

## Dr. J.C. Moore, The Human Behind The Humanities

by Michael Shepard

"Your dedication to your students is appreciated!" Happy Spring, Dr. Moore.

This is one of the statements that was left on the office door of Dr. J.C. Moore, of the Humanities Department, by a very appreciative student; along with flowers of gratitude. This small note and flowers on the door sums up the many letters, visits, and acts of gratitude that is experienced by Dr. Moore daily.

In addition to teaching, he prepares the incoming sophomores, juniors and seniors for the standardized tests, job opportunities and for other walks of life concerned with the humanities.

Dr. Moore is known on campus as a hard core instructor who usually assigns about four papers per semester and grades them on quality not quantity. But in the final outcome, his course doesn't make you mad or sad but proud to take part.

One student had these remarks, "Those of us who were in his classes gained from him an understanding of human relations. He was genuinely interested in our scholastic and social maturation."

When asked about the importance of the Humanities, Dr. Moore said, "I found that it was a course very vital to the Black student because they did not have the background necessary to make high scores on the standardized examinations and so I talked to Dr. Willa B. Player who was President of Bennett College at the time I was teaching there, about allowing me to go back to school and become a reasonable expert in the Humanities from an interdisciplinary standpoint, so that the students would get a broad background in Art, History, Philosophy and Music."

The papers that Dr. Moore assigns, gives the student a broad overview of the whole course. In the limited time allowed, it helps the student to prepare himself

for the writing he will be doing in graduate school along with other type standardized examinations.

"We live in an age of specialization and you can get in a rut when you specialize in one thing but if you can have some other interests and know about contributions made by people of other civilizations, it makes for a much richer life and makes life a little more interesting.

Many corporations and industries like their employers to have a broader background so that they can appreciate Delacroix or any other painter or be able to sit down and enjoy a piece of classical music. It just makes for a more 'Renaissance' person.

Try to develop as many aspects of yourself as a person as you can. Very often we don't know how many interests we have as a person until we get involved in things that are new to us.

Dr. Moore, who is a native of Hartford, Connecticut, attributes his success in the Humanities to God, excellent instructors, recognition from the United Negro College Fund and his love for the subject and the student, Dr. Moore said, "Whatever you select for your life's work, unless you do have a very deep love or spirit of dedication you will not do the very best job in which you are capable of doing."

"You must also have a love for the student or you can't teach him very much."

This particular statement by Dr. Moore exemplifies the reason behind his whirlwind of a course which turns out to be a very meaningful and beautiful course at the end with his love for the student and the humanities intact. Dr. Moore's Humanities course motivates the student by teaching to the whole student.

Dr. Moore is a graduate of both Fisk and Syracuse Universities. He has taught at St. Augustine College, Bennett College and Syracuse University.

## FSU Names Elaine Jeffers Director Of PME

Dr. Elaine Jeffers, former Director of Institutional Research and Planning at the University of Maryland, Eastern Shore, was named Director of Planning, Management and Evaluation (PME) at Fayetteville State University.

Upon assuming the post Dr. Jeffers stated that she views her role as "... working intimately with administrators in addressing the components of a PME System. My office," she stated, "will be an important facility in helping administrative units accomplish their goals."

Dr. Jeffers earned her B.A. degree from the City College of New York, the M.A. degree from Teachers College, Columbia University and the Doctorate from the University of Massachusetts. She has also studied at Howard University, Hunter College and the Baruch School of Business.

In addition to her post at the University of Maryland, Eastern Shore, she has served

in a variety of educational settings focusing on the administration and evaluation of educational experiences and programs. At the University of Massachusetts, she was Coordinator, Planner and Evaluator of Student Learnings in Tutorial Programs, served as Consultant for the Experimental Schools Program, Evaluator for the Flexible Curriculum-Pass-Fail and Non Graded Curriculum and designed the Program Evaluation Model for the National Alternative Schools Program. She also taught at Western New England College, Springfield, Massachusetts and served as evaluator of the Worcester Alternative High School, Worcester, Massachusetts. Dr. Jeffers also served as Assistant to the Coordinator of the Global Survival Program at the University of Massachusetts. She has also held positions in Jersey City, New Jersey, Waterbury, Connecticut and New York City.

Dr. Jeffers has published numerous articles and studies

## From The Librarian's Desk

### ON THE COPYRIGHT LAW

The information which follows is intended to make the University community more knowledgeable about restrictions of the revised copyright law which became effective on January 1, 1978.

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

### Guidelines for "fair use":

#### I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

#### II. Multiple copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; and,
- C. Each copy includes a notice of copyright.

### Definitions

#### Brevity

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an ex-

cerpt of not more than 250 words.

- (ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 per cent of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished prose paragraph.)

(iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

- (iv) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety.

Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 per cent of the words found in the text thereof, may be reproduced.

### Spontaneity

(i) The copying is at the instance and inspiration of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

### Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "ii" and "iii" above shall not apply

to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to I and I above

Notwithstanding any of the above, the following shall be prohibited:

(A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

(B) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

(C) Copying shall not: (a) substitute for the purchase of books, publishers' reprints or periodicals; (b) be directed by higher authority; (c) be repeated with respect to the same item by the same teacher from term to term.

(D) No charge shall be made to the student beyond the actual cost of photocopying.

### Penalties for Infringement:

The new law provides a penalty of \$250 to \$10,000 in statutory damages for copyright infringement - and can go as high as \$50,000 if the infringement is committed willfully.

In the case of an employee or agent of a nonprofit education institution, library, or public broadcaster, the law adds, "the court shall remit statutory damages in any case where an infringer believed and had reasonable grounds for believing that his or her use of the copyrighted work was a fair use under Section 107."

### Correction

Spring Lake students named to the Dean's List were omitted in the February issue. On the list were the following: Lillie Booth, David Brumble, Judy Hamilton, Marner Harris, Norma Jones, Alfonso McMillian, Theresa Moore, Winifred Pierce, and Jewell Stribling.



ELAINE JEFFERS

through the American Statistical Association, the Institute for the Development

of Research Methodologies, American Educational Research Association, and the

Consortia for Institutional Research Journal, Institute for Services to Education.