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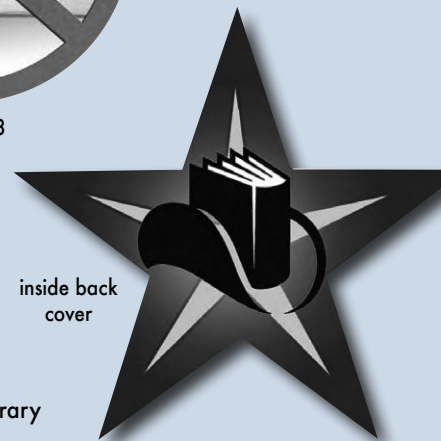
COVER: Photos by Linda Stevens,
Harris County Public Library



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Texas Library Journal (ISSN 0040-4446) is published quarterly in spring, summer, fall, and winter by the Texas Library Association, 3355 Bee Cave Road, Suite 401, Austin, Texas 78746-6763. Periodicals Postage Paid at Austin, Texas. POSTMASTER: Send address changes to Texas Library Journal, 3355 Bee Cave Road, Suite 401, Austin, Texas 78746-6763. Subscription price: to members of TLA, 94 cents, included in annual dues; to nonmembers, \$20 per year for domestic, \$25 out-of-country. Single issues: \$5.

Why Can't You Run Your Library More Like A Business?

BY MELODY KELLY



Whenever I hear a community member ask, “Why don’t you run your library more like a business,” I always think of Professor Henry Higgins and his plaintive cry: “Why can’t a woman be more like a man!” In the musical, *My Fair Lady*, Professor Higgins goes on to point out all of the advantages of manly, rational behavior over the irrational ways of women. This is the same point the community member is attempting to make. Businesses decisions are based upon facts and reason, while the decisions of non-profit organizations, such as libraries, are obviously not.

Of course, in my personal opinion, the answer to both the community member and Professor Higgins is the same. Libraries and other non-profit organizations, while similar in some ways to for-profit businesses, are fundamentally different. Just as women, while similar, are fundamentally different from men. And, in neither instance is one organization or gender superior to the other – just different. But too often, we read and hear a chorus of media pundits and business personalities loudly stating as fact that to “make it,” this or that non-profit organization should be run like a business, as if using business measures were the only valid determination of an organization’s effectiveness.

At Annual Assembly, many of those in attendance participated in various discussion groups on Transforming Texas Libraries and Transforming the Texas Library Association. We left with a shared excitement and the resolve to continue the discussions within TLA, our own organizations, and our communities. A major question

discussed was how to transform our organizations from good ones to great ones and explain our goals in terms that our external constituents will understand and support.

So, just how *do* we answer the persistent question: Why can’t you run your library more like a business? My personal response has always been more emotional than intellectual. After all, isn’t “the library the heart of the university or community?” Then two weeks ago, Diane Wahl, the UNT Libraries’ planning and assessment librarian gave me *Good to Great and the Social Sectors, Why Business Thinking Is Not the Answer*, a 33 page monograph by Jim Collins. I now have a guide for preparing factual and non-emotional responses that will assert that libraries and other non-profit organizations are not businesses and therefore should neither be run nor evaluated like a business.

This book is filled with ideas that are revelatory. He is able to articulate what we have always known about the differences between libraries and business, and he puts it into terms that are universally understood. “In business, money is both an input (a resource for achieving greatness) and an output (a measure of greatness). In the social sectors [like libraries], money is only an input, and not a measure of greatness” (6). He goes on to say, “It doesn’t really matter whether you can quantify your results. What matters is that you rigorously assemble evidence – quantitative or qualitative – to track your progress [in fulfilling your unique mission]” (7).

To summarize part of his discussion, there are three measures that characterize an organization like a library that has transformed from good to great (8):

- A great organization delivers superior performance which is defined by results and efficiency in delivering on the social mission;
- A great organization makes a distinctive impact and makes such a unique contribution to the community and does its work with such unadulterated excellence that, if it were to disappear, it would leave a hole that could not be easily filled by any other institution; and
- A great organization achieves lasting endurance by delivering exceptional results over a long period of time, beyond any single leader, great idea, market cycle, or well-funded program. When it hits a setback, it bounces back even stronger than before.

As leaders in libraries, we are passionate about our libraries’ missions, our ideals, and the contributions we make to our communities. After all, we create communities of ideals and innovation. It is not monetary gain or personal recognition that is the driving force in our professional lives. It is the success of the organization that counts. But too often, we feel that our libraries are so imbedded within a larger structure, such as a school setting, that we could not possibly consider using the tactics outlined by Collins to transform our

library and meet the three characteristics of a great organization listed above.

What we fail to realize is that as leaders in libraries we do have the power to make changes, but it is not the same direct executive power as that of a C.E.O in business. Collins quotes Frances Hesselbein, C.E.O. of the Girl Scouts of the USA, as saying, "Oh you always have power, if you just know where to find it. There is the power of inclusion, the power of language [to persuade], and the power of shared interests, and the power of coalition building. Power is all around you to draw upon, but it is rarely raw, rarely visible" (10).

A wonderful example is given of how this type of power was used within a public high school by a teacher who used two of Collins' good to great principles: "getting the right people in place" and "getting things done within a diffuse power structure." By identifying his goal, setting his focus, and not being diverted from his focus, he was gradually able to move his science department from good to great. He was able to build a pocket of greatness without executive power in the middle of a complex school district's organization and in a school system with a very diffuse power structure. Librarians who make a difference within our communities have always used

these powers: *inclusion*, *language* [to persuade], *shared interest*, and *coalition building*. In this Year of Transforming Texas Libraries, I encourage everyone to read Collins' short, little red book and realize as I have that these powers are the ones we have always had. Now, we must combine them with the tactics outlined by Collins to transform Texas libraries from good to great!

Collins, Jim. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. HarperCollins: New York, NY (2005). ★

Libraries in Need

BY GLORIA MERAZ

Hurricane Ike made landfall less than 48 hours ago so we have little information about the status of our colleagues or libraries in Southeast Texas. While we are grateful that the loss of life has been minimal (if such a thing is possible), we are deeply concerned with the status of countless libraries. By the time you receive your copy of the *Texas Library Journal*, we will have a far better sense of the damage to libraries. Sadly, many of the areas that have flooded are the same areas that flooded during Hurricane Rita.

During that disaster-filled late summer, the library community in Texas and nationally rallied to support the needs of libraries throughout the country. TLA's Disaster Relief Fund was created to help libraries recovering from such natural disasters such as tornados, fires, and hurricanes.

Through the TLA Disaster Relief Fund after Hurricane Rita, the library community was able to support the following libraries:

- Allan Shivers Library - funds used to extend service hours
- Beaumont Public Library System/ Tyrrell Historical Library - funds used to replace lost collection materials
- Beaumont Public Library System/ Johns Branch Library - funds used to replace lost collection materials
- Buna Public Library - funds used to repair facility
- Newton County Public Library/ Deweyville Branch - funds used to replace damaged collection materials
- Groves Elementary School - funds used to repair facilities
- Jasper Public Library - funds used to rebuild collection

- Lamar University, Mary and John Gray Library - funds used to maintain collections
- Wildwood Civic Library - funds used to replace damaged or lost materials

I ask that, once again, the library community rally for libraries along the Texas coast. At present, the Disaster Relief Fund can make only a few grants. I ask that you all consider donating to the fund to help support rebuilding in communities that have faced loss too many times. Despite insurance coverage, we all recognize the need for any additional assistance to help rebuild libraries as best as possible. Often, governmental or insurance funds (if available at all) are late in coming.

Please consider supporting the Disaster Relief Fund (see below) or supporting a library directly.

If your library was one affected by the storm or if you are facing the aftermath of another disaster, you can access a grant application or information about disaster preparedness, go to www.txla.org/groups/committees/relief/index.html#apply.

In times of trouble, librarians are always among the first responders – first to provide information, shelter, and comfort. I thank all of you for your steadfast courage and professionalism. To those among us who have to face rebuilding, please know that the entire library community stands with you. ★

About the TLA Texas Library Disaster Relief Fund

The Disaster Relief Fund was established in 1999 with proceeds from the auction of artwork donated by Rosemary Wells. Since that time, the fund has been supported by:

- proceeds from the annual auctioning of donated art at conference (See the Itzy Bitzy Gallery, <http://www.txla.org/html/wells/gallery.html>, for previous years' donated pieces)
- proceeds from sale of *The Men of Texas Libraries* calendar, which raised thousands of dollars to help build the fund after Hurricane Rita
- individual contributions

TLA will also begin sale of *The Tattooed Ladies of TLA* calendar at the 2009 conference.

The Texas Library Disaster Relief Fund is one of numerous funds included in the LEAF, the Association's Library Endowment and Advancement Fund. Visit the TLA homepage (www.txla.org) to make a contribution for disaster relief or to any of the other LEAF funds.



The Maverick Graphic Novel List:

Unmasking the mystery of comics and graphic novels for libraries

BY ALICIA HOLSTON AND TUAN NGUYEN

In recent years, a great deal of space in professional journals has been dedicated to discussions about graphic novels as librarians turn their attention to what promises to be the next big thing in promoting literacy. Research shows that those who read more read better (Krashen 2005), and many in the library profession are looking to graphic novels as an edifying answer for begrudging readers.

Will Eisner, regarded as the father of American graphic novels (Miller 2005, 3), coined the term “graphic novel” and said of the form they are “sequential art, the arrangement of pictures or images and words to narrate a story or dramatize an idea” (Eisner 1985, 5). Building on this idea, Ireland (2004) expanded the definition to

...a complete story ... [that] stands alone. It is a novel in the true sense of the word. It is published in book format, on quality paper and as such, is much more durable than a comic book. It can be a series of comic books bound together that tell a complete story. It can be in black or white or in colour. (Ireland 2004, 1)

Terry Brooks, author of *Dark Wraith of Shannara* (the graphic novel), said about graphic novels:

The thing about a visual form like a graphic novel is that so much of what you need to describe is done through the art. It's the impact of the visual that conveys the story to the reader. Two pages can be covered in one picture if it's done right. (Hudson 2008, 32)

Librarians and teachers are coming to understand that graphic novels are more than just comic books. Graphic novels can play an important role in drawing reluctant readers to the libraries. In *Bringing Graphic Novels into a School's Curriculum*, Bucher and Manning write, “Growing up with television and video games, contemporary young adults look for print media that contain the same visual impact” (Bucher & Manning 2004, 67). Graphic novels are capable of attracting many readers with their high appeal and moderate reading levels. Storylines are engaging and can be entertaining for readers of all levels.

Reluctant readers are highly selective when choosing what to read but are willing to read if they find something that interests them (Snowball 2005, 43). Stephen Krashen has done extensive research on engaging the reluctant reader through the use of graphic novels. According to Snowball, “Krashen

has studied the benefits of reading for many years. He has found that children who read for pleasure show improvement in reading, writing, grammar, and vocabulary and they acquire these skills ‘involuntarily and without conscious effort’” (Snowball 2005, 43). Krashen recommends exposing children to “light reading” to encourage them to read and defines light reading as “comics, graphic novels, and easy sections of the newspapers” (Krashen 2004, 12).

Perhaps the most powerful way of encouraging children to read is by exposing them to light reading, a kind of reading that schools pretend does not exist and a kind of reading that many children, for economic or ideological reasons, are deprived of. I suspect that light reading is the way that nearly all of us learned to read (Krashen 1993, 47–48).

In 2001, overall sales of graphic novels were \$43 million; this includes manga and western style comics. That number has soared since then. In 2007, sales have climbed to \$375 million. \$30 million of that alone comes from the library market place and over \$200 million comes from the sale of manga titles.

Milton Griepp, CEO of ICV2 (a source for information on the business of pop culture products in graphic novels, movies, and games)

The graphic novel trend is growing annually with a soaring number of patrons and students requesting this format each year. More and more libraries are trying to accommodate this need, and librarians have begun putting the more popular graphic novel series on standing order with their vendors. With courses like the graphic novels class offered by the University of North Texas (UNT) School of Library and Information Science and a new undergraduate course also gaining popularity, Texas librarians are learning about graphic novels and their beneficial role supporting literacy. The union of the graphic novel industry and libraries is welcomed by both sides. An increase in librarians attending comic book conventions on a professional level coupled with the comic book industry carving out a niche for itself at library conventions show the interest level of both groups in working with each other for a common benefit.

As the two professions “cross streams,” publishing industry award committees are looking toward librarians for their expertise and participation. For example, Kat Kan, Graphically Speaking columnist for *VOYA*, was the first librarian to serve as a judge for the Will Eisner Comics Industry Awards. Eva Volin, supervising children's librarian at Alameda Public Library (CA), is one of the most recent librarians to be a

judge for the prestigious Eisner Awards. Other librarians to judge the Eisners include Michael Pawuk of the Brooklyn branch of the Cuyahoga County Public Library in Ohio, and Robin Brenner of the *No Flying, No Tights* website and of the Brookline Public Library in Massachusetts.

Graphic novel and comic publishers are realizing the librarian's role, not only with reading and collecting, but with introducing the format to a brand new audience. Teen librarians recognize the format worth purchasing for readers – the same readers publishers are eager to find.

Eva Volin, Supervising Children's Librarian at Alameda Public Library

With few review sources for graphic novels at this time, librarians have been understandably cautious about which ones to choose for their collections. While possible, it is difficult for librarians without some understanding of graphic novels to choose titles that would not otherwise have made it past a library's selection criteria. Rather than spend money on books that are not suitable for the juvenile and young adult sections, many librarians opt to leave graphic novels out of their collections altogether or to add a limited number of "safe" titles. A list of graphic novels which offers information and guidelines about each title could help librarians feel more

comfortable about developing their graphic novel collections and offering more choices to their patrons.

Tuan Nguyen and Alicia Holston, long-time graphic novel readers and students in the University of North Texas School of Library and Information Science (SLIS) graduate program, have considered this issue since starting their library careers. They are members of a generation of comic book fans who have seen their favorite characters evolve from simple two-dimensional archetypes to increasingly complex characters and storylines that are developed onto the big screen. Because both are avid readers, moving toward a library science degree was as natural as Superman taking flight. It was through the pursuit of this degree in the library science department of the University of North Texas that their paths crossed, and they discovered a shared passion for graphic novels.

As early as 2006, Nguyen had been testing the waters for a graphic novel reading list for Texas libraries. "I remember a couple of TLA conferences ago, Tuan chased me down in the Towers of America in San Antonio with this idea," recalled Melody Kelly, president of the Texas Library Association. Once Nguyen discovered Holston shared his passion for graphic novels, he approached her with an offer: work together on a proposal to create an age appropriate graphic novel list for TLA. The American Library Association had recently created

its *Great Graphic Novels for Teens*. Why not a similar list for Texas young adult readers? Both agreed there was a great opportunity to bring higher recognition and acceptance in libraries for graphic novels.

In fall 2007, Nguyen and Holston spoke to Susi Grissom, then chair of the Young Adult Round Table (YART), about developing the steps they should take to achieve their goal. At Grissom's suggestion, they enlisted the help of Wylaina Hildreth, a librarian with Denton Public Library and a member of the *Texas Teens Reads* Advisory Committee. The three collaborators began researching and polling school and public librarians across the state. Their study also included librarians from TLA's Texas Library Connection email distribution list and LM_Net, an online discussion group open to school media specialists worldwide. Of the 126 respondents, 50% indicated that their graphic novels were always in circulation. Another 20% said their graphic novels were circulated a moderate amount.

After months of research, Nguyen, Holston, and Hildreth were ready to present the results to the YART Executive Board. In early spring of 2008, they met with the YART Executive Board and presented the culmination of their research along with information about the Texas libraries surveyed, data collected, and publishers committed to the success of the project. The proposal passed, and the YART board formed a task force to continue development of the first state library association graphic novel committee. Serving with Nguyen and Holston on the task force were Chair Jennifer Smith, librarian at Legacy Middle School in East Central ISD and Lone Star Committee chair; Renee Dyer, librarian at Weslaco East High School in Weslaco ISD and Tayshas Committee chair; and Laura Jewel, librarian with the Plano Public Library System (Davis Library). Included in the process was the naming of the list.

After much discussion, the name Maverick was chosen to represent the fresh attitude of Texas librarians, their innovative new list, and the new direction graphic novels will take libraries. The stage was set for a presentation to YART and then to the TLA Executive Board meeting at Annual Assembly last July. The response by the TLA Executive Board was overwhelmingly positive. Members recounted their own struggles with adding graphic novels to their libraries' collections and were excited at the prospect of a list that could be used not only to help them decide which titles and series to add, but it would also serve as a tool to convince reluctant parents and administration of the benefits of having graphic novels available for their patrons. The dream of a state graphic novel reading list was closer to becoming a reality.

As determined by the task force and approved by the TLA Executive Board, the goal of the Maverick Graphic Novel List is to promote a compilation list of recommended graphic novels published in the current and previous year that are age appropriate for middle and high school students.

Committee procedures follow those of its sister YART lists, the Lone Star reading list for middle schools and the Tayshas reading list for high schools. With the Young Adult Library Services Association (YALSA) as a guide, the list will consist of long-form stories or compilations of comics' issues. The Maverick List will differ from ALA's list in that selections will be separated by age appropriateness (i.e., for middle and high school age readers), and titles will be selected by Texas librarians, so it will have ideally a local flavor. Graphic novels will be judged on appropriateness for young adults aged 12-18, how well image and word are integrated, clarity of panel flow on the page, ability of the images to convey the necessary meaning, the quality of the artwork's reproduction and the quality of the images as art.

Relationships have been established with publishers, distributors, and local stores, including Marvel, DC, Top Shelf, Dark Horse, Tokyo Pop, Top Cow, IDW, Image, and Diamond Distributing among others, to obtain samples of graphic novels published each year. John Shableski of Diamond Comics Distributing commented, "For TLA to form a Graphic Novel Committee speaks volumes towards the progress of the format because it adds weight to the argument for any librarian across the country who has been trying to convince their own library system to carry graphic novels."

Comics and graphic novel industry leaders are also excited about the list because it increases awareness of the format, getting graphic novels out to people who would otherwise not be exposed. Says Marvel's Senior Vice President of Sales and Circulation David Gabriel:

Marvel is thrilled at the continued growth and recognition of Graphic Novels in schools and libraries. The formation of the TLA's committee will help schools and libraries not only in Texas, but across the country in selecting the best Graphic Novels the industry has to offer. It is our hope that such a committee will also aid in attracting reluctant readers with lines such as Marvel Adventures and Marvel Illustrated, as well as the other great offerings from the world of Graphic Novels.

The YART Executive Board will develop the bylaws for the Maverick selection committee. Since this reading list follows the format of Lone Star and Tayshas, incorporating the bylaws should be a quick process. The bylaws for the Maverick list will be presented along with the final proposal to the YART general membership at the 2009 TLA Conference in Houston. The membership will have the opportunity to comment on the proposal before voting. If passed, the first list will be selected and presented to the public in November 2009 alongside the new Lone Star and Tayshas lists. With this list, the Texas Library Association will be the true maverick, leading the way for libraries across the nation to add this valuable resource, graphic novels, to their collections.



Alicia Holston is an administrative assistant at the Farmers Branch Manske Library currently working on her SLIS degree at the University of North Texas. Tuan Nguyen is also a SLIS graduate student at the University of North Texas and a sales representative with Mackin Library Media.

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Information Literacy Skills for Education Students: “One-Shot” Library Sessions

BY JOSÉ A. MONTELONGO AND NAVJIT BRAR

Some academic librarians suggest that information literacy skills are best taught in stand-alone courses taught by librarians (Owusu-Ansah 2004). Others suggest that it is best to deliver information literacy instruction in a variety of ways, including the “one-shot” library session (Zabel 2004). The question entertained in this paper is, “How can librarians make these “one-shot” sessions more efficient with respect to teaching the objectives outlined in the ACRL standards?” (Association of College and Research Libraries 2000). For instance, what are some of the teaching strategies librarians can use to help students with Standard One objectives such as identifying the types and formats of potential sources for information? What teaching methods can be employed to help students with Standard Two skills such as creating efficient search strings to access the various types of resources or teaching them how to narrow or broaden a search?

To answer these questions, we designed “one-shot” library sessions that introduce students to the library’s resources while also teaching information literacy strategies and skills. We created sessions for a research class in the College of Education at California Polytechnic State University. The classes were composed of students aspiring to become teachers. Every student was required to write a research paper using scholarly resources on an educational issue.

The handout we created for these sessions is presented in Figure 1 (at right). The handout has been adapted to include the databases in the TexShare package. The eight resources included in the handout are the college library’s online public access catalogue (*OPAC*), six online databases, and *Google Scholar*. During this two-hour library session, we model searches on each one of these resources. The handout provides a short description of the resources as well as some of the search strings we used to model the searches. On the handout, the resources are sequenced in the order they are presented.

Information Literacy Objectives

The objectives targeted during the library session are presented in Table 1. (See page 98.) Our plan was to unveil a research strategy whereby the most general databases are introduced before more specific resources. The reason for this was to simulate a general-to-specific research strategy students can use as they research not only the topics for the research course but for future research as well. Thus in our training, we begin with a general research question and subsequently modify it as we proceed through the databases.

FIGURE 1: Handout for developing Information Literacy Objectives (Adapted)

For background information and for contextualizing your research topic:

OPAC: The library catalogue for finding books and materials. Ex. **No Child Left Behind**

For databases with good background information or if you need a topic:

The CQ Researcher: CQ Researcher is a weekly publication that provides 10-20 page articles on current topics in public affairs. Ex.: **No Child Left Behind**

Opposing Viewpoints: Provides information on key current social issues and “hot topics” from a number of perspectives. Ex.: **No Child Left Behind**

For articles from magazines and scholarly articles, choose:

Academic Search Complete: Indexes scholarly journals and magazines in the social sciences, humanities, general science, education and multicultural studies

Ex 1.: **No Child Left Behind**

Ex. 2.: **No Child Left Behind* + academic achievement (peer-reviewed)**

ERIC (Subject-specific database): Contains journal articles, books, book chapters, dissertations, in Education.

Thesaurus: “curricula” use “mental disorders”

Ex.: **No Child Left Behind* + academic achievement* + Texas**

For databases of newspaper articles, try:

Info Trac Newspapers: Covers nearly 500 U.S. and international newspapers and business journals.

Ex.: **No Child Left Behind* + academic achievement* + Texas**

Texas Reference Center: A full-text collection of major dailies and regional papers. Ex.: **No Child Left Behind* + “academic achievement” + “El Paso”**

For searching multiple databases simultaneously for scholarly articles, try:

Google Scholar: Provides a simple way to search across many disciplines and sources. Ex.: **No Child Left Behind + “academic achievement” + Texas**

**TABLE 1: INFO LIT. OBJECTIVES FOR NO CHILD LEFT BEHIND
(ADAPTED FOR TEXAS LIBRARIES)**

Objective	Source(s)
Is able to access print and online sources	OPAC; online databases; Google Scholar
Uses background information sources effectively to gain an initial understanding of the topic	CQ Researcher, Opposing Viewpoints
Prints, e-mails document	Academic Search Complete and others
Knows how to cite source	Academic Search Complete and others
Identifies the value and differences of potential resources in a variety of formats (website, multimedia,...)	Opposing Viewpoints
Identifies the purpose and audiences of potential resources (scholarly vs. peer-reviewed)	Academic Search Complete and others
Describes when different types of information (primary/secondary) may be suitable for different purposes.	Opposing Viewpoints
Describes the intent or purpose of an information source (to persuade, to inform)	Opposing Viewpoints
Reviews the initial information need to clarify, revise, or refine the question	Academic Search Complete and others
Demonstrates use of thesaurus	Academic Search Complete, ERIC
Demonstrates an understanding of Boolean logic and constructs a search statement.	Academic Search Complete
Finds sources that provide relevant subject-field and discipline-related terminology	ERIC
Finds and uses subject field and discipline-related terminology	ERIC
General newspaper source	InfoTrac Custom Newspapers
Restrict dates	InfoTrac Custom Newspapers and others
Narrows or broadens questions and search terms	Google Scholar
Formulates and executes searches to check information needs with available resources	Google Scholar
Executes citation search	Google Scholar

In the model searches, we use those databases that are the most user-friendly to illustrate the skills. For instance, we discuss the differences between scholarly and non-scholarly works using the *Opposing Viewpoints* database which includes both types. The *Academic Search Complete* database is used to demonstrate the use of a thesaurus. The other skills demonstrated in the library session range from the pedestrian (knowing how to e-mail a resource) to the more complex (formulating a successful citation search). Table 1 lists the resources that are used to help familiarize students with these skills.

The sequencing of the resources is presented in Table 2. For each resource, we describe the teaching method(s) used to model example searches and the processes to formatively assess instruction. We typically use one general research topic throughout a session. This affords us the opportunity to showcase the differences in coverage among the databases. It also permits us to modify the different search strings. We can narrow the topic or broaden it to illustrate a point. For illustrative purposes, the topic, “*No Child Left Behind*,” was used as a model search. The classes are taught in one of the library’s instructional labs where there are enough computers for every student.

The Online Public Access Catalogue

Each library session begins with the most general resource of all – the library’s online public access catalogue (OPAC). We teach the students that books and textbooks are excellent springboards for beginning their research because they provide much of the general background knowledge they will need to get started. Books might also provide students with a measure of a topic’s importance or give clues about the currency of their chosen topic. Students can use books to focus their general interests or to find a more interesting related topic. More importantly, books can also lead students to seminal articles and other works relevant to their topics. However, we also caution students by telling them that many of the sources cited in a book or textbook are not

necessarily the most current given the time it takes for an author to write and publish a book.

Instruction on *OPAC* includes teaching the students how to sort the results from the latest to the oldest, how to read the summary of the books they're interested in, how to find similar works, and how to write down the call numbers of those they want. During the library session, students also learn how to use the interlibrary services.

After modeling a search on *OPAC*, we encourage the students to search for books on topics of their choosing using a keyword search. We typically allot five to 10 minutes for this activity and monitor their searches by walking around the classroom answering questions and making suggestions.

General Databases

After the students have concluded their searches in *OPAC*, we introduce them to an online general database, such as *The CQ Researcher*. Such a database provides general reports on topics of current national interest. As we model the search of *The CQ Researcher* using "No Child Left Behind" as the topic, the students follow along. Next, students are shown the important parts of these reports including the *overview*, *chronology*, *outlook* and *bibliography* sections and special features such as *Cite Now*, which provides a bibliographic citation for the report. We also show students how to print or e-mail a copy of the entire report to themselves. After the model search, students are invited to conduct a search for reports on topics that interest them. We assess student progress by walking around the room offering advice whenever a teachable moment arises or by answering the questions students may have. For those libraries that do not have the online version of *The CQ Researcher*, the print versions will provide much of the same information.

Opposing Viewpoints is another online general database we model. This resource allows us to teach the students that two of the reasons why articles are written are *to persuade* or *to explain*. We reinforce this explanation by having students examine the different types of resource materials presented in the various sections of the

TABLE 2: SEQUENCING THE PRESENTATION (ADAPTED FOR TEXAS LIBRARIES)

Objective	Source(s)
Introduce searching for background knowledge using <i>CQ Researcher</i>	Explain: Databases provide background knowledge Model: Search of <i>CQ Researcher</i> for NCLB Assess: Student Searches of <i>CQ Researcher</i> for own topics
Introduce purposes of research materials using <i>Opposing Viewpoints</i>	Explain: Some materials are meant to persuade Model: Search "Viewpoints" in <i>Opposing Viewpoints</i> Explain: Peer-review process and academic journals Model: Search "Academic Journals" in <i>Opposing Viewpoints</i>
Introduce various formats with <i>Opposing Viewpoints</i>	Explain: Primary sources in <i>Opposing Viewpoints</i> Model: Search for Primary Source for NCLB Model: Search for Association Websites for NCLB Assess: Student Searches for own research topics.
Introduce narrowing of terms, truncation; creating search strings	Explain: Narrowing of topic, "NCLB." Model: Narrowing of topic using string of suggested truncated search terms in <i>Academic Search Complete</i> Assess: Student searches for narrow truncated search terms for their own topics.
Introduce subject-specific resources; use of thesaurus	Explain: Subject-specific databases using <i>ERIC</i> Model: Use of thesaurus for term, "curricula." Model: Search narrowed topic, "NCLB," using truncated special terms. Assess: Student searches using subject-specific databases.
Restrict dates; Introduce general newspaper sources using <i>InfoTrac Custom Newspapers</i>	Model: Search narrowed topic, "NCLB," using truncated special terms in newspaper databases for limited date range. Assess: Student searches using newspaper databases.
Introduce more specific newspaper sources using <i>Texas Reference Center</i>	Model: Search narrowed topic, "NCLB," using truncated special terms in specific newspaper sources. Assess: Student searches using local newspaper databases.
Revise searches; match available resources with <i>Google Scholar</i>	Model: Search narrowed or broadened topic for NCLB using <i>Google Scholar</i> . Model: Using <i>Google Scholar</i> for citation search. Model: Using <i>Google Scholar</i> to identify available resources Assess: Student citation searches using <i>Google Scholar</i> Assess: Student identification of available sources for own topic.

database. For instance, the essays in the “*viewpoints*” section of this database and those in the “*websites*” section, where associations publish their stances on issues of interest are meant mostly to persuade readers. On the other hand, those reports in the “*statistics*” section of the database are meant to inform.

Opposing Viewpoints is also excellent for teaching the differences between peer-reviewed journals and magazines. To reinforce the instruction, we use copies of academic journals and non-scholarly magazines to compare and contrast these two types of publications. We also explain the process for publishing scholarly articles. Since this database often devotes a section of the resources to primary sources, it is also possible to teach students about the differences between primary and secondary sources. *Opposing Viewpoints* is also useful for exemplifying multimedia sources because it often contains pictures and text copies of radio broadcasts. As was the case with *The CQ Researcher*, the *Opposing Viewpoints* series of books will provide some of the important information contained in the online database.

In summary, general databases such as *CQ Researcher* and *Opposing Viewpoints* are two excellent examples of resources for students beginning their research efforts. Students can build background knowledge for a particular topic of interest as they try to frame a research question. Additionally, they are exposed to terms such as primary and secondary sources, scholarly materials, websites, multimedia information, and essays meant to persuade and inform.

One way of assessing instruction to this point is to ask students if they have been successful in finding articles or reports for their research paper. We have found that a majority of students get an excellent start on their research projects using *CQ Researcher* and *Opposing Viewpoints*.

More Specific Online Databases

Research often proceeds from the more general to the more specific. Researchers gather general information about a topic and then begin to ask more specific research questions. We designed these “one-shot” sessions to proceed in analogous fashion. After modeling the general databases for background information, we move to databases that permit more-focused searches. One database that provides a user-friendly format and allows us to move from the general to the specific is *Academic Search Complete (ASC)*. This database allows a researcher to work on his/her search strings. For instance, whenever a researcher enters a general search term, *ASC* provides alternative subject terms that can be used to narrow searches. Students can also find different subject terms by clicking on the title of a particular article. Finally, *ASC* possesses a thesaurus that students may consult for more appropriate search terms.

We model a search on *ASC* using the most general search term for a topic (for example, “No Child Left Behind”). When the results are posted on the screen, we point to the alternative subject terms that students can use to narrow the results. For instance, a term that comes up with the search on the topic of “No Child Left Behind” is “curricula.” We explain to the class that a search string that includes the terms “No Child Left Behind” and “curricula” can be used for investigating the relationship between “No Child Left Behind” and “curricula.” We also advise students to write down the terms that lead to the most appropriate materials as these terms can be used in other databases. Following the demonstration, students are encouraged to enter their own general topic on *ASC* and to find subject terms that will help them focus their research. We formatively assess student performance by walking around the classroom, evaluating student searches and answering questions.

After the demonstration of *Academic Search Complete*, students learn to use the subject-specific *ERIC* database. This Education database affords librarians the opportunity to demonstrate the use of a subject-specific thesaurus, reinforce the concept of peer-reviewed journals, and acquaint students with resources dedicated to the field of education, such as conference proceedings and publications from state offices of education.

We begin our demonstration of *ERIC* using the search terms, “No Child Left Behind,” and “curricula.” The carryover of terms from one database to another reinforces the notion for students that they do not have to “start from scratch” every time they switch databases. In *ERIC*, we also demonstrate the use of a thesaurus to look for related terms. We find that “curriculum development” is used in place of the term, “curricula.” Since this is a long term, we use the opportunity to explain truncation to the students. Then we model the search for the terms, “No Child Left Behind” and the truncated, “curricul*.” To demonstrate the idea that students can narrow down a topic themselves, we add the search term, “Texas,” to narrow the results to those articles having to do with “No Child Left Behind” and “Texas.”

As was the case with the general databases, *CQ Researcher* and *Opposing Viewpoints*, we have found that a majority of students are successful in finding resources for their research. Most have succeeded in e-mailing articles to themselves from the databases *Academic Search Complete* and *ERIC*.

Newspaper Databases – General-to-Specific

After modeling searches for reports in *CQ Researcher*, viewpoints and articles in *Opposing Viewpoints*, and scholarly articles in *Academic Search Complete* and *ERIC*, student instruction turns to newspaper databases. The first of the

resources reviewed is *InfoTrac Custom Newspapers (ITCN)*. This database covers international and major national newspapers. *ITCN* is an excellent database for modeling date restrictions for articles in a database. After we have modeled a search using “No Child Left Behind” as the topic, we encourage our students to apply the various research skills they have learned earlier in the session in their search of topics on *ITCN*. They can narrow their searches by including more specific terms or broaden the searches by deleting terms. They can limit their searches to a specific date or to a certain date range. They can truncate their search terms and use a thesaurus. They can also e-mail the article with a citation to themselves.

Many students find a second newspaper database, such as *Texas Reference Center*, an invaluable resource, because they can obtain information about a national issue at the local level and obtain this information from a local source. For the topic of “No Child Left Behind,” students can find newspaper articles discussing teachers’ and parents’ views of this topic from the *El Paso Times*, the local El Paso, Texas newspaper. They can also practice the skill of limiting the date ranges for the newspaper articles and they can e-mail articles to themselves.

Google Scholar

Google Scholar is the final resource introduced and it might be said that we “saved the best for last.” There are several reasons for this. First, *Google Scholar* permits students to broaden the expanse of their searches to other resources, an important indicator of information competence. Conducting a focused search on *Google Scholar* often brings up the results from databases that have not been modeled during the session. Next, *Google Scholar* is an important teaching tool because it allows librarians the chance to introduce citation searching. *Google Scholar* provides students not only the number of times a particular scholarly work has been cited but also with the actual works that have cited it! Moreover, many of the citations are also full text. We use *Google Scholar*’s citation search and contrast it with the sources in the bibliographies and reference sections of articles. We explain to students that it is possible to see how a scholarly work was received by other experts in the field through the more recent articles in a citation search. It is also possible to see how a particular research question has been framed and re-framed over time. After we have demonstrated a search of *Google Scholar* using the topic, “No Child Left Behind,” we challenge students to conduct searches of their own. We assess their performances by walking around the room, making suggestions, and answering questions.

At the end of the session, we have modeled many of the information literacy skills enumerated in the first and second

standards of the ACRL’s information literacy standards (ACRL 2000). Students have been taught a general-to-specific strategy that can be used with any research question. Additionally, students have been taught terms such as “primary and secondary sources.” And, students have learned how to modify their searches through search terms.

Conclusion

Library research sessions can introduce students to many of the skills needed to meet the two information literacy standards set forth by the ACRL. By presenting resources in a manner that simulates the research strategies of an information competent researcher, library instruction can help lay the foundation for helping students conduct research on their own. To help students become better researchers, library instructors can sequence the presentation of resource from general to specific. A simple way to accomplish this seamlessly is to use the various databases to introduce new skills or strategies to the learners. Most importantly, our experiences show that such “one-shot” library instruction is fruitful because students not only leave the session with resources they can use for their projects, but also with some idea of how to proceed with research.

José A. Montelongo coordinates research, instruction and collection development for the College of Education with the California State Polytechnic State University (San Luis Obispo). Navjit Brar is a reference and instruction services librarian also with California State Polytechnic State University.

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“To have the Texas people see the necessity for it”

Laying the Foundation for the Texas State Library, 1835-1909

EDITOR'S NOTE: This article is an adaptation of the first chapter of David B. Gracy's forthcoming history of the State Library. *Nor Is This All: A History of the State Library and Archives of Texas, 1835-1962* will be published in recognition of the Texas State Library and Archives Commission's centennial celebration.

BY DAVID B. GRACY II

All that the members of the two-year-old Texas State Historical Association in 1899 asked of the legislature of the only state to have been an independent nation before joining the union was creation of a Texas State Historical Commission. The proposed commission would raise the State Library to the status of a separate agency of state government with responsibility for the government's archives and historical artifacts; for collecting papers and books concerning the history of Texas; and for accumulating materials particularly useful for reference by legislators conducting the state's business. All that the members of the Texas Federation of Women's Clubs, organized the same year as the historical association, and the members of the one-year-old Texas Library Association, asked of the legislature in 1903, 1905, and again in 1907 was creation of a Texas Library Commission to oversee establishment of a system of free public libraries throughout the state, manage a traveling libraries program, and maintain collections of Texas government publications around the state.

Unable on their own to obtain passage, the club women, librarians, and historians approached the legislature together in 1909 with a single measure creating a Texas Library and Historical Commission. On March 19, 1909, Governor Thomas Campbell rewarded their efforts by signing the bill into law. Nothing, not even resources insufficient to conduct the work of the agency, dampened the euphoria of that moment. Historian and librarian Ernest William Winkler, whom the new commission picked as its first state librarian, understood the sentiment fully when, in the agency's first newsletter, he wrote: "To impress the Commission with the importance of economy, or for other reasons, very little money was appropriated with which to carry on the work for public libraries. But who could sit down and wait for the assembling of another Legislature to remedy even so important a defect as this, when the need for action and the promise of good results are so great?"¹

Such excitement had not attended the earliest attempts to establish either the library or archival function of government.

In November, 1835, Representative Don Carlos Barrett asked his colleagues in the Provisional Government, organized that month to manage the revolutionary war against Mexico, to authorize furnishing a library for the government. A principal architect of the structure of the Provisional Government, Barrett proposed purchasing works on history, government, and law that would be useful in conducting legislative and judicial business.²

On the third day of the new year, 1836, in flowing prose, Irishman John McMullen returned the recommendation of the Committee on Finance, to which the proposal had been referred. "We approve of the proposition in part, and do most earnestly recommend to the General Council to accept . . . so far as to embrace the list of books . . . together with such works as the wisdom of your honorable body, may add to said list. Yet to purchase the . . . volumes," McMullen continued, ". . . would be, in our humble opinion, in the present distracted and impoverished state of the country, unwise, and [would] give just cause of offense to a large majority of our fellow-citizens; they would instantly say, you advance one thousand dollars for a library, containing two thousand volumes; when you have not one cent to give to him who has suffered every privation, and risked every danger in defense of his country." The committee's conclusion was inevitable: "It would not only displease the people, but it would be bad policy, and would be an expenditure of money which is not absolutely required at this time. If our finance were in a flourishing condition, and our state [one] of peace with the world, we would recommend you purchase double the number of volumes proposed, for a state library."³

No expenditure was made for books. But the attitude in the recommendation that libraries are good and needed, just not at this cost and not now has haunted the library and archival agency of state government in Texas for almost all of its 173 years.

In January, 1839, the poet and historian second president of the Republic of Texas, Mirabeau Buonaparte Lamar, called for establishment of a national library. Obliging, the Third Congress appropriated \$10,000 to fill it with books. Before Lamar could purchase more than the 18 volumes of the *Edinburgh Encyclopedia*, the depreciating value of the currency of the Republic terminated expenditures to avoid "doing any injury to the more important and pressing interests of the Country."⁴ The national library materialized as but a small reference shelf.⁵

For most of the next 30-plus years, the library function of government bounced between the Secretary of State and the Supreme Court, the purpose whether in support of the legislature or the judiciary never being firmly established.⁶ Though the election of 1866 brought to office men who represented the least and slowest change from the pre-Civil-War society, in regard to the library function of government, the new leadership looked to be the most progressive since Lamar and the Third Congress. In October they created the office of State Librarian under the Secretary of State to have charge of a collection to serve as both a public and a legislative library. Beyond authorizing purchase and circulation of books, the enabling act required the state librarian to publish in the newspaper for six weeks

prior to any legislative session not just the names of those who had failed to return books but also their addresses. As a legacy from the previous six years under the Board of Commissioners of Public Grounds and Buildings, the state librarian was given charge too of the state cemetery. Though the legislature neglected to appropriate the \$1,000 annual salary, Robert Josselyn took the job anyway and in eight months cataloged 5,427 volumes. To General Philip Sheridan, commander of the military district including Texas, more important than Josselyn's accomplishment with the library was the fact that he had been the private secretary to Confederate President Jefferson Davis. In July, 1867, Sheridan removed Josselyn as an impediment to Reconstruction.⁷

On the face of it, the Constitution of 1876, which ended Reconstruction and ushered in a new era of limited and frugal government, offered no hope for development of the library function within state government. The word "library" appeared nowhere in the lengthy document. That the constitution was drafted on the 40th anniversary of Texas independence (and 100th of the United States), however, was not lost on its authors. They specifically empowered the legislature "to provide for collecting, arranging and safely keeping such records, rolls, correspondence, and other documents, civil and military, relating to the history of Texas, as may be now in the possession of parties willing to confide them to the care and preservation of the State."⁸

Realizing the constitutional provision, Texas policy makers for the first time countenanced the importance of providing for, as the wording went, the future needs of historians. In language, the substance and some of the wording of which would be repeated in the 1909 statute creating the Texas Library and Historical Commission, legislators gave the Commissioner of Insurance, Statistics, and History the power and obligation to



State Library operations housed at the Capitol circa 1900
TEXAS STATE LIBRARY AND ARCHIVES COMMISSION

“demand and receive” historical records from agency heads and to collect “reliable” historical information from outside state government.

The vision set out in the constitution and subsequent statute was remarkable in its purpose and breadth. As the first recognition that records created in the conduct of the people’s business had a value beyond simply completion of the affairs of which the records were a part, the statute established that the legislature had a forward-looking responsibility for oversight of the management of this documentation. It came none too soon.

As early as the years immediately after the Revolution, the congress of the Republic had directed Land Commissioner John P. Borden to gather the Land Papers. Woefully disregarding the magnitude of the task, congress appropriated not one penny to hire wagons and teams, to pay workers, or even to provide an office in which to operate and house the records Borden obtained. Borden labored nonetheless but, with nowhere else to put them, parceled out the records he rounded up to the homes of friends for storage. At least those records survived. Treasury records burned in 1845 when the residence in which they were housed was left unattended.

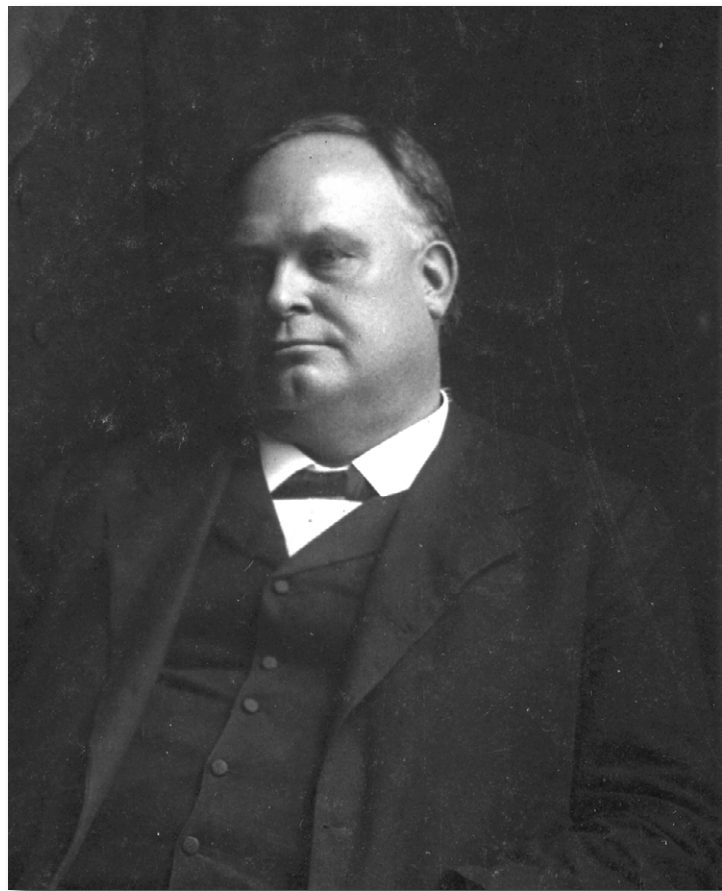
Ten years later, it was the records of the Adjutant General’s office that burned. The loss was all the worse because government leaders had been warned of the danger three years earlier. A special committee told colleagues in the House of Representatives on January 16, 1852, that

We deem it almost unnecessary to remind this honorable body of the absolute necessity and importance of preserving the muster rolls [of the Revolution and Republic], not only on account of the pecuniary interests involved [payments for service], but also as a proud memorial of the patriotism and self-sacrificing spirit of those who were ever ready to rally around the Lone Star, and to yield, if necessary, their lives in defence of Texian independence, and Texian soil. . . Shall we, governed by a selfish spirit of economy, permit the only record of that ‘Spartan Band’ to be lost . . .?9

The answer was: “yes,” and in 1855 both the building and the records in it perished.¹⁰

After defining the office’s history function, the statute gave the Commissioner of Insurance, Statistics, and History “charge and control of the State Library,” consisting of some 7,000 books filling rooms on the second and third floors of the capitol and packed in 15 additional large boxes for the want of any other place to put them.¹¹

Without question, the 1876 Constitution and the 1877 statute enacting it signaled a new beginning. They provided for the first time for management of both the library and the archival functions of government under a single head, where



James S. Hogg
TEXAS STATE LIBRARY AND ARCHIVES COMMISSION

they have remained ever since. Maintaining a judicious and equitable balance between the two significantly different but related activities challenged state librarians and state library proponents almost from the enactment.

The appointment of 43-year-old medical doctor turned attorney Valentine Overton King as the first commissioner suggested that the state library would take its place behind insurance and statistics in the work of the department. King’s Texas roots were but two years old, and he had gained his appointment apparently through the influence of his legislator son-in-law. But King meant to fulfill the mandate of the law to the fullest.¹² He was startled to discover that of the books in the state library, only a pitiful three related to Texas. Visitors remarked to him on “this poverty in a department of the Public Library that should be richer than all others in its peculiar lore.”¹³ King worked with unprecedented ardor to collect both books and documentation concerning Texas history. By the time he left office in January, 1880, King had acquired some 5,124 items for the state.¹⁴ More than that, he had given presence to the state library’s new mission of providing both a library function and, for the first time, an archival function.

The fire that engulfed the capitol on November 9, 1881, destroyed most of the books and left the library, as one

historian summarized, “without a habitation and almost without a name”¹⁵ until the first native-born governor of Texas, James Stephen Hogg, came to the office in 1891. Hogg took preservation of the history of Texas as one of his missions, and he knew just the man for the job – the university educated and history-minded former Van Zandt county judge, Cadwell Walton Raines.¹⁶

Given the title of historical clerk, rather than state librarian, Raines rebuilt the Texas collection of books and actively added to the assemblage of archives King had acquired.¹⁷ Raines secured the treaty with Great Britain bearing the signature of Queen Victoria, and Lieutenant Colonel William Barret Travis’ ringing Victory-or-Death letter of February 24, 1836, written from the Alamo. In two years building on King’s foundation, Raines had amassed the largest and richest Texas collection in existence.¹⁸

Hogg’s successor continued neither Raines nor his reasonably comfortable salary. In 1899, after the death of his successor and for less than three-fourths of his former salary, Raines returned to the job he loved but wrote bitterly of “inadvertence on the part of our legislators that Texas, the first State of the Union in size, the third in miles of railroad operated, and practically the fifth in population,” ranked 35th in state libraries. “Perhaps the day is not far distant,” he opined, “when it will be realized that the true grandeur of a State consists not so much in extent of territory, wealth and population as in beneficent institutions.”¹⁹

Shame did not pass the Texas State Historical Commission bill the historians sought in 1899 to turn the state library into an agency to manage the state’s archives, collect its history, and produce documentary publications. Nor did pursuit of libraries for education of “the higher and nobler sort that elevates and improves every human faculty – that inspires everywhere a love for the good, the true, the beautiful,” as Texas Federation of Women’s Clubs President Kate Rotan phrased it, secure passage of the State Library Commission bill.²⁰

Compared to the male historians who lobbied their male counterparts in the legislature, the route to achieving the club women’s goal seemed to be the more circuitous. They eschewed lobbying as unladylike. That left only one path open. “When one considered that the husbands, fathers, brothers and sweethearts of clubwomen were men of influence in affairs of state,” one said, “it was conclusive that the clubwomen were not without ways and means of influencing legislation.” Evidently too few of these women got close to legislators, for, after they lost for the third time in 1907, Mrs. Cone Johnson told them to take a different tack. “Educate public sentiment in favor of a Library Commission – to have the Texas people see the necessity for it,” she instructed her sisters.²¹

Whether the library supporters approached the history supporters or vice versa, the two united. Their bill in 1909 was almost lost because of the traditional objection to adding any expenditure to the state budget. But at last it passed and Governor Campbell signed the Texas Library and Historical Commission into law.

If, as they anticipated the future, the thoughtful among the supporters and leaders of the Texas State Library reflected on the history of the library and archival functions in Texas government, they could have observed four striking facts.

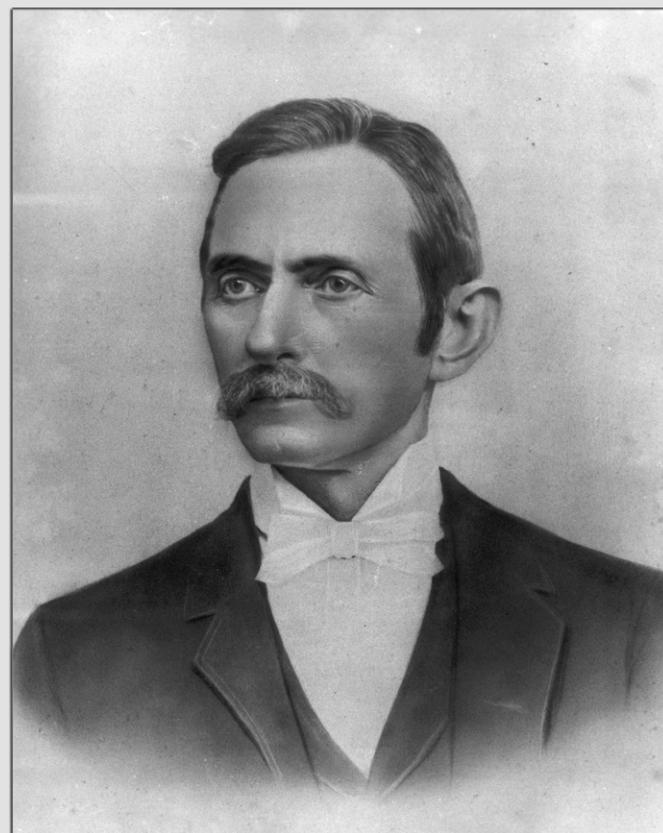
First, the greatest obstacle they had to confront was the attitude of the state's lawmakers that libraries and archives were important to the state, just not now and not at the cost. The losses of Treasury and Adjutant General department records were the most dramatic, but only two among many instances of the effect of the persistent posture of penury Finance Committee Chair McMullen first and so eloquently expressed in 1835.

Second, history and the archival function appealed to political leaders more than education, moral uplift, and reading. Enthusiasm for the history of Texas motivated state leaders after Reconstruction and then Governor Hogg, who provided the state library with the most substantial funding it enjoyed in its first three-quarters of a century.

Third, during the state library's 74 years, virtually every new librarian – particularly Joselyn, King, and Raines – had found the library in disarray. The pattern repeated: allow the work of a strong librarian to lie fallow after his term, and the collection, far from going into limbo, lost its integrity as its order was destroyed and books belonging to the state disappeared. Time after time after time, investment in labor and assets was squandered.

Fourth, having found no instance in any other state in which the broad history and archival function and the variegated library and reading function were joined in one agency, proponents of the state library in Texas at the beginning of the 20th century were pioneering. Lacking examples from which to profit, harmonizing and balancing these two simultaneously related and disparate functions would be no small task and require the most careful tending.

These four realities should have provided guideposts by which leaders and supporters of the Texas State Library in 1909 plotted their strategy. But, intent on distancing themselves from political chiefs, and so eager to begin work, the library's leaders plowed headlong into conducting the various activities prescribed in the law. Neglecting the realities of history would haunt the agency for generations.



David B. Gracy II is the Governor Bill Daniel Professor in Archival Enterprise at the School of Information at The University of Texas at Austin.

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- 18 Christie, "Caldwell Walton Raines," *Texas Libraries*, 192-193; Christie, *Cadwell Walton Raines, 1839-1906: Historian and Librarian* (M.L.S. Report: University of Texas, 1966), 49.
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FREE PEOPLE READ FREELY

A Report of the American Civil Liberties Union of Texas

Editor's Note: *Banned Books Week (BBW)* will be celebrated September 27–October 4, 2008. Observed since 1982, this annual event reminds Americans not to take this precious democratic freedom for granted. Every year, the American Civil Liberties Union of Texas polls all Texas school districts to compile the list of the banned books in the state. In partnership with TLA, the ACLU of Texas promotes the Banned Books Report to inform the public of statewide challenges to reading materials. The report published here is shortened and adapted from the final report available on the Texas ACLU website (www.aclutx.org/projects/bannedbooks.php).

We are not afraid to entrust the American people with unpleasant facts, foreign ideas, alien philosophies, and competitive values. For a nation that is afraid to let its people judge the truth and falsehood in an open market is a nation that is afraid of its people.

JOHN F. KENNEDY

Our whole constitutional heritage rebels at the thought of giving government the power to control men's minds.

THURGOOD MARSHALL

I am opposed to any form of tyranny over the mind of man.

THOMAS JEFFERSON

Introduction and Summary

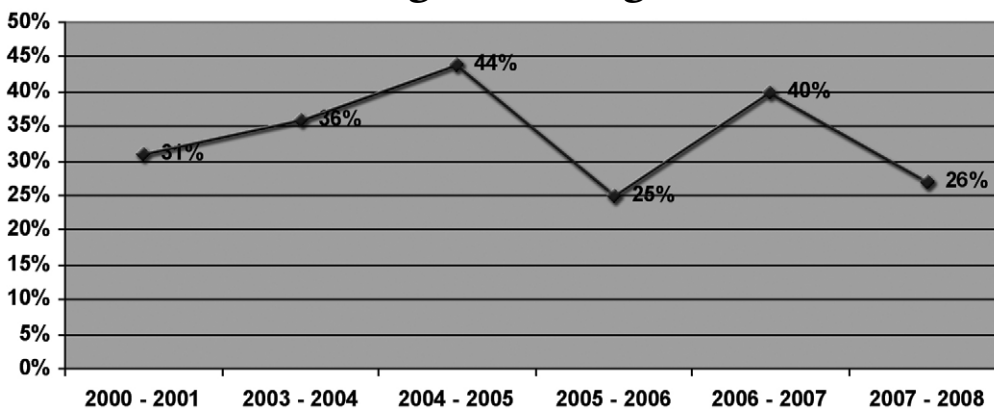
Since 1996, the ACLU of Texas has celebrated Banned Books Week by releasing an annual report cataloging the occurrence of censorship in Texas public schools. This is the 12th such report. In order to compile the information necessary to present this report, over 1200 open records requests were sent to every school district and charter school in the state. Each school district received a request asking specific questions about any challenge to remove or restrict library books or curriculum-based reading materials during the 2007- 2008 academic year. This year's report is founded on the information contained within the 786 responses to open records requests. Once received, this information was organized by the following fields: challenging district, book challenged, author of challenged book, originating campus of challenge, reason for challenge, result of challenge, whether the challenge was to curricular usage or library usage, and additional comments.

School library censors were not as active in the 2007-2008 academic year as they were in the previous year. The ACLU of Texas has not only found that fewer books were challenged this year but also that there were far fewer banned books. The percentage of books being restricted, however, changed only slightly.

Nevertheless, the censoring spirit is alive and well in Texas public schools. The state's biggest school district, Houston ISD, reported nearly twice as many challenges this year as opposed to last year, increasing from 11 to 20. Also, though no titles from the *Harry Potter* series were on this list, five titles from Phillip Pullman's fantastical *His Dark Materials* series, in which *The Golden Compass* may be found, were challenged this year. Like the *Potter* series, these titles are challenged almost entirely on religious grounds such as objection to the author's reported atheism or the book's mystical or pagan themes.

The ACLU of Texas also found that the percentage of challenges coming from the middle school/ intermediate/ junior high level rose substantially this year. All the while, the percentage of challenges taking place at the high school level decreased markedly. It is difficult to know why this change took place or even what effect it will have upon Texas students.

Challenges Resulting in Bans



Statistical Summary and Breakdown

The occurrence of challenges seems to have subsided slightly as compared to the previous year. Fortunately, there were only 43 school districts reporting 102 challenges in the 2007-2008 academic year, while last year saw 67 school districts reporting a sum of 116 challenges. That is an inspiring 36% decrease in the

number of school districts reporting challenges and a 12% decrease in the number of challenges. To put it in another perspective, 3.42% of the school districts in the state reported challenges this most recent school year, whereas 5.33% of all districts reported challenges in the previous year.

The numbers above show that the overall concentration of challenges has risen. That is, the average number of titles challenged by a district reporting at least one challenge has risen from 1.7 to 2.4. This skew is likely due to the inordinate number of challenges reported by Houston ISD (20) and Round Rock ISD (9).

In terms of challenges resulting in an outright ban on a library or curricular book, this year also seems to have been a better year for Freedom to Read in Texas public schools. Indeed, both the rate of challenges resulting in bans and the total number of banned books decreased. Only 27 (26%) of the 102 challenges resulted in a banning during the most recent school year, whereas 46 (40%) of the 116 reported challenges resulted in the challenged title being banned during the 2006-2007 academic year. This means there was a 42% decrease in the overall number of banned books and a 35% decrease in the “success” rate of challenges.

Oftentimes, school boards react to a book challenge with actions that stop short of removing books from a school’s library. These actions are known as restrictions, and they fall into two categories: restriction to access/special permission and allowance of an alternate book. Access to a book may be restricted in a number of ways, but most commonly, a restricted book may only be borrowed by: 1) students of a certain age/ grade level or 2) by students with parental permission. When a challenge is made to a curricular book, a school district may respond by assigning alternative reading materials to those students or, perhaps, to those students with parents who object to the content of the challenged text. With that being said, 32% (34 titles) of this year’s challenges resulted in restrictions, while 40% (46 titles) of last year’s challenged books were ultimately restricted. This represents the significant decreases of 20% in the restriction rate and 26% in the actual number of restricted books.

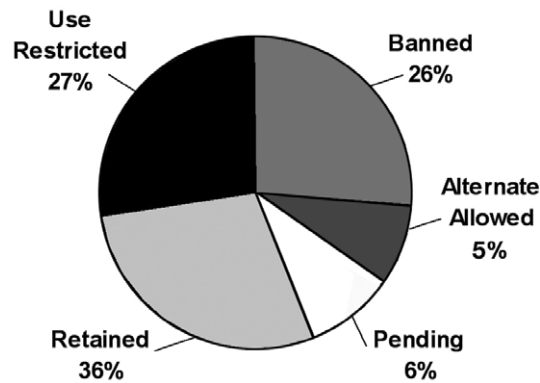
Not all book challenges result in restrictive action by school districts. In fact, it is not rare at all for a school board to take matters of intellectual freedom seriously and elect to reshelve a challenged book, allowing free and unrestricted access. In fact, this year saw 36% (36 titles) retained, while last year a quarter of challenged books (29) were retained. This year reflects a very slight but positive move away from restriction and toward retention. If one couples this fact along with the slightly

more substantial movements from banning and challenges mentioned above, it appears that school district censors were less active in 2007-2008.

It is important to note that only 62.57% of districts responded to the ACLU of Texas information requests this year, as opposed to last year’s rate of 89.42%. Clearly, a significant

number of challenges may not have been reported; hence, the actual occurrence of challenges, restrictions, and banned books may be greater than the figures above suggest. It must also be mentioned that, at the time this report was printed, the results of some challenges were still pending. These constituted nearly 6% of all reported challenges, and it is conceivable that knowledge of their outcome might affect this report.

Results of Challenges

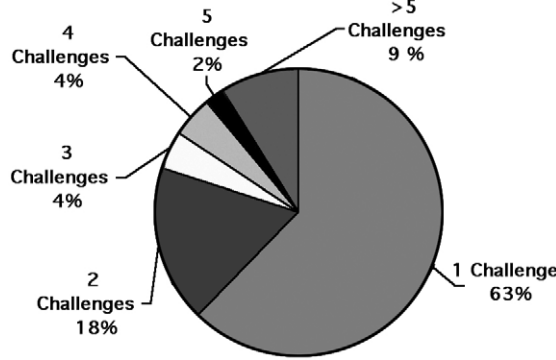


Where Were the Most Challenges?

Houston, Round Rock, Mesquite, and Mansfield are the districts that reported the most challenges for the 2007-2008 school year. Houston ISD, as it did in 2006-2007, reported more challenges than any other single school district in the state. This is not surprising since HISD has more

students than any other ISD in Texas. What should come as something of a surprise, however, is the fact that HISD's reported challenges nearly doubled from last year. Last year, Houston ISD led all other Texas school districts with 11 challenges, while this year HISD challenges dwarfed the rest of the state with 20. HISD banned two books and restricted 12, while five were retained and the results of one challenge was pending as of press date. Round Rock ISD took second in this dubious competition with nine challenges, none of which resulted in a single ban or restriction. Mesquite ISD and Mansfield ISD each had six challenges.

Challenges per District of the 42 Districts with Challenges



to titles in elementary schools constituted 45% of all challenges, down only slightly from last year's 52%. In an isolated instance of district wide censorship, Beaumont ISD banned H. G. Bissinger's *Friday Night Lights* from every school library in the district.

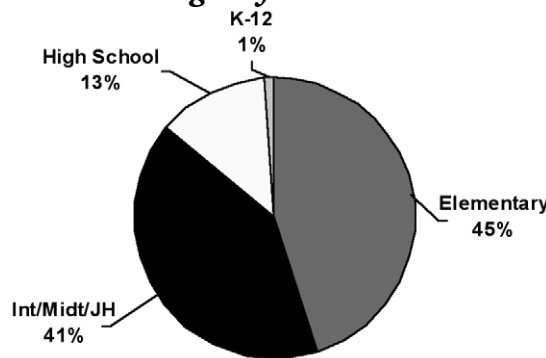
Reasons for Challenges

This year, the vague "other" category was the most often cited complaint about a book, unlike previous years, when "profanity" was the number one reason for a book to be challenged. Of course, nearly anything can fall under the catch-all "other" category, but some of this year's notables include rarities such as "negative comments about inner-city life," "inaccurate historical information and cultural bias," "reference to common currency for North America," and regulars such as "atheism," "alcohol," and "gay theme." Forty-five challenges cited "other" as at least one justification for why a particular book should be removed from a library or classroom use. Of challenges resulting in either banning or restriction, 24 cited "other" as a reason.

Challenges by Grade Level

It is generally the case that most challenges occur at the elementary school level, with middle/intermediate/junior high schools experiencing the second highest amount, and high schools the least. This year, however, we saw a substantial shift in the distribution between challenges at the middle/junior high level and the high school level. This year, 41% of all reported challenges occurred at the mid/int/JH level, while only 16% of all challenges came from the same schools last year. Similarly, 13% of all of this year's challenges originated at the high school level, whereas 32% of last year's challenges were to materials found in high school materials.

Challenges by Grade Level



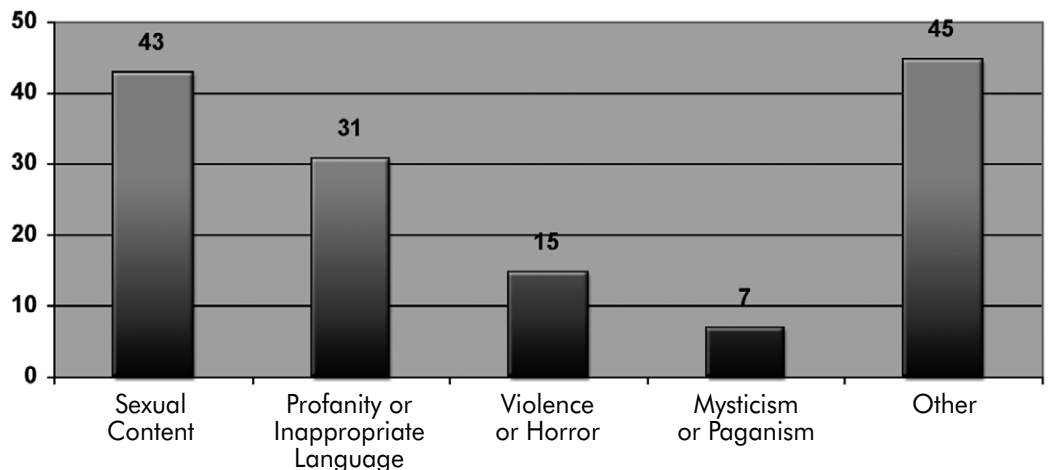
The banning of literature is unfortunate wherever it occurs; however, one must realize that for students at the middle/junior high level it is difficult to simply drive to the nearest bookseller and buy a book that has been banned from their school library. For many of these students, if the book is not in the school library, then it might just as well not exist at all. This is one way in which the shift mentioned above could possibly, if it is the beginning of a trend, represent a greater threat to the Texas student's Right to Read.

Nevertheless, the majority of challenges reported for this year still originated at the elementary school level. In the 2007-2008 academic year, challenges

Second to "other" among reasons cited for challenging books was "sexual content." Forty-three challenges were filed, at least in part, because the petitioner believed the book contained an unsuitable level of "sexual content." Twenty-seven books were banned or restricted on account of "sexual content."

"Profanity" dropped to third this year as a reason for challenging a book. Objectionable language accounted for

Challenges by Type



31 challenges and the banning or restriction of 21 books. As in previous years, “violence or horror” and “mysticism or paganism” were at the bottom of the list of reasons for challenging a book. “Violence or horror” was cited as a reason for 16 challenges and eight banned or restricted books. “Mysticism or paganism” was a reason for eight challenges and four banned or restricted books. Only one book was banned solely because of “violence or horror,” and no banned book had “mysticism or paganism” cited as its only reason to be challenged.

Bans and Restrictions without Due Process

Most school districts in the state of Texas have formal reconsideration policies in place for books that are believed by individuals to be inappropriate for school libraries. Reconsideration policies are designed to ensure that books are neither restricted nor banned behind closed doors or based on the whims of one or a few persons in power, such as a librarian, teacher, or principal. Furthermore, formal reconsideration policies exist to provide transparency, accountability, and the opportunity for the fate of each book to receive a public hearing of sorts in which members of the community may voice their opinion on the book’s place in the library. When access to a book is restricted or banned without receiving due process, it is generally the case that only a small handful of persons is involved in the banning of a book; and the public is generally not informed or aware that a book has been deemed inappropriate for students.

This year it is known that no less than six books were banned and no less than one book was restricted without due process. The most egregious case of banning without due process took place in San Antonio at East Central ISD. There, the principal of Heritage Middle School took it upon himself to remove four books from the school’s library. Strangely, all of the books removed were graphic novels with Asian-inspired artwork.

Most Challenged Authors and Titles

There are some authors whose works are challenged nearly every year. Three renowned authors had books challenged in the 2006-2007 and 2007-2008 academic years: Maya Angelou for *I Know Why the Caged Bird Sings*, Judy Blume for *Tiger Eyes*, and Harper Lee for *To Kill a Mockingbird*. Though these authors’ works are challenged often, none of them were among this year’s most challenged authors, and none were banned or restricted. Other noteworthy authors whose works were challenged this year include: Margaret Atwood, Dan Brown, Madeleine L’Engle, C. S. Lewis, Toni Morrison, Tim O’Brian, and Gary Paulson.

The most challenged author in this year’s report was Phillip Pullman, with five challenges to his work. Furthermore, Pullman also wrote the most challenged title of the year, *The Golden Compass*. The popular book received four challenges this year, while his *The Subtle Knife* (from the same series) received

one challenge. All challenges to Pullman’s work were due to, at least in part, “mysticism or paganism,” “atheism,” or “anti-Christian sentiment.” A film adaptation of the children’s fantasy novel was released earlier this year, and it is likely that the controversy surrounding the film’s reportedly veiled criticism of Christianity influenced the challenges to Pullman’s novels. Two of his works were challenged in the same school, Cedar Valley Middle School in Round Rock. Two of Pullman’s books had access to restricted to Shallowater ISD students with parental permission.

This year’s second most challenged author was Alvin Schwartz. All challenges to Schwartz’s work were to installments from his famed children’s series *Scary Stories to Tell in the Dark*, a three-part anthology of illustrated ghost stories with an emphasis on North American folklore. Only one of Schwartz’s books was restricted, and none were banned. Three of the four challenges to his work were on account of “violence or horror;” one was due to an unelaborated upon “other.” Two challenges to the author’s work came from the same school, Hudson PEP Elementary in Longview.

A number of the works of other authors also received multiple challenges. Sue Limb’s work endured three challenges, each of which was classified “restricted access” at Walnut Bend Elementary in Houston ISD. Authors whose work also experienced multiple challenges include: Carolyn Mackler, Charlise Mericle Harper, Eric Carle, Lauren Myracle, and Sam Enthoven.

ACLU Youth Activist Scholarship Program

If you know a student activist working to protect the civil rights afforded by our Constitution, check out our scholarship program. The ACLU will be providing \$12,500 to 16 high school seniors across the country who have demonstrated a dedication to civil liberties activism.

To qualify, a student must fill out the application or obtain an electronic application from the Field Organizer of the ACLU of Texas at thayes@aclutx.org. Fill out the application completely, including personal contact information, an essay, recommendations and agreement to terms. Once completed, students must interview with the ACLU of Texas and be recommended by the Affiliate to the National ACLU for consideration.

The Deadline for applications is November 15, 2008, however the sooner you apply, the better your chances of winning an award!

Banned Books

Removed from Library Shelves or Class Reading Lists

Bissinger, H. G. <i>Friday Night Lights</i>	Mackler, Carolyn <i>Vegan Virgin Valentine</i>	Koertge, Ronald <i>The Arizona Kid</i>
Rylant, Cynthia <i>I Had Seen Castles</i>	Block, Francesca L. <i>The Hanged Man</i>	Bradford, Barbara Taylor <i>Love in Another Town</i>
Thompson, Kay <i>Eloise in Paris</i>	Steig, William <i>El Hueso Prodigiso</i>	Steffens, Bradley <i>Giants</i>
Koontz, Dean <i>The House of Thunder</i>	Mayer, Mariana <i>Baba Yaga and Vasilisa the Brave</i>	Nelson, Kristin <i>The Alamo</i>
Dunn, Benn and Brian Smith <i>Marvel Mangaverse Vol. 1</i>	DiCamillo, Kate <i>Because of Winn Dixie</i>	Hahn, Mary Downing <i>Dead Man in Indian's Creek</i>
Okuda, Hitoshi & Curtis Yee <i>The All New Tenchi Muyo</i>	Kumakura, Yuchi <i>Jing King of Bandits</i>	Carle, Eric <i>Draw Me a Star</i>
Kotobuki, Tsukasa <i>Ragnarok Series (entire series)</i>	Sweeney, Joyce <i>Headlock</i>	Patron, Susan <i>Higher Power of Lucky</i>
Toriyama, Akira <i>Dragon Ball Z (entire series)</i>	Lester, Julius <i>When Dad Killed Mom</i>	Merriam, Eve <i>The Inner City Mother Goose</i>
Stevenson, James <i>The Bones in the Cliff</i>	Hopkins, Ellen <i>Burned</i>	Brown, Dan <i>Digital Fortress</i>

Restricted Books

Books Restricted to Readers Based on Age, Reading Level, Parental Permission, etc.

Atwood, Margaret <i>The Handmaid's Tale</i>	Myracle, Lauren <i>The Fashion Disaster that Changed My Life</i>	Enthoven, Sam <i>The Black Tattoo</i>
Plum-Ucci, Carol <i>Body of Christopher Creed</i>	Myracle, Lauren <i>Eleven</i>	Sendak, Maurice <i>In the Night Kitchen</i>
Radziszewicz, Tina <i>Ready or Not?: A Girl's Guide to Making Her Own Decisions about Dating, Love and Sex</i>	Qualey, Marsha <i>Just Like That</i>	Harris, Robie H <i>A Book About Girls, Boys, Babies, Bodies, Families and Friends</i>
Schwartz, Alvin <i>Scary Stories 3: More Tales to Chill Your Bones</i>	Bruner, Elaine and Siegfried Engelman <i>Reading Mastery Fast Cycle II: Take Home Book (SRA)</i>	Saltz, Dr. Gail <i>Amazing You! Getting Smart About Your Private Parts</i>
Deuker, Carl <i>Runner</i>	Murdic, Suzanne <i>Drug Abuse</i>	Micklethwait, Lucy <i>I Spy: An Alphabet in Art</i>
Harper, Charise Mericle <i>Flashcards of My Life</i>	Carle, Eric <i>Draw Me a Star</i>	Butler, Dori Hillestad <i>My Mom's Having a Baby</i>
Limb, Sue <i>Girl 15, Charming but Insane</i>	Lichtenheld, Tom <i>What are You so Grumpy About?</i>	Parnell, Peter and Justin Richardson <i>And Tango Makes Three</i>
Limb, Sue <i>Girl Nearly 16, Absolute Torture</i>	Henkes, Kevin <i>Olive's Ocean</i>	Coburn, Jake <i>Lovesick</i>
Limb, Sue <i>Girl, Going on 17, Pants on Fire</i>	Gwaltney, Doris <i>Homefront</i>	

Retained Books

School Retained Book in Library or on Class Reading Lists Despite Challenge

Calhoun County ISD

Travis Middle School
Pelzer, David J.
A Child Called "It"

Canutillo ISD

Alderete Middle School
Ferris, Jean
Eight Seconds

College Station ISD

A&M Consolidated High
Gains, Ernest J.
A Lesson Before Dying
Anaya, Rudolfo
Bless Me Ultima

Corpus Christi ISD

Lexington Elementary
Ziefert, James
Harry Goes to Day Camp

Denton ISD

Navo Middle School
Cabot, Max
Ready or Not

Edna ISD

Edna High School
O'Brian, Tim
Tomcat in Love

Houston ISD

Stevenson Middle School
Kwansney, Michelle D.
Baby Blue

Pin Oak Middle School

Solin, Sabrina
*The Seventeen Guide to Sex
and Your Body*

Walnut Bend Elementary

Haddix, Margaret Peterson
The House on the Gulf

Littman, Sarah Darer

*Confessions of a Closet
Catholic*

E. A. Lyons Elementary

Marshall, Edward
Fox All Week

Ingleside ISD

Ingleside High School
Angelou, Maya
*I Know Why the Cage Bird
Sings*

Katy ISD

Mayde Creek High School
Morrison, Toni
Beloved

Kerrville ISD

Starkey Elementary
Ward, Lee
*101 Ways to Bug Your
Parents*

Longview ISD

Hudson PEP Elementary
Schwartz, Alvin
*Scary Stories to Tell in the
Dark*

Schwartz, Alvin

*More Scary Stories to Tell in
the Dark*

Mansfield ISD

T. A. Howard Middle School
Pullman, Phillip
The Golden Compass

Mesquite ISD

Berry Middle School
Enthoven, Sam
The Black Tattoo

Korman, Gordon

Born to Rock

Agnew Middle School

Vail, Rachel
If We Kiss

A. C. New Middle School

Mackler, Carolyn
*The Earth, My Butt and
Other Big Round Things*

Midway ISD

Woodway Elementary

Paulson, Gary
Hatchet

New Caney ISD

*Keefe Crossing Middle
School*
Sones, Sonya
*What My Mother Doesn't
Know*

North East ISD

Bradley Middle School

Cole, Sheila

What Kind of Love

Round Rock ISD

Union Hill Elementary School

Parker, Steve

The Human Body

Cedar Valley Middle School

Rennison, Louise
*Knocked Out by My Nunga-
Nungas*

Pullman, Phillip

The Golden Compass

Pullman, Phillip

The Subtle Knife

Canyon Creek Elementary

Jacqueline Woodson
Show Way

Ridgeview Middle School

Going, K. L.
Fat Kid Rules the World

Cactus Ranch Elementary

Holt, Kimberly Willis
*When Zachary Beaver Came
to Town*

McNeil High School

Bing, Leon
DO or Die

Stephenville ISD

Gilbert Intermediate School
Wallace, Bill
Red Dog

Tyler ISD

Owens Elementary
Schwartz, Alvin
*Scary Stories to Tell in
the Dark*

Wichita Falls ISD

All District High Schools
Lee, Harper
To Kill a Mockingbird

ACKNOWLEDGEMENTS

BANNED BOOKS PROJECT DIRECTOR
Tracey Hayes

VOLUNTEERS

The ACLU of Texas would like to extend special thanks to Cody Safford, the lead volunteer on this project who dedicated countless hours to completing this project. Thanks also to Kelly Griffith Stephenson.

SPECIAL THANKS TO:

Maida Asofsky
George Christian
Texas Library Association
Texas School Librarians
& Administrators
Teachers and Librarians
around the state of Texas

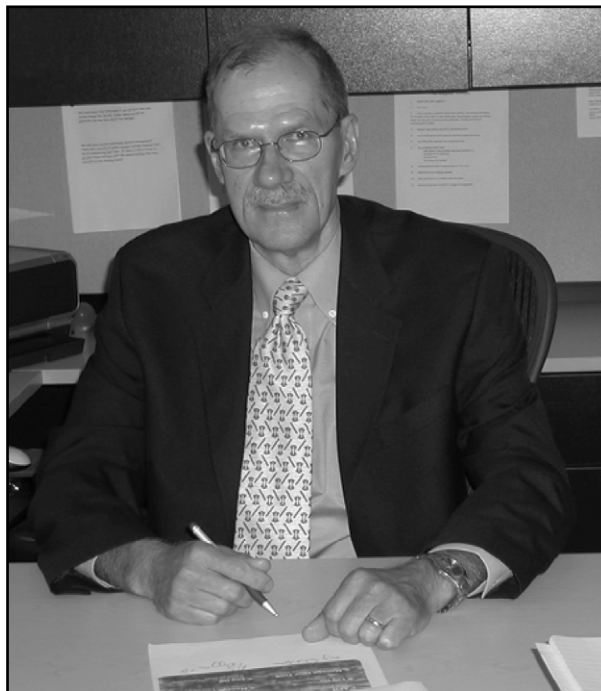
The ACLU of Texas Interviews George Christian

EDITOR'S NOTE: *The following interview is part of the Banned Books Report prepared by the ACLU of Texas and follows the report sections listing the challenged books in Texas.*

In 2005, George Christian received a National Security Letter (NSL) from the FBI. The NSL demanded that Christian, as executive director of a non-profit library consortium, forfeit the library records of patrons to the FBI for reasons of national security. Furthermore, the letter imposed a perpetual gag order upon him, requiring that he never disclose the existence of the letter he received. Christian and three of his colleagues refused to comply. They sued Attorney General John Ashcroft, challenging the constitutionality of both of the government's demands and the provisions of the USA PATRIOT Act used to justify them. Their case came to be known as *Doe v Gonzalez*. After a long and arduous legal battle, the US government withdrew both of its demands.

Could you please recount your experience as a plaintiff in Doe v Gonzalez?

In a word, it was bizarre. I never expected to be suing the Attorney General of the United States. Nor did I imagine I would have to do so anonymously under the imposition of a non-disclosure mandate (gag order). My three colleagues (members of the executive committee of our board of directors) and I could not even attend our trial in Federal District Court, even though we were the plaintiffs! We had to watch the proceedings on closed circuit TV from a locked room in a Federal Courthouse 60 miles away. The Justice Department felt that if we were in the courtroom our identities would be uncovered by the press, and alleged this would be a threat to National Security. (Judge Janet Hall had a high enough security clearance to review the government's classified evidence, and opined the evidence did not support this claim.)



Despite their concerns, the Justice Department failed to properly redact (censor with a black marker) the affidavits and other material submitted as part of our lawsuit and made available as public record of the case. So my name and the name of one of my colleagues, Peter Chase, were soon in the *New York Times*, the *Washington Post*, and numerous Connecticut newspapers. Peter's and my home and work phones rang continuously as reporters tried to reach us for comment. Our ACLU attorneys felt that even saying "no comment" could be interpreted as a breach of the non-disclosure mandate, so we couldn't even answer our phones. This transferred the burden to our staffs and families – yet we

could not tell them what was going on. Of course, they knew what was in the newspapers, but that knowledge just swept them under the shadow of the non-disclosure mandate. If they discussed the case with anyone, how could they prove the information they had came from press reports and not directly from us?

The district court decision to lift our gag order was appealed by the Justice Department. In appellate court, the ACLU presented a sheaf of clippings of newspaper articles that revealed Peter's and my identities. The Justice Department argued our identities had not really been revealed because "no one in Connecticut reads the *New York Times*," and claimed they had a study proving 64% of the public does not believe what they read in newspapers anyway. They then moved to suppress this evidence from the court record – evidence consisting solely of previously published newspaper articles!

Shortly after the appellate trial, the USA PATRIOT Act came up for renewal in Congress. We were fighting in court for a lifting of our gag order so we could testify before Congress while they were considering the renewal. Attorney General Gonzales continued to maintain that the PATRIOT Act had not and would not be used against libraries. We could refute that simply by showing up – but were prevented from doing so by our non-disclosure mandate.

The idea of book banning is so anti-democratic that it just astounds me. Schools exist to expand horizons not restrict them. . . . Schools should teach our youth to think, to evaluate competing ideas, and develop discernment. Book banning declares that the purpose of schools is to protect young people from ideas.

Attorney General Gonzales also informed Congress that there was no statutory basis for claims of privacy. Coincidentally, one of the passages redacted from our affidavits was our claim that 48 states have laws requiring librarians to maintain the privacy of patron records. Our quote of the Connecticut state law to this effect was also redacted. Apparently, the fact that privacy really has a statutory basis is considered a threat to National Security.

Congress renewed the USA PATRIOT Act while we remained gagged. Six weeks later the Justice Department informed our ACLU attorneys they would no longer contest our case in court (they also went to the court and tried to get our case dismissed and expunged from the record, as if it never happened). The appellate court sent our case back to the district court, where Judge Hall struck down our non-disclosure mandate as unconstitutional. After 10 months we were free to speak out, to tell the public how National Security Letters were being used.

Six weeks after Judge Hall's ruling, the Justice Department informed our attorneys they no longer sought the information requested by our National Security Letter. We felt this was done to keep our contesting of compliance with the NSL out of court so that NSLs could not be found to be unconstitutional by the courts.

In the time since the USA PATRIOT Act came into effect, how many National Security Letters are known to have been issued and how many of those people are still gagged?

There is no good answer to this question, since the cloak of national security makes accountability extremely difficult. Barton Gellman claimed in a lengthy article in the *Washington Post* in 2005 that 30,000 per year had been issued since the passage of the USA PATRIOT Act in 2001. A Justice Department investigation of the FBI's use of National Security Letters by the Adjutant General in 2007 revealed that 150,000 had been issued in the previous two years. Those two numbers add up to 300,000 NSLs between 2001 and 2007. The real number is anyone's guess. By the way, the non-disclosure mandate accompanying each National Security Letter is perpetual – every recipient of those 300,000 letters cannot even reveal that they were contacted by the FBI. They must take the secret of their encounter with a National Security Letter with them to their graves.

It has been said that only the mischievous should be concerned when the government may secretly investigate an individual's library records. How do you feel about that sentiment?

The broad issue is that we are free only because the Constitution protects us from the abuse of power by the government. To allow those protections to be disregarded is to allow the Constitution and our liberties to be placed at risk.

To limit my answer to your question, the danger lies with mischievous access to library records, not the mischievous use of information available in a library. The issue is serious enough that 48 states have laws protecting the privacy of library patron records and requiring librarians to take all necessary steps to maintain that privacy. Librarians cannot release confidential information without a court order. A librarian should not be expected to determine if a policeperson is making a lawful request or is just trying to learn whether their spouse is researching divorce or spousal abuse. That's for the courts to decide. When the police present a warrant it means that an independent judiciary has reviewed the evidence and determined there is probable cause for the investigation. Requiring a subpoena or a warrant protects both the public and the librarian.

The assurance of privacy in the use of libraries protects all users. People researching cancer or STD's don't want anyone else to know of their concerns. Would students or interested citizens be comfortable researching Wahhabism if they thought the FBI would second guess their motivations? Same for a businessman exploring markets in the Mid-East.

Before your case was litigated, it was public knowledge that the PATRIOT Act allowed the government to secretly investigate a citizen's public library records without a warrant. Do you believe this had any affect on library patrons and the books they chose to borrow? Did you ever have any conversations that you can recount about this matter?

When the USA PATRIOT Act was passed in 2001, librarians became concerned that it contained several investigative authorizations accompanied by non-disclosure mandates. Librarians became concerned about these provisions. Our library consortium began to work with other library consortia in Connecticut to develop prototype policies that could be adopted by our member libraries. Then Attorney General Ashcroft berated librarians for being hysterical (an offensive putdown of a profession dominated by women) and declared that the USA PATRIOT Act had not and never would be used against libraries. Along with many other librarians, we took him at his word, and the concerns over the potential abuse of patron privacy under the USA PATRIOT Act died down. I don't think the level of concern among library patrons was ever as high as among librarians (the public rightfully expects librarians to guard their privacy), and it too declined after Ashcroft's bombast.

When I was served with a National Security Letter, it was the first time I had ever heard those three words strung together like that. Even my attorney had never heard those three words – because every other recipient had been perpetually gagged and could not mention their encounter.

What do you consider to be the role of the library in a democratic society?

A library is a place where citizens can come to inform themselves on any topic, knowing that the information available in a library represents a broad and fair spectrum of knowledge and opinion. There are no conservative or liberal, Republican, or Democratic, socialist, or fundamentalist libraries, though all those spectrums of thought may be represented. In a library, one can contrast and compare. It is a marketplace of ideas. Maintaining a democracy requires an informed electorate. The founding fathers knew this, and stressed the provision of public education. Libraries insure that all of us have access to becoming informed.

What does the term “intellectual freedom” mean to you?

To me it means the freedom to think and to become informed so one can think. Freedom of the press assumes the freedom to read. If one fears the police arm of the government is second guessing one's choices in reading, then one isn't free to read, and freedom of the press becomes a hollow phrase.

When our gag order was lifted, and we began to talk about our thoughts on our experience, we all realized that preventing us from speaking (or writing) prevented us from thinking as well. As we spoke and interacted with others, our thoughts blossomed – it was quite an amazing experience. The same curtailment of intellectual freedom happens if the breath of ideas we are exposed to is limited by a fear of reading about them.

What advice do you have for the school librarian whose library is facing the potential banning of a book?

The idea of book banning is so anti-democratic that it just astounds me. Schools exist to expand horizons not restrict them. Librarians are trained to choose books that will expand the horizons of the students. Allowing their judgment to be second guessed by any and every member of the community is simply absurd. Schools should teach our youth to think, to evaluate competing ideas, and develop discernment. Book banning declares that the purpose of schools is to protect young people from ideas.

Provocative or challenging books broaden the knowledge of the reader. One can understand and learn from the experiences of others without having to have those experiences personally. It's the opportunity to try ideas out without having to personally undergo the experiences leading to those ideas or without having to inflict the consequences of those experiences on oneself or others. No one fears that a reader of *Moby Dick* will become obsessed with the idea of revenge. But no one can read *Moby Dick* without

understanding the tragedy of obsession and the fearful consequences it can have for others as well as oneself.

It is often parents who call for books to be removed from libraries. What advice do you have for parents considering such action?

You have the right to limit your child's access to particular books – but no right to tell other parents what their children can or cannot read.

However, look at books that you dislike or that make you uncomfortable as an opportunity to shape your child's development. You can't protect him or her from ideas forever. Instead, try reading the book together; take turns with your child reading it to each other. Discuss the passages or ideas that you disagree with or that make you uncomfortable and why they do so. This is a much better way to impart your values to your child and to help them form their own judgment around your values, than by simply denying them access to ideas they are going to encounter at some point anyway. Do you want that encounter to be with you or on their own? ★



Stephen Abram on the New Generation of Librarians

BY ANGEL HILL AND JIM JOHNSON

After a few minutes of discussion with Stephen Abram, two thoughts will come to mind. The first is, "I think this man can see the future." Second: "I bet he'd do great on Jeopardy!"

As the vice president of innovation for SirsiDynix, Abram's job is to observe emerging technologies and trends to develop their potential use for libraries. He combines this focus on the future with a fascination and study of millennials, the youngest generation of workers in America. In this interview we conducted for the *Texas Library Journal* (TLJ), Abram sheds light on the new millennial librarian as well as how we can all take our libraries into the future.

TLJ: So Stephen, what emerging technology excites you the most as you consider its potential use in the library?

ABRAM: Oh, there's a bunch of them. I guess what's keeping my mind up right now is mobile and making everything we do work on a mobile device. I call them mobile devices instead of phones, because they're going to be mostly something other than voice communications for the majority of what they do.

And then I suppose second is what social networking will mean when it moves out of the friend space and into the work discovery and collaboration phases. That gets me excited. And then the other part that I find really exciting is two or three steps down the line on tagging. I think there's a lot of opportunity in that, and that's what I like looking at in LibraryThing and BiblioCommons and Del.icio.us and Connotea and that sort of stuff.

TLJ: I'm curious about all the talk of Millennials and Gen-Xers relating to Baby Boomers in the workplace. So much of it tends to focus on how the Boomers need to adjust to the way Millennials and Gen-Xers operate. What do you foresee might be career or professional challenges for those of us who are Millennial or Gen-X librarians?

ABRAM: First I just want to say that in much the same way as we label generations in order to effectively talk about them, everyone's an individual. I always get the Gen-Xers offended when you try to lump them with Millennials. But they get offended very easily, as a group.

And there are different kinds of Boomers: there are Boomers who are technologically adept and Boomers who didn't have the Boomer experience. So sometimes the Boomers feel stereotyped by younger generations, as much as the younger generations can feel stereotyped by the Boomers. And so there's a funny dimension going on right now.

But more to your point, there are interesting things that are happening demographically, and technologically that will change the experience of people who have more time left in the profession than the ones who have less time left. Some of that is how quickly the Boomers may or may not leave their jobs, and so if you're a Gen-X, it's probably going to be remarkably frustrating.

The coming depression and the recession that's already here are causing many Boomers to consider staying in the workforce 'till they're 70, or at least staying in the workforce part-time.

TLJ: So advancement would be an issue then.

ABRAM: Yes, well, for those Gen-Xers who are sitting there very patiently saying, "Oh, if they'd just retire." But the ones who are left are not going to have enough money. Therefore, they're not going to be able to retire in those early stages, especially with the cut-backs in government retirement plans and in certain sectors where librarians work.

So you've got that demographic shift where we're seeing stuff that's going to be difficult for them. On the other hand, they are going to have to leave at some point, because no one lives forever. So the Millennials actually have a huge opportunity.

What we have to do is get our organizations ready to create the opportunities for talented new professionals to actually observe some of the skills that you can't learn on the fly.

Now we have a double whammy happening here. One is that the older generation needs to learn some of the

skills that the younger generation have. You know, they are more seamless with knowing how to set up a wiki or set up a meebo account or set up a Facebook page. And unfortunately it's created ego on that side that's getting in the way sometimes.

So we need to find some way to create an environment in which the Boomers who have high egos about their management skills and low esteem about their technology skills, even if they're good, versus the other way around.

TLJ: How would you advise for those young folks to sort of push open that management door?

ABRAM: Well, I've got a few things that I've written articles on. One is, ask to go to the meeting and tell them why. It's complimentary to say, "I can learn stuff from you and I'm willing to sit quietly, and I'm going to listen."

The other one is what I call elevator speeches, coffee trucks, and lunch. And I wrote an article on this saying, "Okay, how do you say what you want to learn to somebody in an elevator?" You just want to have it in the back of your pocket saying, "Gee, I really know I don't know enough about budgeting. I did a course on finance for all non-financial managers and now what do I do? Can you help me with that?" And then you say, "Okay, well, can we go have coffee – give me 15 minutes every week on how to do finance." And in two months at 15 minutes a week you've picked up a lot, and you haven't taken over too much of somebody's time.

And then once they trust you and get comfortable, I call it lunch, or the hot dog cart. It's more of an urban thing, because we have hot dog carts all over Toronto, and, well, a hot dog cart gives you half an hour with somebody, and lunch gives you an hour. So you sit there and say, "What do I need to know and how do I build a social network where someone's willing to mentor me without calling it mentoring?" That starts to kick in all sorts of formal frameworks and everything.

TLJ: There is one area where librarians aren't often as skilled: marketing and publicizing what we have. Do you have any suggestions or advice on how we can improve in that area?

ABRAM: Well, we've spent most of the '80s and '90s teaching librarians public relations and marketing; now that is all for naught, unless you have sales skills. So to my mind we need to start getting selling skills, and the selling skills aren't just about making someone pay for something. That's a very minor part of it.

When you're acquiring something or a librarian is trying to get you to buy into something, they're paying with something. They're either paying with their time, because you're talking to them or you're taking their time at their meeting.

There are just a number of things that people pay with. They pay with their lives, like when you're in a special library and someone's doing engineering research, or a law library where they're doing research to go to court with or build a contract, and it's wrong. They're the ones who suffer the consequences, not the librarian. So the trust issue is really huge, and that comes into selling.

You're building the marketing and PR to get people's attention. But then you need to bill them something. I've taught and been in a number of selling skill courses because I have to teach people how to sell stuff in my organization as a company, and it's sophisticated.

TLJ: And what was the most difficult thing for you to master?

ABRAM: Asking for the sale. Librarians tend to leave things soft at the end. And there's nothing wrong with that, so long as you're making a choice that this is not the time for me to ask for the sale. But if you wait too long, they forget you. They forget the original information you gave them, and it's no longer urgent.

All the things you can use to make your point are temporal; they only exist at a certain space and time. And if you don't ask for the sale or don't do a presumptive

close, it's a real problem; because it means that we get underpaid because of it. It means that we don't get the budgets or the software or the hardware or the endorsement or the top-level support that we need, because we often don't ask for it.

TLJ: I'm curious about the subject of innovation again. I work with a staff who are very open and accepting of new ideas in technology that I may suggest to them, so I'm fortunate in that regard.

But what would you say to other staff persons, those of us who are trying to innovate and are meeting some resistance to it? What do you find has been one of the greatest excuses you've encountered in resistance to innovation?

ABRAM: Using the excuse of it being resistant. When you reframe the question as, "That's wonderful, critical feedback," that takes down the resistance by 80-90 percent. Turn it into a conversation instead of seeing the resistance.

If you can reframe criticism as a question, or reframe criticism as input and say, "Well, this is how I might take your criticism to look at my project," it acknowledges them and it semi-retrains them to remember how to be mature, talented, experienced librarians.

When you want to deal with people who feel like they're being naysayers, most of the time they aren't. If you actually went and interviewed them, they'd say, "Oh, no, he's really bright; I think he's great. I was just trying to give him advice." And so if you reframe it rather than waiting for them to reframe it, you'll just get them to move along.

TLJ: What is the best professional advice that you've ever been given that you would offer to a young librarian?

ABRAM: The best advice I ever got was, never say no to any opportunity – and I never have. That's how I ended up being an association junkie; I always take every committee I'm volunteered for. If somebody asks me to write an article or to give an interview or anything, I always

say, “Yes.” But whether it’s good or bad or whatever, I always learn as much out of it as I’ve gotten. And the reason why I say it wasn’t good necessarily for me is my life got out of balance several times in a row. And that’s a weakness of Boomers. My research shows that people under 40 make better conscious decisions about making sure they don’t disrupt their balance.

So my advice is always to make sure that you don’t let the balance get too far out of whack, even though you should be taking advantage of every big opportunity you can.

TLJ: I’m going to ask you one sort of separate question. What makes you proudest about the library profession?

ABRAM: Oh, the transformational nature of what we do; that we have an impact. When somebody interacts with a librarian, even though it’s invisible, they usually end up materially better as people. We improve people a little bit at a time, sometimes big time.

Sometimes we do things that have a university-wide or a community-wide impact, but also there’s those moments of truth – that little kid getting that story told to them, when their mom couldn’t read English and they needed to hear an English story, and mom brought them in knowing they need to hear an English story. We underrate all those little bits of involvement that people get from us. ✪

Angel Hill is the assistant branch librarian of the Katherine Tyra Library.

Jim Johnson is the assistant branch librarian of the Kingwood Library.

Both are with Harris County Public Library.

TLJ newsnotes

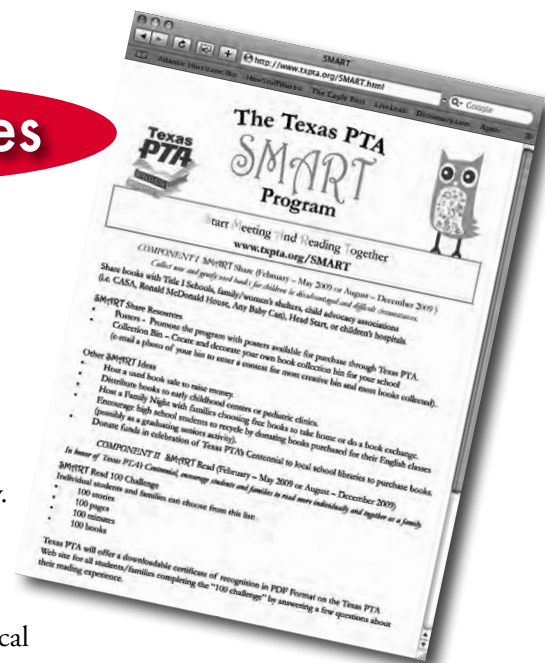
The PTA of Texas and TLA Join Forces!

The Texas PTA is partnering with the Texas Association of School Librarians and TLA to help local chapters of the Texas PTA celebrate the organization’s 100th anniversary. Texas PTA has created the SMART program, which is designed to help promote family literacy. Texas PTA has created some information for local chapter groups as they begin planning a program at their school or district. Some of the ideas they offer include: hosting a family night with families choosing free books to take home or to do a book exchange and donating funds to help school libraries purchase books.

Local PTA groups have a lot of flexibility in designing programs, and they will likely approach their school librarian for help with their projects. The Texas PTA has shown great interest in partnering with school libraries over the long term to support literacy and school library programs. The opportunity to help local PTA chapters conduct their programming is a terrific way to collaborate with parents and help students.

One key component of the SMART program is the “Read 100 Challenge” – a celebration of the Texas PTA’s 100th anniversary in 2009, although activities are scheduled to begin this fall. Individual students and families can choose from the following list: read 100 stories, 100 pages, 100 minutes, or 100 books. Once they accomplish this, students can go to the PTA website for a downloadable certificate.

School librarians will be a focal point for activities. Parents may well approach school librarians to ask for advice in creating a program, offering reading



material, or coming up with other elements to facilitate family literacy. For additional information about the SMART program, go to: <http://www.txpta.org/SMART.html>.

First Annual Shirley Igo PTA/School Library Collaboration Award

During the Summer Leadership Seminar of the Texas PTA last July, TLA and Texas PTA jointly presented the first annual Shirley Igo PTA/School Library Collaboration Award. The award recognizes a local PTA for supporting a school library.

Shirley Igo was a leader in both the library world and in the PTA. She was one of TLA’s 100 champions in 2002 and was described as follows:

Igo, Shirley – A national leader and advocate for children and education, Shirley Igo has been president of both the Texas TPA and national PTA and has deep roots in the Texas education community. A passionate advocate for both Texas libraries and the Texas PTA, she has worked on education reform at both the state and national level. She was honored with the Texas Library Association Outstanding Services to Libraries Award in 1975.

Igo passed away last spring but left a huge legacy for Texas PTA and the library community. As her daughter, Shanna, mentioned at the presentation ceremony, libraries and PTAs were Shirley's two loves.

The winner of this first annual award is the Barton Hills Elementary PTA, Austin ISD for their amazing financial and volunteer support of the school library and its (former) librarian, Kay Wallingford. Their efforts provided books, equipment, such as digital cameras, flat screen TVs and DVD players, provision for a wireless library, paperback give-aways for end of the year incentives, as well as fully staffing the library with volunteers in shifts, so that there is always a second adult to help students and work the circulation desk.

We offer our deepest appreciation to the members of the Barton Hills Elementary PTA for their outstanding support of their school library!

The Texas PTA was organized as the Texas Congress of Mothers and Parent-Teacher Associations in Dallas on October 19, 1909. The organization was founded as a branch of the National Congress of Mothers.

In 1921 the state headquarters moved to Austin, where the Texas PTA became the first state PTA to own its own headquarters building.

81st Legislative Session

January 13, 2009 is fast approaching! An overview of the TLA legislative platform is available at www.txla.org/html/legis/Overview%202009.pdf. Legislative activities for the upcoming Texas Legislative Session include seeking increased funding (over current appropriations) for the following programs:

- ★ *TexShare* – \$10.5 million over the biennium
- ★ *K-12 Databases* – \$8 million over the biennium
- ★ *Loan Star Libraries* – \$8.7 over the biennium
- ★ *Texas Library Systems* – \$4 million over the biennium

TLA also supports the full funding requests of the Texas State Library and Archives Commission, as well as the Texas Education Agency's Technology Allotment.

A critical initiative this session includes lobbying for a state policy change assuring that all the children of Texas benefit from a quality school library program and a certified school librarian at every campus. While those of us in the library community have long recognized the critical role of school libraries in the instructional process, state policy has not recognized this role. Our efforts this session will be crafted to begin a difficult but essential process to recognize formally in state code the needs for school libraries as part of the educational infrastructure.

The library community will also seek clarifications to existing laws, including community college exemptions to certain state purchasing requirements, the Library Systems Act, TexShare authorizing legislation, and district legislation.

We urge all library supporters to take the time now to contact their elected officials or candidates for office to let them know of the needs of the library community. Once the Legislative Session begins, many legislators are difficult to reach due to hectic schedules. Take the time now to get to know them, invite them to the library, and ask their support for our library issues.

The TLA Office and members of the Legislative Committee are working hard now to bring our members and elected officials news of the TLA legislative platform. This year, the TLA Austin team is joined by Marty DeLeon, a political specialist, who is working to secure support for library issues. If you have any questions about the upcoming legislative session or would like to share your success stories, please email Gloria Meraz (gloriam@txla.org), TLA's director of communications.

Legislative Day

Make plans now to participate in TLA's 2009 Legislative Day, which will be held in Austin, February 24-25, 2009. Delegate training will be held the evening of February 24 at the Hyatt at Town Lake. Attendees will participate in visits to various legislator offices on the 25th. All meetings will be coordinated by assigned delegate leaders, who will work with their team of library supporters to make all 150 state representatives and 31 senators aware of the needs of Texas libraries.

Be sure to come with your friends and best library supporters. We need your voice to help shape good policy for libraries and secure critically-needed funds for our institutions and programs.



Statewide Public Opinion Poll on Libraries

The Texas Library Association has contracted with KRC Research, a nationally-recognized polling company based in Washington, D.C. With extensive political, non-profit, and library polling experience, KRC will conduct a statewide poll on taxpayer opinions about public and school libraries. This survey will be the first of its kind in Texas, and we hope that answers may be used as a benchmark for continued research.

A broad and representative sample of Texas voters will be surveyed to determine the level of public support for libraries. While many national surveys exist, the use of directed, state-specific information will be an extraordinary tool in upcoming advocacy efforts. Additionally, the survey process and instrument will form the basis of survey training at the 2009 TLA conference and will be available for local communities to adapt.

The TLA survey will be used to present information to the statewide elected leadership, TLA members, and the

media. The primary audience is state legislators who determine funding for public and school libraries. The survey results will also be the basis for a new public awareness/support campaign for Texas public and school libraries. The goal is to obtain actionable research and to learn what will make Texans act to support libraries and expect the same from their legislators.

Update on the *State of Tomorrow*TM

As previously reported by TLA, the Association has partnered with The University of Texas System to promote the valuable research and importance of higher education to Texas students. Through the generous support from the Meadows Foundation, a DVD set of the 13-part special, *State of Tomorrow*, was mailed to all middle and high schools last spring. The set also included a specially-created curriculum guide for each episode and promotional materials for teachers.

UT System will be conducting a survey of librarians to determine the use of this resource. The survey will be emailed to principals, who will then

be asked to discuss the program with their librarians. For more information about the *State of Tomorrow* series, go to www.stateoftomorrow.com. Or, if you would like to provide feedback, email feedback@stateoftomorrow.com.

Texas Library PAC

The Texas Library Political Action Committee (TL-PAC), a group not affiliated with the Texas Library Association, supports library legislative issues and the TLA legislative platform. To date this year, the TLPAC has raised over \$17,000 to support legislative candidates committed to improving the state of education and libraries in Texas.

Since the PAC was first established in 1980, the group has contributed over \$293,000 to legislative candidates. The organization has announced a new online donation system to facilitate donations to the group's efforts. Additional information about the TL-PAC and its work may be found at <http://www.tlpac.org/>.

Annual Assembly

Over 400 librarians and library supporters participated in the 2008 TLA Annual Assembly at the Hyatt Regency on Town Lake in Austin. The hectic schedule of meetings was highlighted by Rep. Dan Branch (Dallas), who spoke at the assembly-wide luncheon about the 81st Legislative Session and education issues.

Many Assembly activities focused on the Transforming Texas Libraries initiative. Julie Todaro led a train-the-trainer session to prepare library supporters to conduct workshops of various lengths within their own institutions as a way of eliciting

innovative thinking and planning for change within institutions. This effort mirrored a similar effort focusing on transforming TLA.

With the Association's strategic plan due for an overhaul, TLA's Executive Board opted to open up the discussion and ask fundamental questions about the structure of TLA. Attendees were able to post their thought in an Idea Lab that was opened throughout Assembly. The first Council session served as an exciting forum for detailed reports from units on how TLA can be improved. Doing away with the traditional structure for Council I, the Association's governing body

instead had an "open mic" session taking comments and suggestions from representatives.

For information about TLA's strategic planning process, you may contact Joyce Baumbach (joyceb@plano.gov), chair of the strategic planning review process. TLA's current strategic plan is posted at www.txla.org/html/docs/plan.html. All the comments for the Idea Lab at Assembly are posted on the Transforming Texas Libraries wiki, at <http://transformingtxlibraries.pbwiki.com/>. You will also find Julie Todaro's outlines, notes, sample speeches, and resources for conducting a transforming libraries event at your institution.

TLA Awards

I'd like to thank everyone who made this possible...

It's awards season again. Remember, now is the time to begin thinking about all of the great library work being accomplished and making plans to have good work rewarded. TLA and its many units present awards at annual conference.

Librarian of the Year Award

This award is given to a librarian who has provided extraordinary leadership or service within the library community in the past 12-18 months. TLA membership is a requirement for this award.

Distinguished Service Award

This award is given to a librarian who demonstrates substantial leadership to the profession and provides outstanding and continuing service in one or more areas of the library profession. TLA membership is a requirement for this award.

Lifetime Achievement Award

This award is given to a librarian in recognition of an exemplary career in librarianship. Considerations for the selection of award recipients should include an extended record of service, active participation in professional organizations, and demonstrated creative leadership and service to the library profession.

Outstanding Services to Libraries Award

This award to recognize outstanding lay advocates of libraries can be given to an individual or to an organization,

Wayne Williams Library Project of the Year Award

This award recognizes a project that exemplifies the highest levels of achievement, professional standards, and inspiration to other libraries. Any library project in operation during the previous calendar year, in any type of library, may be recommended for this award.

Libraries Change Communities Award

This new award has never been presented. It recognizes a collaborative community effort to promote outstanding library-based initiatives in Texas.

Benefactor Award(s)

These awards are made in recognition of substantial donations such as land, buildings, stocks, cash, and collections by individuals, institutions, and foundations that have made a significant contribution to libraries and their programs.

Nominations for these TLA Awards are submitted online; the form opened September 15 and the deadline is midnight, January 15, 2009.



TLA PR Branding Iron Awards

PR Branding Iron Awards recognize public relations activities in each of 10 categories. One Best of Show prize will be announced at the TLA 2009 Annual Conference in Houston. Libraries, library systems, and friends organizations are eligible to apply.

Categories

1. Outdoor Advertising: billboards, bookmobiles, etc.
2. Editorial Page Strategies: letters-to-the-editor, guest columns, and editorials (resulting from editorial board visits)
3. Speeches and Speakers Bureaus: programs for speakers bureaus (training materials, speeches), prepared library speeches, and elevator speeches (two-minute speeches)
4. Broadcast Advertising (paid or earned): PSAs, TV/radio coverage/ads, interviews, etc.
5. Print Media Advertising (paid or earned)
6. Non traditional media promotions: blogs, online auctions, list announcements, etc.
7. Special Events
8. PR Plan/Campaign for either year-round activities or a special event
9. Brands and logos
10. Collateral Materials: give-aways, specialty items, that prized book bag, etc.

Check out the TLA Awards website (www.txla.org/html/awards.html) to find out how to make nominations. The deadline for TLA PR Branding Iron Awards is February 1, 2009.

Scholarships and grants awarded by the association

The application process for the following 2009 scholarship and grant awards has gone online this year.

Grants

Demco, Inc./TLA Research Grant

Escue Conference Stipend
(paraprofessional)

Viviain Greenfield Education Award
(youth services)

Post Baccalaureate Scholarships

ALA/TLA Century Scholars (diverse-ability recruitment program)

ALA/TLA Spectrum Scholars (minority recruitment program)

Walter H. Escue Memorial Scholarship
(tech services, systems admin, or library automation)

Garrett Scholarship (children, YA, or school librarianship)

Ray C. Janeway Scholarship

Jeannette Marquis Memorial MLS Scholarship (bilingual)

TLA Summer School Scholarship

Van Dusen-Brady-Tobin (elementary school or children's librarianship)

Additional awards and stipends and grants

Don't forget to also suggest worthy people (or yourself) for awards and stipends offered by TLA units, corporate sponsors, and others. Be sure to check the TLA Awards webpage as well as your own unit or division's website for more details. Many deadlines are in early December. Here's a partial listing.

Awards

GODORT/Marcive
"Knowledge Is Power"
(government docs)

Highsmith Library Award
(creative marketing)

ProQuest/SIRS
Intellectual Freedom
Award

Distinguished Service for
School Administrators
(TASL)

Library Instruction
Project of the Year
(LIRT)

Lois Bebout Reference
Service Award (RRT)

Outstanding New
Librarian (NMRT)

Outstanding Service in
Library Instruction
(LIRT)

Siddie Joe Johnson
Award (school or public
children's librarian)
(CRT)

Small Community
Librarian of the Year
(SCLRT)

Texas Media Awards
(PK-12)

Texas Reference Source
Award (RRT)

Young Adult Reading
Incentive Award
(YART)

Grants

J. Frank Dobie Library
Trust Awards (small
public libraries)

James T. Love Awards
(small public libraries in
East Texas)

Texas Book Festival
Grants (public libraries)

Texas Library Disaster
Relief Grants

Woll Memorial Fund
Grants (school or
public; children's lit or
programming)

Scholarships

CULD (academic
librarianship)

June Kahler Berry Fund
(TALL Texans)

TASL (school
librarianship)

Conference Stipends

Automation &
Technology RT

Genealogy RT

CRT/TASL Laura
Edwards Memorial
(youth service, school or
public)

District 8

New Members RT/
Quality Books
Professional
Development Grant

Public Libraries Division

Tocker Foundation
(small public libraries)



Texas Book Festival

NOVEMBER
1 & 2

Mark
your calendar!

This year's Texas Book Festival (TBF) runs November 1-2 on the grounds of the State Capitol in Austin. The annual literary extravaganza features an eclectic mix of author readings and program inside the Capitol and offers entertainment and book sales on the western grounds.

The full lineup of speakers and events is available at the TBF website (www.texasbookfestival.org). Events include the grand gala where the Bookend Award is presented to this year's winner, LBJ biographer Robert Caro, and the opening author session conducted in the House Chamber.

Authors scheduled for TBF as of September 15

Jon Agee
Bridget Albert
Linus Alsenas
Kathi Appelt
Scott Grant Barker
T.A. Barron
Michael Barson
Phil Bildner
Sarah Bird
Bill Bishop
Roy Blount Jr.
Philip Bobbitt
Robert Boswell
Charles Bowden
Rick Bragg
H.W. Brands
Marilynn Brass
Sheila Brass
Marie Brenner
Dolph Briscoe
Peter Brown
Ronald Brownstein
Robert Bryce
Christopher Buckley
Reed Bunzel
Shana Burg
Jonathan Burnett
Fred Burton
Julian Cardona
Don Carleton
Patrick Carman
Robert Caro
Keith Carter
Martin Clark
Jennet Conant
Irasema Coronado
Tom Corwin

James U. Cross
Ann Cummins
Robert Cushing
Laurent de Brunhoff
Melissa de la Cruz
John DeMers
Amber Dermont
Michael Dirda
Nicholas H. Dodman
James Donovan
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Library Supporters!

The TBF needs VOLUNTEERS

to help coordinate onsite events during the book festival. If you would like to volunteer, please visit www.texasbookfestival.org/Volunteer.php for additional information.

Get a T-Shirt! Meet authors! Be part of the Texas Book Festival tradition!

This year, TBF is partnering with TLA's Texas Bluebonnet Awards (TBA) program to create excitement about the TBA list. Rick Riordan is scheduled to announce the new list at a special program in the Reading Tent on November 1.

First Lady Laura Bush continues to serve as honorary chairwoman of the event, which raises funds to support public libraries throughout the state. Hundreds of Texas public libraries have received grant funds to support local collections and high need areas. Since its inception, the TBF has awarded over \$2 million to libraries. In recent years, the TBF has awarded technology and literacy grants in addition to book grants.

All libraries are encouraged to apply for these grants beginning mid-November. Information about the grants and the application process is at www.texasbookfestival.org/Library_Grants.php.



The 2008 festival poster features a painting by David Bates. Poster design is by Sibley/Peteet.

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