

adopted the sit-in demonstration as a tool for creating awareness of discrimination in libraries. Eventually, they took their cases directly to the U. S. District Courts. To avoid costly lawsuits, white library boards in Mobile, in 1961, and Huntsville, in 1962, quietly integrated their libraries. In Montgomery, library integration came in 1962 after a series of sit-ins and court action, and despite Ku Klux Klan resistance. Birmingham integrated its libraries in 1963 following a lawsuit and a student protest demonstration. Mob violence, in which two black ministers were seriously beaten and injured, accompanied the integration of the public library in Anniston in 1963.

During the turbulent years of the Civil Rights Movement in Alabama, three white public librarians—Juliette Morgan, Emily Wheelock Reed, and Patricia Blalock—were at the center of the tumult. For her support of integration and the Montgomery Bus Boycott, Morgan, a reference librarian at the Montgomery Public Library, paid the ultimate price of taking her own life in response to the extreme harassment she suffered at the hands of segregationists and the local library board. Reed, director of the Public Library Service Division of Alabama's state library agency, fought not only for the integration of Alabama's public libraries, but also for freedom of speech in the notorious censorship case involving Garth Williams's children's book, *The Rabbits' Wedding*, about a black male rabbit and a white female rabbit marrying and living happily ever after. Even the ALA's Intellectual Freedom Committee failed to support Reed during the censorship controversy, which ended with Reed's vindication, but also her decision to leave Alabama. Blalock, of the Selma Public Library, demonstrated to the white library board the ultimate power of voluntary social change—change that spared Selma the demonstrations, “outside” agitators, and lawsuits.

Although Alabama's public libraries were integrated by 1963, it took another two years before the Alabama Library

Association was integrated and thus welcomed back into the fold of the ALA. Appallingly, the ALA neither exercised leadership nor provided support, financial or moral, for Alabama's public libraries during the tense and isolated years of segregation.

Patterson Toby Graham's *A Right to Read* is meticulously researched, documented, and indexed. His evenhanded treatment of a particularly sensitive issue, rather than being an indictment of southern librarians or American librarianship, is a reminder that some Americans were committed to the lofty ideals of freedom and equality long before those enduring values were reflected in national practice.—*Plummer Alston Jones, Jr., East Carolina University.*

**Hauptman, Robert.** *Ethics and Librarianship.*

Foreword by Peter Hernon. Jefferson, N.C., and London: McFarland, 2002. 151p. alk. paper \$35 (ISBN 0786413069). LC 2002-131.

Ethical issues in librarianship have received considerable attention in the past two decades. Several major conferences have been devoted to the topic, each with increased numbers of participants and attendees. A number of journal articles and conference papers have been produced on the topic, but few good monographs have been published. Publication of Robert Hauptman's new book, *Ethics and Librarianship*, is therefore quite timely. Author of *Ethical Challenges in Librarianship* (Oryx 1988), Hauptman continues the discussion of the treatment of ethical issues in librarianship introduced in his earlier book.

The first chapter serves as an introduction providing an overview of libraries, information, and ethics and highlighting the urgent need for the information profession to address ethical issues. These include the issues of privacy, intellectual property, fair use, intellectual freedom, confidentiality, and many more. Some of these concerns have been discussed for a long time but have recently become more salient in the technology-driven library

environment. However, the author insists that "whatever is considered unacceptable in the real world is similarly forbidden in cyber-space. We do not require a new ethical perspective" when approaching information digitally. Though there remains the unfortunate tendency for social and ethical concerns to lag behind the fast pace of technological development, Hauptman believes that information professionals should be held as accountable as their counterparts in the legal and medical professions. He urges professionals to act in an ethically commendable manner; professionals should regulate themselves. Ideally, "to act ethically is to consider basic principles, a course of action, and the potential results, and then to act in a responsible and accountable way."

In his discussion of intellectual freedom and censorship in chapter two, Hauptman observes that "various religious, professional, political, private, or governmental representatives are not quite so tolerant. They are dedicated to the elimination of whatever it is they find abhorrent, unwholesome, or unacceptable." In a democratic society such as the United States, indefensible censorship, in many cases, is initiated by the government or by special interest groups within the general public. Librarians can protect themselves by acquiring library materials based on carefully articulated selection criteria; selection is not censorship.

In chapters three through eight, the author covers ethics as they relate to traditional library functions such as collection development, acquisitions and cataloging, access services, reference, and special and archival collections. For instance, in building a serial collection, the author points out that publishers have acted unethically to continually increase journal prices well beyond the rate of inflation. Librarians, on the other hand, also are culpable by not doing enough to prevent publishers' price gouging and profiteering. In acquisitions and cataloging, vendor relationships, treatment of call numbers and subject headings, and levels of cataloging all have ethical implications.

In access services, librarians should make efforts to maintain patron confidentiality. When doing reference, personal ethics must never influence the way in which librarians assist patrons. Reference librarians should not just act as information-dispensing automatons; rather, they should proceed in an accountable manner. In special libraries (law, medicine, and corporate libraries) and archival collections, the line between advising and assisting patrons should be clear so that librarians will not be accused of misleading patrons.

Hauptman provides a lengthy discussion, in chapter nine, on research and publication. In many academic libraries, the driving force for librarians to write and publish is the institution's tenure and promotion process. Those involved in authoring, editing, and peer-reviewing should do so with a greater purpose: "it is unnecessary and unethical to investigate, record, analyze, structure, conclude, write, and disseminate materials for its own sake or merely to achieve tenure and promotion."

Chapter ten discusses intellectual property and copyright in the context of fair use, photo duplication, digitization, interlibrary loan, and music and audiovisual material use. Hauptman gives examples of the ironic clash between legal necessity and ethical commitment, stating that the law is a useful guide and should be followed despite its demeanor, but it must never be confused with ethical commitment.

In the discussion of information ethics (IE) in chapter eleven, ownership, access, privacy, security, and community are listed as five broad categories of IE. The author emphasizes that IE allows us to view the information world in its entirety and make decisions that are more encompassing than those that are specific to a single discipline such as computer ethics.

In the concluding chapter, "Why Ethics Matters," Hauptman states: "ethics matter because it allows us to function in a humane and socially equitable manner without the control of a casuistic or dema-

gogic legal system." Despite its importance, a search of *Library Literature* for the years between 1980 and 2000, reveals only 726 citations for the term "ethics," compared with 7,015 for "service," 6,872 for "Internet," and 2,234 for "selection." Information professionals have a long way to go to reach the ideal ethical level that the author advocates in this book.

This well-written book is highly recommended for both new and experienced library professionals. Readers will appreciate the author's easy-to-read writing style, personal touch, and insightful observations.—*Sha Li Zhang, Wichita State University.*

**Heesen, Anke te.** *The World in A Box: The Story of an Eighteenth-Century Picture Encyclopedia.* Trans. Ann M. Hentschel. Chicago: Univ. of Chicago Pr., 2002. 237p. alk. paper \$60 cloth, (ISBN 0226322866); \$20 paper (ISBN 0226322874). LC 2001-052763. [Originally published as *Der Weltkasten: die Geschichte einer Bildenzyklopädie aus dem 18. Jahrhundert.* Göttingen: Wallstein Verlag, 1997.]

In *The World in A Box*, Anke te Heesen, a research associate at the Max Planck Institute for the History of Science in Berlin, explores an obscure eighteenth-century picture encyclopedia for children from nearly every possible angle. Although this might sound tedious, the result is a fascinating book, accessible to both expert and layperson, that constitutes a landmark contribution to the study of the German Enlightenment, especially in the areas of intellectual history, educational theory, and children's literature. Although these features may provide reason enough for interest among many librarians, the relevance of this volume to our profession is dramatically increased by te Heesen's inclusion of numerous insights into the Enlightenment approach to the organization and classification of knowledge that remain relevant to us today.

The object of te Heesen's analysis is *Die Bilder-Akademie für de Jugend* (*The Picture*

*Academy for the Young*) published in installments on a subscription basis by Johann Sigmund Stoy of Dresden between 1870 and 1874. In its complete form, Stoy's *Picture Academy* is made up of a single volume of fifty-two copperplates, most likely one for each week of the year, and two volumes of explanatory text. Individual installments arrived as a collection of unbound pages, including both copperplates and explanatory text. Each copperplate is divided into nine fields, a large one in the center surrounded by eight smaller ones, each containing one or more illustrations. The pictures in the central field depict a biblical event or personality chosen to illustrate the central theme of each plate; pictures in the surrounding fields reflect the application of that theme to each of the eight categories into which Stoy divided all human knowledge. The text volumes begin with a discussion of the purpose of the work, an explanation of its organization, and several recommendations for its use as a teaching tool, followed by commentary on each copperplate. Of special interest is Stoy's recommendation that subscribers encourage their children to cut out the illustrations, attach them to cards, and file them in a box divided into nine compartments representing the fields into which each copperplate is divided. In addition, he recommended that children collect other illustrations related to each theme and add them to their box, resulting in a collection representing everything they needed to know about the world, literally the whole "world in a box."

*The World in a Box* is divided into three sections: Book, Image, and Box. The first focuses on the physical nature and publication details of the *Picture Academy*, the background and qualifications of its author; the historical and intellectual context in which it was produced; and its relationship to the special storage box mentioned above. Individuals interested in the history of children's literature, the nature of the publishing industry in the latter part of the eighteenth century, and related developments in pedagogical