daniel L. Nutter, Winfield, Kansas. Executive Development Program for Library Administrators, Oxford, Ohio, July 19-25, 1981; \$500. Mr. Nutter is currently Director at the Southwestern College Library, Kansas.

Sister Marie Annette Lonskey, Denver, Colorado. Two summer workshops at the University of Denver Graduate School of Librarianship; Television and the Library, July 6-10, 1981, and Media Equipment Management, July 13-17, 1981; \$500. Sister Marie Annette is Head Librarian at Machebeuf High School, Denver, Colorado.

Ellen F. Hall, Aberdeen, South Dakota. Medical Library Association's 81st Annual Meeting, Montreal, Canada; May 29-June 3, 1981; \$500. Ms. Hall is Director of

Statement of Publication

The *MPLA Newsletter* is published bimonthly. Material of regional interest may be submitted to the Editor, Blaine H. Hall, Harold B. Lee Library, Brigham Young University, Provo, Utah 84602. Matters pertaining to individual or institutional membership, claims or orders for back issues should be sent to Joseph R. Edelen, Jr., MPLA Executive Secretary, c/o USD Library, Vermillion, South Dakota 57069. Correspondence on paid advertisements should be sent to the Advertising Manager, Gordon C. Casper, Harold B. Lee Library, Brigham Young University, Provo, Utah 84602.

Back issues of the *MPLA Newsletter* and the *Mountain Plains Library Association Quarterly* are available in microform from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Copy Deadlines

MPLA representatives in each state are responsible for supplying the *Newsletter* with information to share throughout the region, but all librarians are invited to send in newsworthy items. To assure publication in any given issue, please submit copy by the dates indicated below to the Editor.

January 7 February issue
March 7 April issue
May 7 June issue
July 7 August issue
September 7 October issue
November 7 December issue

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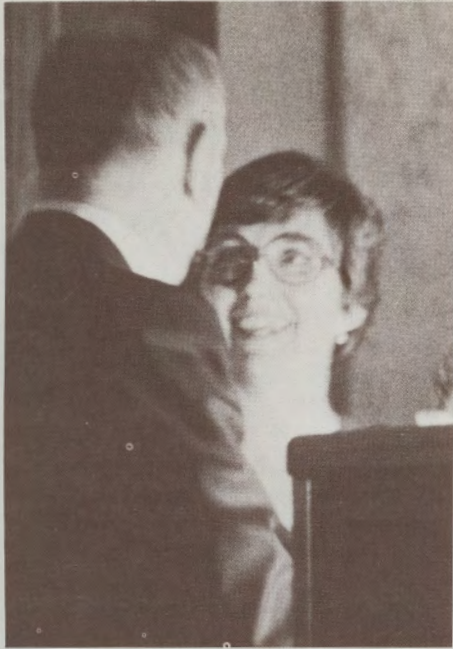
Presentation College Library, Aberdeen, South Dakota.

Jean S. Johnson, Laramie, Wyoming. Library Administrator's Development Program, Fort Deposit, Maryland, May 3-15, 1981; \$500. Ms. Johnson is Associate Director for Administrative Services, University of Wyoming, Laramie.

Vee Friesner, St. George, Kansas. Challenge of Change—Critical Choices of Library Decision Makers, University of Pittsburgh, November 1-4, 1981; \$500. Ms. Friesner is Director, Library Development Division, Kansas State Library, Topeka.

Mini-Grant Recipient

Mary F. Layman, Lakewood, Colorado. Women and Library Management: Theories, Skills, and Values, Madison, Wisconsin, September 18-19, 1981; \$100. Ms. Layman is currently Librarian for the U.S. Fish and Wildlife Service, Denver Wildlife Research Center, Denver, Colorado.



Distinguished Service Award

MPLA president Jane Kolbe's contributions to the profession and libraries in the Mountain Plains region were recognized with the 1981 Distinguished Service Award.

Currently the director of the Sioux Falls College Library, she has also served as a trustee for the Sioux Falls Public Library. Jane has been an active member of the South Dakota Library Association, including several years as a member of the executive board of that organization. Other professional activities have included eight years as a member of the South Dakota State Library Commission, including one year as chairperson of that board; a member of the advisory council of the Bibliographical Center for Research in Denver; and ALA councilor.

At the Sioux Falls College she has chaired the Faculty Senate, served on the president's administrative cabinet, and represented the faculty on the Board of Trustees. She is chairing the committee preparing for the centennial anniversary of the college in 1982-83. Jane has also been active in Zonta International, a service organization of executive women in business and the professions.

Her leadership abilities have also served the Methodist Church as she has been on the statewide Council for Ministries and currently chairs the Board of Higher Education in Campus Ministries. As stated by Bob Carmack, *Support MPLA Advertisers*

Dean of Library Services, University of South Dakota, in his letter supporting Jane's nomination, "From her activity as a director through to her association involvements, she has established herself as a competent, capable person and has earned the respect of all with whom she has come in contact. I can think of no other librarian in South Dakota who has as much respect throughout the state as Jane Kolbe."



Beginning Professional Award

The MPLA Beginning Professional Award was presented to Heather McNeil, currently the children's librarian at the Bemis Public Library, Littleton, Colorado. She was recognized for the outstanding and innovative programs she has prepared and administered. Her talents as a storyteller "par excellence" were readily apparent as she charmed the banquet attendees with a Natalie Babbitt story. The library school at the University of Denver frequently utilizes Heather's talents as a guest speaker/demonstrator for storytelling classes. Her personal and professional concern for the abused child has led to programs, bibliographies, and other publications which address this problem. Heather's involvement in inservice programs has enhanced the learning and skills of the school librarians in the local school district. She has also served as chairperson of

the MPLA Children's and School Library Section. The four years since Heather received her MLS from the University of Denver have been busy and productive years for this outstanding librarian.



Intellectual Freedom Award

Jeanne Layton, director of the Davis County Library, Farmington, Utah, was given the MPLA Intellectual Freedom Award in recognition of her support of First Amendment rights in a continuing censorship case. Her commitment to the principles of the Library Bill of Rights was applauded by the Utah Library Association Intellectual Freedom Committee which nominated Ms. Layton for this award. Her "steadfastness of purpose and personal courage...throughout a long censorship battle" were also cited as deserving recognition.

Need a Job?

Call

605-624-2511

MPLA Jobline

MPLA Initiates New Grant Program to State Associations

The MPLA Executive Board in Bismarck established a new grant program to help affiliated state library associations fund a preconference program in conjunction with their annual conferences. A limited number of \$500 grants will be available each year. Application forms are available from Joseph R. Edelen, Jr., MPLA Executive Secretary, I. D. Weeks Library, University of South Dakota, Vermillion, SD 57069. For further information about the grants or the application process write Duane F. Johnson, chair, MPLA Continuing Education Committee, South Central Kansas Library System, 901 N. Main, Hutchinson, KS 67501.

Application Information

I. Value of Grants: Grants of up to \$500 each; number established by the MPLA Executive Board each year.

II. Purpose of Grants: To encourage opportunities for continuing education for librarians, library officials and friends of libraries in the Mountain Plains Library Association region.

III. Requirements for Application:

A. Application will be accepted in the name of a state library association, information services association, or a section thereof, which is affiliated with MPLA.

B. Submission of the application must have been authorized by the Executive Board or governing committee of the association in whose name the application is placed.

C. As part of the application, the applicant must submit a narrative statement describing the proposed preconference program and an itemized budget of expected expenses.

D. The Mountain Plains Library Association must be identified as an assisting agency in preconference publicity and during the pre-conference.

E. The application should be accompanied, whenever possible, by printed materials which describe the program.

IV. Conditions of Grant:

A. Officers of the recipient association must agree to give the MPLA Executive Board an evaluative report of the pre-conference program as it occurred. For benefit of the MPLA membership, the evaluative report may be published in the MPLA newsletter or other publications.

B. Upon receipt of the complete evaluative report by the Chairperson of the MPLA Continuing Education Committee, the MPLA Executive Secretary will be notified to mail the grant check.

C. MPLA members attending the pre-conference must receive at least a 15% reduction in any pre-conference registration fees.

V. Evaluation of Grant Application:

The value of a grant application will be judged by the members of the MPLA Continuing Education Committee on the basis of: A. Potential educational value for the intended audience.

B. Degree of current need for training, study or evaluation in the subject area of the proposed pre-conference.

C. Professional level of planning for implementation of the proposed pre-conference.

D. Potential benefit for the members of the Mountain Plains Library Association.

VI. Application Procedure:

A. Applications may be requested at any time during the year from the chairperson, Continuing Education Committee, or from the MPLA Executive Secretary.

B. Completed applications may be submitted to the committee at any time during the year.

C. Applications received prior to Sept. 1, for spring or summer conferences, will be considered for award announcement on or about September 15. Applications received prior to March 1, for fall or winter conferences, will be considered for award announcement on or about March 15.

D. Selection of awards will be made by majority approval of the Continuing Education Committee.

E. The Continuing Education Committee would appreciate

your suggestions for improvement of the application, evaluation and grant giving process.

MPLA Section Chosen for On-Line Project

The Technical Services Section of MPLA has been chosen as one of six groups to participate in a pilot project using ONTYME-II, an electronic mail service. The project, sponsored by ALA's Resources and Technical Services Division's Council of Regional Groups, will test the on-line communications system for use with an electronic address file, a program-tracking file, and association news. It will allow project participants to exchange information on-line about conference programs, resource persons, and topics of current interest. Electronic Mail Service (EMS) provides rapid transmission of messages using a computer terminal, combining the speed of a phone call with the capability to transmit text. ON-TYME-II can be used to transmit any kind of message. The same message can be sent simultaneously to any number of users, which is particularly useful for library networks and cooperating groups. Information can also be shared by storing it in an on-line file.

The current MPLA Technical Services Section Chair, Vee Friesner of the Kansas State Library, and the group's incoming chair, Gretchen Redfield, an independent library consultant from Denver, will be trained on the system early this fall. A report on the project will be made at ALA's Midwinter meeting in Denver.

Call Jobline

Looking For A Library Job In The Mountain Plains Region? Call The Mountain Plains Library Association, JOBLINE, 605-624-2511. Available 24 hours a day; 7 days a week.

A telephone tape announcement of current vacancies in all types of libraries in the Mountain Plains States (excluding Colorado), updated weekly if new listings are received, generally on Thursday afternoon.

Announcement of positions that require specialized library training or work experience in libraries at the professional, technical, and paraprofessional levels. Positions re-
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quiring general office skills only are not usually listed on the JOBLINE.

The newest listings are at the beginning of the tape and position announcements run one to four weeks on the JOBLINE.

The Colorado State Library offers a complimentary service in the region for library positions in the State of Colorado (these two services do not duplicate each other in their listings). Call 303-866-2210 (updated on Friday).

Off-Air Recording Guidelines

After two years of negotiating, an ad hoc committee of educational users and copyright proprietors has reached agreement on "Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes." The guidelines reflect the Negotiating Committee's consensus as to the application of "fair use" to the recording, retention and use of television broadcast programs for use in classrooms and similar places devoted to instruction.

The Negotiating Committee was established in April of 1979 by Rep. Robert Kastenmeier (D-WI), chair of the House Judiciary Subcommittee on Courts, Civil Liberties, and the Administration of Justice, with the cooperation of the Register of Copyrights. The guidelines were

transmitted to Rep. Kastenmeier on September 28, and are expected to be appended to a later House Judiciary Committee report on other copyright-related issues.

Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes

In March of 1979, Congressman Robert Kastenmeier, Chairman of the House Subcommittee on Courts, Civil Liberties and Administration of Justice, appointed a Negotiating Committee consisting of representatives of education organizations, copyright proprietors, and creative guilds and unions. The following guidelines reflect the Negotiating Committee's consensus as to the application of "fair use" to the recording, retention and use of television broadcast programs for educational purposes. They specify periods of retention and use of such off-air recordings in classrooms and similar places devoted to instruction and for home-bound instruction. The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs.

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
3. Off-air recordings may be used once by in-

dividual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days — not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions — within the forty-five (45) calendar day retention period.

4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines. (Source: ALA Washington Newsletter, Oct. 20, 1981.)

\$500
in
Prizes

RESEARCH PAPER CONTEST

\$500
in
Prizes

- Best Paper on Public or Special Libraries
- Best Paper on School Libraries

- Best Paper on Academic Libraries
- Best Paper by Library School Student

Contest open to all ULA and MPLA Members. Prizes will be gift certificates for books of your choice from Baker and Taylor, Zion's Book Store, and other donors.

Winning authors will read their papers at the MPLA/ULA Conference in Salt Lake City, May 6-8, 1982.

Submit your manuscript by March 1, 1982, to Anthony W. Ferguson, 6210-G, Harold B. Lee Library, Brigham Young University, Provo, Utah 84602.

Sponsored by ULA Research Committee

Libraries Use OCLC Most

A recent Batelle study compared the annual, monthly and daily transactions of four organizations — OCLC, RLIN, WLN and the Library of Congress. The study found that OCLC libraries were performing almost 500 million online transactions a year. This activity represented 93.4% of all the transactions in the study. The chart below, reproduced from the Batelle study shows the position of each organization.

	OCLC	RLG/RLIN
Annual	499,200,000	960,000
Monthly	41,600,000	80,000
Daily	1,600,000	3,200
Percent	93.40%	0.18%

	WLN	LC
Annual	11,544,000	22,800,000
Monthly	962,000	1,900,000
Daily	37,000	75,500
Percent	2.15%	4.27%

(Source: **Action for Libraries**, November, 1981.)

BCR to Join in Offering ONTYME

The Bibliographical Center for Research headquartered in Denver, Colorado, will be offering OnTyme Electronic Mail Services to BCR members in Colorado, Iowa, Kansas, Nebraska, South Dakota, Utah and Wyoming. BCR is the second major library network to join with CLASS to provide and support this cost-effective electronic mail service. The Pacific Northwest Bibliographic Center (PNBC) has been using OnTyme services for communication of ILL requests among its participants for over a year and has reported significant cost savings and improved turn-around times as a result.

Under the terms of the agreement with CLASS, BCR will offer OnTyme service and support to the libraries, library suppliers, and their service agencies within BCR service area.

BCR OnTyme users will also have access to the equipment support and discount program which has been available to CLASS users for the past three years. Part of this equipment support program includes the CLASS Messenger, an intelligent modem.

The Messenger can be used with any ASCII terminal to provide online text editing and memory capacity. When used for ILL, the unit allows offline preparation of messages which reduces connect charges, and also permits a stored message to be sent repeatedly until the requested item is obtained.

Congress to Address Thor Power Tool Issue

During Senate floor consideration of the Administration's tax cut measure, Sen. Daniel Moynihan (D-NY) offered as an amendment July 28 his bill to remedy the effects of the Thor Power Tool IRS ruling on publishers' backlists. The amendment would allow a taxpayer to write down the value of excess inventory to its net realizable value. Moynihan withdrew his amendment prior to a vote when Sen. Robert Dole (R-KS), Chairman of the Senate Finance Committee, pledged to address the issue in the next tax bill. Moynihan also received assurances from U.S. Treasury officials that they would work with him toward resolution of the Thor issue. However, it is uncertain when the Senate will consider a second tax bill. (Source: **ALA Washington Newsletter**, August 10, 1981.)

WLN and OCLC To Explore Cooperation

Washington Library Network (WLN) and OCLC announced today that they intend to begin discussions that could lead to an agreement that would mutually benefit users of both WLN and OCLC.

"It is in the interest of both OCLC and WLN and their respective users to explore vigorously and creatively in the coming months just how our two organizations might affiliate in a way that would benefit all concerned in a cost-effective manner," said OCLC President, Rowland Brown. "This affiliation would recognize the symbiotic relationships that exist among libraries and institutions within cities, regions and states. For example, a regional network such as WLN's might be interfaced with OCLC's national network and bibliographic systems in a cost-effective manner for its users and OCLC." Roderick G.

Swartz, Executive Officer, Washington Library network, said: "These discussions should enable WLN to take a leadership role in developing more nationwide services through combining WLN software with the OCLC system network. We are hopeful that OCLC and other interested parties, such as SOLINET, can come to agreements that should result in improved, cost-effective services for libraries across the country."

Areas of discussion might include exploration of a licensing agreement whereby OCLC would market WLN software to users outside the Pacific Northwest, and the possibility of WLN libraries using the OCLC system for selected services.

One-On-One Communication

"I know you believe you understand what you think I said but I am not sure you realize that what you heard is not what I meant."

Good communication within an organization begins at the most basic level — one-on-one communication. Direct conversation is the most common and useful means of promoting your cause. It is also the most risky — you put yourself on the line.

The more the other person sees us as being ourselves, the more we are likely to make changes. Conversation is face-to-face, two-way, informal, immediate and adaptable to the situation. Sincerity and openness make it effective. It is particularly suited to clarification and exchange of information.

When conversing, practice abandoning an active speaking role in an ordinary conversation in favor of active listening. Overlook minor weaknesses and errors since you are interested in meaning and not in manner of speaking. A good listener is seldom completely silent. Ask questions. These questions must clearly be motivated by curiosity about the speaker's views.

Interruption is permissible in three circumstances: (1) slander and insult need never be listened to, (2) a major, substantive error may be corrected without malice and (3) interminable bores require special techniques.

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Try to avoid areas of strong disagreement at the start of an interview. First find some points of agreement and then proceed to more sensitive areas.

Silence can conceal a lack of knowledge. Your opinion carries increased authority if you are able to wait for it to be solicited. Your previous silence adds an element of suspense to what you have to say, providing you with greater attention as well.

People are afraid of gaps in conversation. Don't be. Wait a few seconds after the other person stops talking to give yourself time to think. Your reply is likely to make more sense and your listener will see that you gave it thought.

Avoid words that give offense. Call people by name; using one's name helps give a feeling of importance. Avoid impertinent questions or tactless remarks that question the judgement of the other person.

If you are tired or distracted, do not seek discussion. If the other person is obviously tired or distracted, try to postpone the conversation.

Now that you've got these great tips, don't just sit there. Get out and try some one-on-one. (Source: **Main Entry**, Sept.-Oct., 1981.)

About You

Robert P. Holley, assistant director for technical services at the University of Utah Marriott Library, has been selected as the American representative to a four-year appointment to a standing committee of the International Federation of Library Associations (IFLA). He was nominated by ALA based on his expertise and writings in the library profession.

Dr. Robert J. Grover began his new duties as dean of Emporia State University School of Library Science in July. He comes to Emporia from the University of Southern California, where he had been assistant dean since 1979. He received his MLS and his Ph.D. degrees from Indiana University. His major research and publication interests have been children's films, library services for children, and the relationship between media and learning. He has

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also been a script writer and consultant for the Encyclopedia Britannica Educational Corporation.

Carol Collier, a reference librarian at the University of Wyoming Coe Library since 1979, has been appointed head of the Government Documents Division there. She had previously spent nearly five years as documents librarian at the Toledo-Lucas County Public Library in Toledo, Ohio, and has remained active in government documents professional organizations.

Lisa Kinney, Albany County Library, Laramie, Wyoming, was elected 1st vice-president of the ALA/JMRT Affiliates Council at the ALA Conference in San Francisco. Her opponent was **Jerrald Merrick**, the Kansas affiliates representative.

Lucie Osborn, assistant director of the Laramie County Library System, has been named the new executive secretary of the Wyoming Library Association.

Kathleen Munson is a new reference librarian at the Natrona (Wyoming) County Public Library. She was formerly director of the Northwest Regional Library in Belle Fourche, South Dakota. A native of up-state New York, she holds an MLS from SUNY Albany.

Janet Weir, a recent graduate of the University of Denver Library School, is a new librarian at the University of Wyoming Law Library. She has previously worked in school, public and law libraries for ten years.

June Twelves, assistant acquisitions librarian for the Salt Lake County Library System, retired in June after almost eight years with the system. June had previously worked at libraries in New Haven, Hamden, Burlington County and Springfield before coming to Salt Lake.

James J. Maloney has been appointed head of the BCR Information Retrieval Services Department. He will be responsible for initiating contracts with BCR libraries for system access, conducting training sessions on the use of various databases, and directing workshops on marketing, contracts, and the reference use of online databases. Jim received his MLS from the University of Illinois,

Urbana, and was formerly assistant reference librarian at the University of Illinois at Chicago Circle. In ALA he is Program Committee Chair of the Machine Assisted Reference Section of RASD.

Joblist

Deadline: January 15, 1982

Position: **Network Director**

Library: Kansas Library Network

Salary: Mid to upper 20's

Responsibilities: Coordinates networking activities in accordance with guidelines and procedures set by Kansas Library Network Board. Administers policies and procedures with respect to operation and finances, communicates and consults with all types of libraries, prepares budget and seeks sources of funding.

Qualifications: MLS from ALA accredited institution; 5 years professional experiences in libraries, library automation, and/or networking activities with 3 years administrative experience preferred; knowledge of fiscal administration and management; creativity and initiative in program planning; strong organizational and communication abilities; understanding of library and networking organizations as well as application of computer technologies to library services.

Apply with letter of application, resume, names of 3 references, and recent example of professional writing to Sister Bernadine Pachta, Chair, Kansas Library Network Board, Kansas State Library, Room 343-N, State Capitol, Topeka, KS 66612.

Continuing Education

Application Deadline: January 22, 1982

Date: late February

Title: **Humanities Program Workshop**

Sponsor: National Endowment for the Humanities and Association of

College and Research Libraries.

Description: Designed for teams of one librarian/one faculty humanist from each institution to acquaint them with the value and potential impact of humanities programs on the library's program of service to demonstrate how these programs will promote greater use of the library's humanities holdings, to demonstrate how innovative public programs are designed and produced; to encourage librarians to make an assessment of their humanities holdings with a view to developing program themes, to assist librarians to take preliminary steps in preparing a proposal, and to explain the particular goals of NEH and the work funded by each of the NEH divisions. Limited to fifty applicants, participants will be selected on demonstrated interest in programming beyond the immediate academic community, ability to assess the library's humanities holdings and to identify potential topics for humanities programs, and interest in learning how to develop innovative methods of programming to stimulate interest in the humanities in the general adult public. Participants will be provided with a per diem of \$50 and a travel subsidy of up to \$150. Applications must be made on project application forms, available by calling the ACRL, NEH Project, 50 E. Huron Street, Chicago, IL 60611. Project director is Dr. Julie Carroll Virgo, ACRL Executive Director.

Deadline: April 15, 1982

Title: **Out-of-State Graduate Assistantships**

Sponsor: Graduate School of Library Service, University of Alabama

Description: Designed to attract students with a variety of backgrounds to the graduate library program, the assistantships will be awarded for the summer or fall of 1982 to out-of-state students. The grants will pay the out-of-state tuition differential and a \$7 per hour stipend for ten hours of work per week in technical or public services of the library; the medical library; the library school's Typographic, media Preparation, and Information Processing Laboratories; or in an innovative bibliographic instruction program sponsored by the library and the English Depart-

ment. Research assistants are also needed by a faculty of ten.

Contact: James D. Ramer, Dean, Graduate School of Library Service, P.O. Box 6242, The University of Alabama, University, AL 35486 for information.

Date: June 5-10, 1982

Title: **73rd Annual Conference of the Special Libraries Association**

Location: Detroit, Michigan

Description: "New Technologies-New Frontiers" will offer a variety of program alternatives including general sessions, division workshops, tours, and 245 exhibits.

Contact: Dorothy E. Smith, Conference and Exhibits Coordinator, Special Libraries Association, 235 Park Avenue South, New York, NY 10003 for further details.

Newly Minted

Managing the Building-Level School Library Media Program,

No. 7 in the School Media Centers: Focus on Trends and Issues Series, reformulates current management theory to make it useful for managers of school library media centers. \$4.50 from Order Department, ALA, 50 E. Huron St., Chicago, IL 60611.

Small Business Entrepreneurship and Information

by Mary Margaret Regan, New York Public Library, presents facts and figures pointing to the vital connection between information and success. This brochure will help you let your potential small business owner/manager clients know how well you can serve them. Free from order and Circulation Department, Special Libraries Association, 235 Park Avenue South, New York, NY 10003.

Blueprint for Success, a Manual for Conventions, Conferences, Seminars, Workshops

is a detailed conference planning guide, complete with a site checklist, events chronology, sample press releases and evaluation instruments. Special attention is given to planning procedures that will insure that con-

ferences, workshops, seminars, etc., break even fiscally. \$21.45 from Wisconsin Library Association, 1922 University Ave., Madison, WI 53705. Pre-payment required.

Video and Cable Guidelines is a 461-page guidebook for librarians interested in who is doing what with video in libraries or want to do it themselves. Among the topics covered are a description of the present operation, future plans, problems and benefits of video in 250 libraries in the U.S. and Canada. \$9.75 from LITA, ALA, 50 E. Huron St., Chicago, IL 60611.

Maps on File is a looseleaf collection of 300 maps covering all areas of the world explicitly designed for photocopying. No copyright problems to worry about, easily removed and replaced, sturdy and durable (but maps will be replaced for \$1), and supported by a 5,000 entry index. An annual update of 30-40 new maps and a new consolidated index is available on standing order for \$35 (price guaranteed to 1985). \$125 from Facts on File, 460 Park Ave. So., New York, NY 10016.

High-Interest Books for Teens, a guide to book reviews and biographical sources, lists review citations for over 2,000 books. About 150 widely consulted newspapers, magazines and journals are cited. The list has been selected from 380 periodicals indexed in **Book Review Index**. The titles reviewed have the power to attract and hold the attention of the slow and average reader in junior and senior high schools. \$42 from Gale Research, Book Tower, Detroit, MI 48226.

Title Index of Current Reviews indexes Booklist, Kirkus, Library Journal, Publisher's Weekly, New York Times Book Review, McNaughton and B & T's Booking Ahead. Issued twice monthly, the index contains over 20,000 titles annually in one convenient source. \$45 for annual subscription from Maureen Feenie Collura, 130 South Third Street, Lewiston, New York 14092.

Around the Region

Colorado

LSCA Priority: In Colorado It's Networking

On August 13, 1981, the Colorado State Board of Education approved the expenditure of \$1.5 million of LSCA distribution funds. That unanimous vote was the culmination of months of debate, resulting in a radical policy change for Colorado. The process of awarding LSCA monies through an open competitive process ended and a program began to target LSCA funds to projects which will build a computerized statewide library network.

Traditionally, LSCA funds in Colorado have been awarded through a competitive process which, although often funding innovative projects, not all of the projects had significance. Faced with the possibility of an end to LSCA funding, this issue of "biggest bang for the buck" became of major concern to Colorado's Assistant Commissioner for Libraries, Anne Marie Falsone.

Reacting to this concern, the Colorado Council for Library Development (the State Library's official advisory committee) stopped the competitive grants process and asked State Library staff to reassess the current LSCA process. By polling representatives from all types of libraries, the State Library soon found that there was statewide consensus on two points regarding LSCA:

1. LSCA funds should no longer be granted through the competitive process;

2. In order to achieve the greatest impact with the remaining funds, only networking projects should be funded.

It was pointed out by Donna Good, Consultant for LSCA and Administration, that great care has been taken to stay within all federal guidelines regulating distribution of LSCA's two titles.

Colorado's historic commitment to multi-type library cooperation has facilitated the discussion of a statewide network which will include all kinds of libraries. The Research Libraries On-Line Catalog sub-grant, which computerizes and combines Support MPLA Advertisers

the catalogs of Colorado's largest academic libraries as well as the catalog of the largest public library in the State, is a prime example of the kind of program Colorado has targeted. Other network consortia, including one which will include public libraries serving almost half of the State's population, are still in the planning stage.

Fort Collins Friends Buy Tattle-Tape System

Spearheaded by an active Friends' group and kicked off by a large mailing of a very clever brochure, \$26,100 was raised in five months to purchase and install a 3-M Tattle-Tape system for the Fort Collins Public Library. This was by far the biggest fundraising effort in the Friends' 42-year history. It was very well organized and wildly successful.

A follow-up brochure, keyed to the same theme as the first one, went out about two-thirds of the way through the fund drive thanking those who had donated money and encouraging further gifts. All in all, the project succeeded admirably.

DPL Sets Fees for Non-Denver Library Users, Researchers

Effective October 1, 1981, the Denver Public Library began charging fees from patrons who do not reside, own property, or operate a business in the city and county of Denver but wish to enter and use Denver's libraries.

In August, the Denver Public Library Commission established fees for non-Denver residents who use the library as follows:

One day reference pass for the central building, \$10; reference inquiries by mail, \$20; annual individual card, \$100; annual family card, \$200; annual company card, \$350; annual group membership card, \$350 for the first card and \$20 for each additional card.

In the case of the central library, where the most comprehensive collection of research and reference

materials is available, in-person visits require a Denver Public Library card and telephone inquiries will require a card number. Exceptions will be made for persons who need to use the Government Publications collection and Foundation Center materials.

The Library Commission adopted this policy after the Colorado State Legislature declined to consider full funding for the Colorado Resource Center contract which calls for Denver to provide library services equally to all residents of the state.

Instead of the \$1.2 million requested for the more than 35 percent non-resident use of Denver's central library, the Legislature approved \$310,000 which will cover only the costs of continuing interlibrary loan and reference services for libraries within Colorado.

Consequently, Denver is unable to continue free non-resident access. It is hoped, however, that this policy is a short-term solution. (Source: **Plain Speaking**, November, 1981.)

CLA Supports Joint Conference with CEMA

What may be a historic first in Colorado library cooperation occurred at the Colorado Library Association conference in Colorado Springs on October 21.

CLA members passed a resolution asking CLA's President, Michael Herbison, Director of the Library at the University of Colorado, Colorado Springs, to open negotiations with CEMA (Colorado Educational Media Association) to hold a joint annual conference in or after 1983. The President was further requested to negotiate programs of common interest to CLA and CEMA in the areas of library legislation, continuing education, publications, and library service standards.

The coincidence of CLA's President and CEMA's President-Elect both residing in Colorado Springs should assist the negotiations in the viewpoint of some CLA members.

CLA members, at the same conference, strongly endorsed their support for continuing to employ a legislative advocate despite funding problems. Barbara Tooker, Information Management and Planning Ser-

vices, suggested that "members put their money where their mouth is" and, as a member of CLA's Executive Board, very much aware of their funding problems, she said she would be "coming after" the membership for the needed dollars. (Source: **Plain Speaking**, November, 1981.)

Nebraska

Lincoln City Libraries Develops Music Service

Lincoln City Libraries is developing their music service program. The Polley Music Library is located on the second floor of the Bennett Martin Public Library.

As the result of a trust left by Mrs. Lillian Helms Polley, the Polley Music Advisory Board was formed, composed of music department heads of several colleges. To further aid in the development of the music service program a consultant was hired to assist in developing a program to expand the music service.

Ms. Carolyn Dow has been appointed as the Polley Music Librarian and during the next year the development of the Polley Music Library will focus on organization of the existing music collection and the purchase and processing of the new materials. The Polley Music Library will provide a collection of books, periodicals, and music scores, most of which will be available to the public. Coverage in these resources will be very broad, attempting to serve the diverse needs of the community — from popular music to rock and country music, to jazz, classical and opera. Public service will begin about September 1, 1982. (Source: **NLC Overtones**, Sept. 30, 1981.)

Nevada

Intellectual Freedom Report

Intellectual freedom appears to be alive and in relatively good condition in the State of Nevada. In 1979, after a five-year battle, new legislation in the area of obscenity and por-

nography was passed with specific exemptions for libraries. The Nevada Library Association served the Legislative subcommittee as a resource in the drafting of this legislation. One might say that this was a case of strange bedfellows but the library community used this as an opportunity to give to the legislature a strong, coherent picture of their needs for protection in the area of censorship.

In 1981 the legislature of the State of Nevada passed a bill providing for confidentiality of library circulation and patron records.

It is possible that there is censorship in Nevada, but in the past few years no specific problems have been brought to the attention of the Intellectual Freedom Committee of the Nevada Library Association. We suspect that there probably are some problems in school libraries, but if so, they have been handled quietly and circumspectly. Nevada's public libraries have always taken a strong, high profile stand against censorship. This year the Nevada Library Association will complete its Intellectual Freedom handbook. (Martha Gould, **Dateline State Library**, Sept.-Oct. 1981.)

Utah

First Amendment Under Challenge—Workshop Draws Enthusiastic Crowd

Utah's newly formed "Organization for the Protection of the First Amendment," a coalition of several groups interested in preserving our rights as guaranteed by the First Amendment, held its first conference November 7th. The all-day conference was held in Salt Lake City and drew well over 120 interested librarians, trustees, lawyers, journalists, teachers, TV and radio personalities, and others.

The keynote speaker was Nat Hentoff, columnist for the **New Yorker** and the **Village Voice**, and author of **The First Freedom**, **Jazz Country**, and other best-selling titles.

A panel of distinguished lawyers and TV personalities responded to

Nat Hentoff's assertion that "There is no speech too dangerous to be permitted." A lively discussion followed, with the audience jumping in enthusiastically.

Also featured was award-winning author Orson Scott Card, whose luncheon address was titled, "You Scratch My Book and I'll Scratch Yours."

A variety of interesting workshops were presented during the afternoon.

J. Dennis Day, director of the Salt Lake City Public Library and Chair of the PLS of MPLA, is the chair and prime mover of this new organization.

On a different note, the Utah Advisory Committee on Library and Information Services appointed by the Utah State Library Board has been working on a new state plan for the future development of libraries in the state. Input to the plan is being provided by representatives of all segments of Utah's professional library community, as well as by interested citizens.

At the present time, the plan has been distributed to the community and input gathered will be used to create a second draft. The final version of the plan is expected to be complete by April 1982. Utah's plan, along with those of Washington and Colorado, will be presented at the ULA/MPLA conference in Salt Lake in May. Also featured on that program will be Toni Carbo Bearman, director of the National Commission of Libraries and Information Services.

Various sections of ULA have held fall workshops around the state with the most recent being sponsored by the PLS in Green River, Utah. Annual workshops are a tradition in ULA which uses the workshop approach to help bridge the gap that could develop between annual conferences.

Citizen Survey

A citizen survey conducted in late August 1981 shows that Salt Lake County residents truly support the library system with 80 percent owning library cards and 37 percent willing to pay for an increase in the library's budget.

The questionnaire was based on a citizen survey designed by ALA and included in the publication, **Planning Processes for Public Libraries**.
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The majority of those surveyed (78 percent) said that they had visited the library during the past year. Of those who did not visit the library, the most common reason for non-use were "lack of time" (19 percent) and "don't need a library" (19 percent).

A series of thirteen questions were asked to supply information on citizen perceptions and attitudes concerning public library services. The public reacted favorably to all services. The question receiving the most favorable responses (96 percent) was, "Should public libraries provide trained librarians to assist in finding materials or answers to questions?" The question receiving the fewest favorable responses (60 percent) was "Should libraries provide special reading instruction for illiterates in the community?" This is the only service among the thirteen that Salt Lake County Library System does not currently offer. (Source: **Main Entry**, Sept.-Oct. 1981.)

Wyoming

Cincinnati Electronics Users Group Formed

The Wyoming CLASSIC Users Council was formed at the first meeting of Phase I Wyoming libraries held on June 15, 1981, in Laramie. At-

tending the meeting were representatives of the seven Phase I libraries: Albany County, Fremont County, Laramie County, Platte County, Rock Springs Public, University of Wyoming and the Wyoming State Library. Lesley Boughton, Director of the Platte County, was elected to chair the group. The principal goals of the Council were identified as 1) facilitate communications among the users, 2) facilitate communications between the users, the Wyoming State Library and Cincinnati Electronics, 3) participate in the decision-making process, and 4) represent the viewpoint of the users to the Wyoming State Library, the State Library Board, and other parties. A committee was set up to propose by-laws, and three other standing committees will concern themselves with interlibrary loan protocols, cataloging quality, and the Union COM catalog. Members decided that each library would have one vote, and two delegates who may have the floor. The Wyoming State Library will issue a monthly news letter highlighting progress of the CLASSIC installation and the retrospective conversion project. Proposed bylaws including the goals above are now being considered by the membership.

Voters Approve 2 Library Bond Proposals

Two communities in the state will have new library facilities after the

successful passage of bond elections last month.

Weston County voters approved a \$650,000 bond issue to enlarge, furnish and equip the present library building in Newcastle.

"Our building was constructed in 1912 and has 2,200 square feet per floor for all library activities, and there are only two floors. Our major problems have been the building is filled to capacity; has no meeting rooms; the roof needs replacement; there's a limited number of books and research facilities; no access for the handicapped and a small amount of audiovisual equipment," said Joanne Bower, library director.

The existing facility will be remodeled and an addition constructed on the east and north sides.

In Riverton voters approved a \$2.75 million library bond proposal. The measure was not favored throughout Fremont County, but it carried on the basis of the Riverton precincts.

The new building calls for a 24,000 square foot structure on a 3.2 acre site. This is the first building constructed especially for a library in Riverton's 75 year history. The library has been housed in the basement of the Masonic Temple, a residence and a mortuary which had earlier been an LDS church.

The new building will offer additional space for books, adult and children's activity areas, and space and facilities for expanded library programming. (Source: **The Outrider**, October, 1981.)

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