

Index. It is also ready to provide important assistance in launching a database in this environment.

As an information services company we will compete and survive based upon the breadth and quality of our information resource – our content, our books and our database. Licensing Primis acknowledges this fact, and it also acknowledges that the information needs of our customers require, ultimately, the collaboration and cooperative efforts of all publishers. If we as an industry make every effort to satisfy our readers, we will control our destiny, increase sales and revenue, and better position ourselves for a changing environment.

### **Standardizing the interchange of electronic documents: David Buckle**

During the past two years the library communities of North America and Europe have focused a great deal of their public debate upon the topic of networking. The prospect before the academic communities in Europe and North America is to move from a wide area network environment of 2Mbps capacity (JANET MKII) to an environment offering 622 Mbps and rapid expansion to 2488Mbps (SUPER JANET) before the third quarter of the decade. In parallel local area networks will generally have capacity of 155Mbps. Such monumental growth does not simply offer opportunity to do contemporary things better, it creates a novel environment of opportunity for all professional and social policy makers that have access to it and guardianship of it. This network environment will span continents, particularly Europe, the Pacific rim and North America.

To maximise the opportunity that this novel environment presents will demand change, particularly to the library and information professional's perspective of his environment, and the library and information suppliers perspective of his insularity in the

market place. What were once clearly defined professional demarcation lines will become blurred and what once was pride of commercial independence will become constructive interdependence.

The Group on Electronic Document Interchange (GEDI) was established in October 1990. The resulting statement of its proposals defines a mutually accepted technical framework to facilitate electronic document interchange between the GEDI partners. Those partners include: The British Library Document Supply Centre (UK), Ministère de l'Éducation Nationale, Sous-Direction des Bibliothèques, Questel, Télésystèmes (France), PICA Centrum voor Bibliotheekautomatisering (Netherlands), Technische Informationsbibliothek (TIB) Hannover (Germany), OCLC Online Computer Library Center Inc. (USA), Research Libraries Group (RLG: USA). All have a mutual interest in the electronic exchange of the full texts of documents. For those with a thirst for more detailed knowledge, I commend them to the GEDI report: *Electronic Document Delivery Towards Further Standardisation of International Interchange*. Proposals of the Group on Electronic Document Interchange (GEDI) Version 10 September, 1991. Available from PICA, Leiden, Netherlands.

Within twelve months of an idea the GEDI group was able to formulate a framework of standards which facilitate interconnection between discrete systems. Within a year of publishing their proposals, a number of electronic document delivery systems are in place, each committed to interoperability facilitated through the application of GEDI defined protocols. GEDI is a practical demonstration of a pragmatic idea. □

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\* *avail*: see Comment, p.2.

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## **NCTE Resolutions in 1992**

At the annual business meeting of their convention in Louisville, November 1992, directors and members of the National Council of Teachers of English passed resolutions on

education issues, among them the need to inform the public and teach students about advertisers' sophisticated techniques of persuasion. They committed NCTE to increased

support for arts education. In addition, they called for an end to discrimination against gay, lesbian, and bisexual people. They also resolved to make stronger efforts to help federal, state, and local officials understand the education concerns of teachers of English. Complete texts of the NCTE resolutions follow.

### **On dishonest and inhumane uses of persuasion by advertisers**

*Background:* Teachers who proposed this resolution quoted NCTE members' 1971 resolution 'to find means to study dishonest and inhumane uses of language and literature by advertisers, to make public such offenses, and to propose techniques to prepare children to cope with commercial propaganda.' They observed that 21 years later, advertising continues to use dishonest language as well as other sophisticated means to sell products and services. Inundated by advertising directed at them and naive about modern techniques of persuasion, they said, most children are vulnerable to advertisers' manipulation of images, words, and sounds.

The members asserted that NCTE has a duty not only to foster clarity, directness, and honesty in the use of language, and to combat the use of deceptive public language, but also to raise public awareness of techniques of visual and auditory persuasion.

*Resolved,* that the National Council of Teachers of English increase efforts to bring to public attention advertisers' dishonest and inhumane uses of the various tools of persuasion (images, words, and sound); and that NCTE support teachers, students, scholars, and producers of textbooks and other curriculum materials in examining and exposing the means of persuasion, including non-rational means, used by advertisers.

### **On support of arts education**

*Background:* Proposers of this resolution noted that the arts and the language arts share common ground. Both literature and the arts, they said, stem from aesthetic experience, and the performing and non-performing arts are closely related.

*Resolved,* that the National Council of Teach-

ers of English support the arts as a vital part of education at all levels; that NCTE urge teachers of English language arts to work with teachers of other arts in ongoing cooperative, cross-disciplinary projects and programs; that NCTE establish and maintain an arts strand in future NCTE convention programs; and that NCTE develop and maintain communication with professional arts education associations to foster better articulation and integration of programs, pre-K through college.

### **On recurring discrimination against gay, lesbian, and bisexual people**

*Background:* Proposers of this resolution cited recurring campaigns against gay, lesbian, and bisexual people, including attempts to disenfranchise them from professional and civic involvement. They noted attempts to criminalize consensual gay and lesbian sex and to discriminate against homosexual and bisexual people in hiring, housing, and other policies and practices. They stressed that lesbian, gay, and bisexual people have made significant contributions to various areas of human development.

*Resolved,* that the National Council of Teachers of English, in support of its commitment to its 1976 resolution on discrimination against gay men and lesbians, urge the immediate end of all discrimination against gay, lesbian, and bisexual people, wherever that discrimination may exist; that NCTE condemn acts that deny gay, lesbian, and bisexual people the same rights and opportunities afforded the heterosexual population; that NCTE encourage and support programs for education of teachers, students, and the public at large regarding the contributions of gay, lesbian, and bisexual people to English language arts and other areas of human development; and that NCTE adopt the spirit of the resolution passed by the Conference on College Composition and Communication, March 1991, and refrain from future scheduling of conventions and conferences in any city or state that

- (1) has criminalized consensual gay and lesbian sex or
- (2) has laws and codes that allow discrimination against homosexual and bisexual people

unless such legislation has been found to be unconstitutional or the city or state has been enjoined through court decisions from enforcing it; and that NCTE notify all applicants to host NCTE conventions about this policy.


### On communicating English language arts concerns to public officials

*Background:* NCTE members proposing this resolution noted that president-elect Bill Clinton has promised to make education a top priority, and that changes in state and local offices may create new opportunities for education. They pointed out that English language arts is integral to the development of the literacy needed for survival of a free society, and that the National Council of Teachers of English and its affiliates represent the largest number of subject-matter educators in the United States.

*Resolved,* that the National Council of Teach-

ers of English communicate regularly to the President of the United States, the Secretary of Education, and other elected and appointed federal officials the crucial issues in English language arts education; that NCTE offer its services in addressing these issues; and that NCTE assist its state and local affiliate organizations in communicating their concerns regularly to state and local officials and in offering services to improve English language arts education at the state and local levels. □

[The National Council of Teachers of English is a nonprofit professional organization of teachers and supervisors of English programs at all levels of education. Its aim is to improve the teaching and learning of English. For further information, contact Diane Staub or Lori Bianchini at the NCTE Headquarters, 1111 Kenyon Road, Urbana, IL 61801, USA, tel (217)328-3870.]



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