The background is a light olive green color with a repeating pattern of stylized floral and scrollwork motifs. A grid of faint, light-colored letters is overlaid on the background, arranged in rows and columns. The letters include A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. The central text is contained within a white rectangular box with a black border.

INDIANA LIBRARIES

Journal of the Indiana Library Federation & the Indiana State Library

Volume 19, Number 2, 2000

INDIANA
Journal of the Indiana Library Federation & the Indiana State Library
LIBRARIES

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INDIANA LIBRARIES

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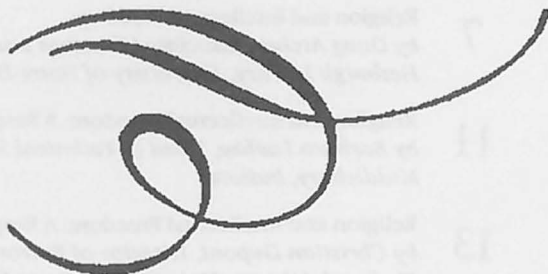
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INTRODUCTION

by Sara Anne Hook,
Associate Dean of the Faculties and
Professor of Dental Informatics, IUPUI

Guest Editor



This issue originated with a "call" for Guest Editors that appeared in *Focus on Indiana Libraries*. As cliché as it may sound, it seemed appropriate to me that as we begin a new millennium, we take stock of where we are in terms of intellectual freedom in libraries through an issue of *Indiana Libraries* devoted to this topic. As I prepared the proposal for the ILF Publications Committee, I was quite confident that my idea for an issue on intellectual freedom would be readily accepted by members of the ILF Publications Committee and that such an issue would be an excellent resource for ILF members. During this time, I had enthusiastic support from members of the ILF Intellectual Freedom Committee.

This issue presents a broad range of articles on intellectual freedom and should have something for everyone. Some of the articles are scholarly in nature, while others attempt to capture the meaning and spirit of intellectual freedom in libraries and in the larger society. Many of the articles have been contributed by members of the ILF Intellectual Freedom Committee; this issue would not have been possible without their efforts to fit authorship into their busy schedules. There are also several articles from nationally recognized experts in intellectual freedom. These authors generously gave of their time, providing articles that reflect the intellectual freedom scene from a national and from an Indiana perspective. A favorite colleague of mine from my years at the School of Dentistry was kind enough to offer her expertise on dealing with the media, particularly in the event of a crisis. School media specialists will enjoy the article by Ann Symons, former President of the American Library Association and librarian at a high school in Alaska.

One image has become my banner for intellectual freedom and in the preservation of our rights and those of our patrons to make full use of the rich resources libraries have to offer. This summer I had the opportunity to tour the Isle of Man by motorcycle. This country is geographically part of the British Isles, situated midway between England, Wales, Scotland and Ireland. In fact, on a clear day, you can see the coasts

of all of these countries. The Isle of Man is about 227 square miles and measures just 33 by 13 miles.¹ It is not part of the United Kingdom, although it is a British Crown Dependency and relies on the UK for defense and in international matters.² If you saw the movie *Waking Ned Devine*, then you have seen the Isle of Man, since the movie was filmed there in its entirety. This small island, with its craggy coasts, beautiful glens, brisk winds, and quaint villages, is still unspoiled by overt signs of tourism. Although prosperous and very much a part of the global economy, the Isle of Man hides the trappings of commerce, politics and telecommunications behind dozens of walking paths, high hills of vibrant green dotted with sheep, twisting narrow roads that are a motorcyclist's dream, and beaches where the waves from an angry sea crash and churn against a rocky coast. It is easy to feel "free" in such a place, even for just a few days.

What does the Isle of Man have to do with intellectual freedom? First, its legislative body, known as Tynwald, is the world's oldest parliamentary body, with over 1,000 years of unbroken rule.² Second, it is considered by many to be the motorcycle "mecca" of the world, hosting one of the most celebrated races of all, the TT. If you read any literature relating to motorcycle riding, the theme of individual rights is pervasive. The intellectual freedom image I have is this. After visiting a breathtaking area along the coast known as the Calf of Man, we pulled up next to another motorcyclist. His gasoline tank bore the simple statement: "the price of freedom is vigilance." This seems an appropriate way for a librarian to think about intellectual freedom. Intellectual freedom is not a passive guarantee, but remains a fragile component of the individual liberty that we enjoy as Americans.

So, in a slight variation to a famous line of the television show *Hill Street Blues*, let's be very vigilant out there.

1. Location and Topography. <http://www.isle-of-man.com/information/location.htm>.

2. The Constitution and Political Situation. <http://www.isle-of-man.com/information/constit.htm>

INTELLECTUAL FREEDOM: AN ANNOTATED BIBLIOGRAPHY OF RECENT MATERIALS

by Cindy Lee Stokes
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Indianapolis, Indiana

INTRODUCTION

The following literature review is an annotated and selective bibliography of recently published books and videos on a wide range of intellectual freedom topics. All materials were published between 1997 and February 2000 with the exception of the final two titles which are due to be published in 2000. The entries are arranged alphabetically by author. A few items are not annotated because the compiler could not obtain copies of them in time for this review.

Although there are a number of excellent monographs and reference books on this list, from a practical standpoint, librarians will probably find three ALA publications particularly useful: Robert Peck's *Libraries, the First Amendment, and Cyberspace: What You Need to Know*, Barbara Jones's *Libraries, Access, and Intellectual Freedom: Developing Policies for Public and Academic Libraries*, and the forthcoming new edition of the *Intellectual Freedom Manual*.

1. BOOKS

Amey, Lawrence, et. al., eds. *Censorship*. 3 vols. Ready Reference. Gen. ed. Kent Rasmussen. Pasadena, CA: Salem Press, 1997.

"One of the novel approaches that this set takes is to examine every dimension of censorship: its targets and victims; its perpetrators and defenders; its rationale; and its subject matter" (p. vi., Vol. 1). The three volumes contain 997 alphabetically arranged essays on people, general issues, books, films, organizations, government bodies, laws, events, places, and court cases.

Bald, Margaret. *Banned Books: Literature Suppressed on Religious Grounds*. Banned Books. Gen. ed. Ken Wachsberger. New York, NY: Facts on File, 1998.

From *The Age of Reason to The Satanic Verses*, surveys the content of and controversies surrounding 100 books condemned as dangerous to orthodoxy, to cherished beliefs, or to morals. Each entry includes a plot summary, a censorship history, and a bibliography

for further reading. Other titles in the *Banned Books* series include *Literature Suppressed on Sexual Grounds* (see Sovia), *Literature Suppressed on*

Political Grounds (see Karolides), and *Literature Suppressed on Social Grounds* (see Sovia).

Bosmaejian, Haig A. *The Freedom Not to Speak*. New York, NY: New York University Press, 1999.

Traces the continuing history of coerced speech over the centuries, from demands by church courts that heretics recant to the required oaths of allegiance and name-naming in the McCarthy era. Bosmaejian argues that because we have yet to establish a clearly defined freedom to withhold speech, we run the risk of having to reveal our religious and political associations, sign oaths, and name names during the next wave of political and religious persecutions.

Cate, Fred H. *The Internet and the First Amendment: Schools and Sexually Explicit Expression*. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1998.

Designed to introduce teachers and librarians to the complex array of legal issues presented by minors' access to sexually explicit material on the Internet and the advisability and practicality of attempting to control access. Presents arguments for when Internet filtering for young children may be advisable as well as arguments in support of unrestricted access for older minors.

Foerstel, Herbert N. *Banned in the Media: A Reference Guide to Censorship in the Press, Motion Pictures, Broadcasting, and the Internet*. Westport, CT: Greenwood Press, 1998.

Documents the social and technological origins of newspapers, magazines, motion pictures, radio, television, and the Internet, and describes the unique censorship aspects of each. Also included are summaries of seven major media censorship incidents, a chronological analysis of landmark Supreme Court

cases dealing with the media, and interviews with prominent figures from all media.

———. *Free Expression and Censorship in America: An Encyclopedia*. Westport, CT: Greenwood Press, 1997.

Contrasts America's advances in free expression with the concomitant growth of a "censorship and secrecy network." Foerstel highlights the key players and recurring themes in the free expression/censorship battle. The First Amendment aspect of controversial political topics — abortion, homosexuality, indecency in the arts and media, and the Internet — are covered in detail.

Godwin, Mike. *Cyber Rights: Defending Free Speech in the Digital Age*. New York, NY: Times Books, 1998.

Godwin, an Internet evangelist and Electronic Frontier Foundation lawyer, examines a number of high profile court cases, controversies, and media events which have shaped civil liberties in the online world: freedom of speech cases, libel cases (Matt Drudge), privacy and cryptography issues, copyright battles, children-cyberporn panics (especially the 1995 *Time* cover story), and the Communications Decency Act.

Hull, Mary. *Censorship in America: A Reference Handbook*. Santa Barbara, CA: ABC CLIO, 1999.

A thorough, well-organized introduction to the topic of censorship. Emphasis is given to current, controversial issues, but there is also discussion of early episodes of censorship in American history. Includes a chronology of important events, sketches of key individuals in the censorship debate, a directory of organizations, and an annotated resource list of print, video, and online materials.

Ingelhart, Louis E., comp. *Press and Speech Freedoms in America, 1619-1995: A Chronology*. Westport, CT: Greenwood Press, 1997.

The history of America's speech and press battles is presented in the form of chronologically arranged quotations from both proponents and opponents of free speech. Interspersed with the quotations, for context, are references to significant historical, social, or technological events. An excellent source of quotations on intellectual freedom issues from a broad range of historical periods and speakers.

———. *Press and Speech Freedoms in the World, from Antiquity Until 1998: A Chronology*. Westport, CT: Greenwood Press, 1998.

Jasper, Margaret C. *The Law of Speech and the First Amendment*. Oceana's Legal Almanac Series: Law for the Layperson. Dobbs Ferry, NY: Oceana Publications, 1999.

In a mere 129 pages this almanac efficiently covers basic First Amendment doctrine, its application by the Supreme Court in a wide variety of cases, and its application in a broad range of controversial areas: expressive conduct, arts and entertainment, commercial speech, obscenity, cyberspace, and hate speech.

Jones, Barbara M. *Libraries, Access, and Intellectual Freedom: Developing Policies for Public and Academic Libraries*. Chicago, IL: American Library Association, 1999.

A comprehensive guide to developing, promoting, and implementing intellectual freedom policies. Begins with a theoretical grounding in the legal foundation of intellectual freedom in a (limited) public forum and concludes with useful suggestions for writing intellectual freedom policies for information content, for access to information, and for privacy.

Karolides, Nicholas J. *Banned Books: Literature Suppressed on Political Grounds*. Banned Books. Gen. ed. Ken Wachsberger. New York, NY: Facts on File, 1998.

Kennedy, Sheila Suess, ed. *Free Expression in America: A Documentary History*. Primary Documents in American History and Contemporary Issues. Westport, CT: Greenwood Press, 1999.

A collection of over 100 primary documents—court cases, opinion pieces, speeches, letters, Congressional testimony, statutes, and news stories—which trace how the concept of free speech has evolved in America. From the Magna Carta to "The Playboy Philosophy," from the Indianapolis Ordinance on Pornography to the Communications Decency Act, each document is accompanied by a succinct introduction which provides historical and legal context.

Lipschultz, Jeremy. *Free Expression in the Age of the Internet: Social and Legal Boundaries*. Boulder, CO: Westview Press, 2000.

O'Neil, Robert M. *Free Speech in the College Community*. Bloomington, IN: Indiana University Press, 1997.

Brings to bear the relevant case law in addressing all the major intellectual freedom issues in higher education: campus speech codes, classroom speech, speech in the context of new technologies, freedom of the press, religious speech, artistic and research freedoms, and mandatory fees for student organizations. Written as a guide for college and university administrators.

Peck, Robert S. *Libraries, the First Amendment, and Cyberspace: What You Need to Know*. Chicago, IL: American Library Association, 2000.

This primer on First Amendment law and its application to libraries providing Internet access is based on the premise that without an accurate foundation in First Amendment and obscenity law, it is difficult for librarians to develop "intelligent and legally appropriate policies about Internet access." Peck discusses all significant First Amendment issues that impact or are impacted by Internet access: obscenity, pornography, the rights of adults, the rights of children, offensive speech, and workplace issues such as employee speech and harassment. Chapters on library records and confidentiality laws, as well as the impact of the Constitution's religion clauses on libraries, are also included.

Price, Monroe E., ed. *The V-Chip Debate: Content Filtering from Television to the Internet*. Mahwah, N.J.: Erlbaum, 1998.

A collection of 12 provocative essays which address the origin and development of V-chip technology for filtering broadcast information and its potential to alter broadcasting policies, law, and public policy. Three essays in particular highlight the promises and perils of content filtering technology and rating systems: "Media Filters and the V-Chip," "Yelling Filter on the Crowded Net," and "Rating the Net."

Riley, Gail Blasser. *Censorship*. Library in a Book. New York, NY: Facts on File, 1998.

Presents a sweeping overview of the vast topic of censorship in less than 200 pages. Includes a history of censorship in all media; significant legislation and Supreme Court cases (though surprisingly, *Hustler Magazine v Falwell*, 485 U.S. 46 (1988) is omitted); a chronology of important events; thumbnail biographical sketches; a very selective but annotated bibliography of books, encyclopedia articles, journal articles, government documents, and audiovisual materials; and a directory of national and state organizations. This

compact reference is intended to be an introduction to the topic of censorship and a starting point for further research.

Shiffrin, Steven H. *Dissent, Injustice, and the Meanings of America*. Princeton, NJ: Princeton University Press, 1999.

"We should recognize that dissenters—those who attack existing customs, habits, traditions, and authorities—stand at the center of the First Amendment and not at its periphery." Within this theoretical context, Shiffrin—a legal scholar—analyzes the free speech controversies of flag burning, alcohol and tobacco advertising, racist speech, and public funding of the arts. A sophisticated and provocative argument for a dissent-centered conception of the First Amendment instead of a content neutrality-centered conception.

Smolla, Rodney A. *Deliberate Intent: A Lawyer Tells the True Story of Murder by the Book*. New York, NY: Crown, 1999.

When an instruction manual on how to carry out contract killings (*Hit Man: A Technical Manual for Independent Contractors*) was denied First Amendment protection by the Fourth Circuit Court of Appeals in 1997, free speech hackles went up everywhere. Smolla, in relating his professional and personal involvement in this unique First Amendment case, places in high relief the tension between the ideal of free speech and the concept of ethical responsibility in publishing.

Sobel, David L. *Filters and Freedom: Free Speech Perspectives on Internet Content Controls*. Washington, D.C.: Electronic Privacy Information Center, 1999.

A collection of critiques and studies of filtering and rating systems as voluntary alternatives to government regulation of Internet content. Contributors include, among others, the ACLU, the National Coalition Against Censorship, the Censorware Project, and the Electronic Privacy Information Center.

Sova, Dawn B. *Banned Books: Literature Suppressed on Sexual Grounds*. Banned Books. Gen. ed. Ken Wachsberger. New York, NY: Facts on File, 1998.

Surveys the content of and controversies surrounding 103 erotic works which have been legally banned or censored in a broader context—targeted for removal from school curricula, condemned by religious groups, rejected or expurgated by publishers, or challenged in court. Each entry includes a plot summary, a censorship history, and a bibliography for further reading. Other titles in the *Banned Books* series include *Litera-*

ture Suppressed on Social Grounds (see Sovo), *Literature Suppressed on Political Grounds* (see Karolides), and *Literature Suppressed on Religious Grounds* (see Bald).

———. *Banned Books: Literature Suppressed on Social Grounds*. Banned Books. Gen. ed. Ken Wachsberger. New York, NY: Facts on File, 1998.

From *The Adventures of Huckleberry Finn* to *Working: People Talk About What They Do All Day and How They Feel About What They Do*, surveys the content of and controversies surrounding 101 books containing “socially unacceptable” ideas. Each entry includes a plot summary, a censorship history, and a bibliography for further reading. Other titles in the *Banned Books* series include *Literature Suppressed on Sexual Grounds* (see Sovo), *Literature Suppressed on Political Grounds* (see Karolides), and *Literature Suppressed on Religious Grounds* (see Bald).

Symons, Ann K. and Sally Gardner Reed, eds. *Speaking Out!: Voices in Celebration of Intellectual Freedom*. Chicago, IL: American Library Association, 1999.

The editors asked 53 library leaders and other prominent Americans to select their favorite inspirational quotation and explain their choice in a brief essay. Most oft quoted: James Madison (*Knowledge will forever govern ignorance; and a people who mean to be their own Governors, must arm themselves with the power knowledge gives.*). Designed to be a source of courage and inspiration for librarians facing intellectual freedom challenges.

Trager, Robert and Donna Dickerson. *Freedom of Expression in the 21st Century*. Thousand Oaks, CA: Pine Forge Press, 1999.

Weinstein, James. *Hate Speech, Pornography, and the Radical Attack on Free Speech Doctrine*. Boulder, CO: Westview Press, 1999.

Reviews the basics of American free speech doctrine to provide the reader with sufficient background to evaluate the claims of “radical legal scholars” that modern free speech doctrine discriminates against women by protecting pornography and discriminates against minorities by protecting hate speech. Weinstein then articulately examines the complex relationship between free speech and equality and presents both the costs and benefits of hate speech and pornography bans.

West, Mark. *Trust Your Children: Voices Against Censorship in Children's Literature*. 2nd ed. New York, NY: Neal-Schuman Publishers, 1997.

Authors of challenged children's books, publishers of children's books, and anti-censorship activists defend the freedom to read for children in interview format (all oppose censorship of children's literature). Given that a wider range of children's materials are coming under attack via more organized censorship campaigns, West felt a second edition of his 1988 book was necessary. Includes seven new interviews and a new introduction.

Wirenius, John. *First Amendment, First Principles: Verbal Acts and Freedom of Speech*. New York, NY: Holmes & Meier, 1999.

Winfield, Betty Houchin and Sandra Davidson, eds. *Bleep! Censoring Rock and Rap Music*. Contributions to the Study of Popular Culture 68. Westport, CT: Greenwood Press, 1999.

Since its birth in the mid-1950s, youth-oriented music has been a target of censors and a testbed site for the tolerance of free speech in America's cultural wars. This collection of nine essays examines the myriad ways that legislators, government agencies, parents, retail marketers, and the media have attempted to censor offensive, racist, and sexually explicit lyrics.

Wolfson, Nicholas. *Hate Speech, Sex Speech, Free Speech*. Westport, CT: Praeger, 1997.

A legal scholar examines the tension between the “unpredictable and sometimes potentially dangerous dynamic of speech” and the equally dangerous consequences of censoring speech that offends. Also addresses the issue of the disparity in speech power between “the powerful” (white males) and “the powerless” (women and minorities) within the context of First Amendment theory.

2. VIDEOCASSETTES

The American Civil Liberties Union: A History. Films for the Humanities & Sciences. 1997; rel. 1998.

Traces the ACLU's history from its inception in 1920 by founder Roger Baldwin through dozens of legal challenges over the past century, including the Scopes Trial, Japanese internment, the HUAC hearings, and the American Nazi Party's plan to march in Skokie.

Culture Shock. WGBH Educational Foundation. Dist. by PBS Video, 2000.

Produced for high school level students, this four-part documentary series explores the impact of the arts on cultural values, on freedom of expression, and on society's proclivity to censor that which offends or shocks. Episode #1: *Hollywood Censored: Movies, Morality & the Production Code*; Episode #2: *The Devil's Music: 1920s Jazz*; Episode #3: *Born to Trouble: Adventures of Huckleberry Finn*; and Episode #4: *The Shock of the Nude: Manet's "Olympia"*. Companion website at <http://www.pbs.org/wgbh/cultureshock>.

3. FORTHCOMING IN 2000

American Library Association. *Intellectual Freedom Manual*. 6th ed. Chicago, IL: ALA, 2000.

Jones, Derek, ed. *Censorship: A World Encyclopedia*. 3 vols. Chicago, IL: Fitzroy Dearborn, 2000.

RELIGION AND INTELLECTUAL FREEDOM

by Doug Archer
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Religion has
been an enemy
of intellectual

freedom. Most librarians have a war story or two ready for the telling about religiously-motivated challenges. The existing literature focuses almost exclusively on conflict between the two. Exceptions exist but they are hard to find and little noted (Miller). Reference tools devoted to intellectual freedom, such as Salem Press's three volume encyclopedia *Censorship* (Amey, 676), and religious reference tools with entries for censorship, such as the *New Catholic Encyclopedia* (391-392), demonstrate this antagonistic relationship. In *The Fear of the Word*, Eli Oboler documented in excruciating detail religion's role in censoring sexually explicit materials. Yet few if any scholars have systematically or extensively examined the positive aspects of this relationship.

This article advances the proposition that such an extensive and systematic examination would show that religion and intellectual freedom need not be enemies and that religion may actually be an ally of librarians in their defense of intellectual freedom. The article will establish the possibility of this proposition and identify avenues of research that might confirm it. It is not intended to provide the proof. It is an exercise in informed speculation.

First, one should note the obvious. Religion has never been monolithic in American society and is probably more diverse now than ever before. Within each and every one of America's religious traditions are quite likely a variety of views on questions of intellectual freedom and censorship (Davis, 242-243). Therefore, the urge to generalize must be resisted. What this article will demonstrate is that within the Judeo-Christian portion of this religious mix, there exists (and has existed) an affinity between the twin concerns of religious and intellectual freedom. Hence, at least a portion of the modern American religious community is a potential friend of intellectual freedom.

In the American context, both religion and libraries turn to the First Amendment of the United States Constitution as guarantor of their right to pursue their purposes unhindered by governmental interference.

Both are concerned with individual freedom. Both are concerned with the

individual's right to choose what to believe, to feel and to think — and the right to share those beliefs, feelings and thoughts with others.

This then is the first area for further study, a philosophical investigation of these two concepts. What are their origins, assumptions, similarities and differences? A parallel Judeo-Christian theological investigation would also be valuable, since this tradition was the dominant one during the development and institutionalization of these constitutional principles. To the non-philosopher and non-theologian, these two freedoms certainly appear to be two sides of the same coin. Genealogically speaking, they appear to be fraternal twins in the family of First Amendment freedoms. The next step is to do the historical equivalent of DNA matching.

In 16th century Continental Europe, the Protestant Reformation and the Catholic Counter-Reformation resulted in four distinct groups or movements: Catholic, Lutheran, Reformed and Anabaptist. The Anabaptists (or "rebaptizers") were the radical wing of Protestantism. They argued for the crazy, hard to imagine idea of a separation of church and state - the freedom to choose one's own religion rather than accept that of one's neighbors or prince. Though not the first to advocate tolerance, they appear to have been the first to survive that advocacy in any substantial numbers (Laursen, 1-8).

Most people did not buy it. The fact that some of the Anabaptists were anarchistic antinomians (lawless) did not help the pacifistic, disciplined ones now known as Mennonites. They were severely persecuted and their outrageous idea of toleration took a tenuous hold only in the Netherlands and then only after one hundred years of civil and religious warfare.

Is it possible that seeds of freedom were spread by refugees and survivors, those who of necessity had to keep a low profile, only to have these seeds sprout in later generations? No one has as yet conclusively proved a direct link between this Continental concept

of individual liberty and what was to develop later in England and America. However, there is a parallel, informative debate going on among church historians as to the influence of Continental Anabaptism on the origins of Baptists in 17th century England. The Anabaptists tend to find a link (Estep, 206-215). The Baptists do not (Torbet, 25-32). This relatively narrow (some would say obscure) debate is relevant because English Baptists have their roots in the same left wing Puritanism out of which came John Milton, one of the earliest advocates of freedom of the press. In addition, it produced the major Colonial champion of religious freedom, Roger Williams.

Turning to their England of the 1600s, one finds a direct relationship between rising demands for freedom of the press and of religion. The English Reformation was a relatively conservative one. The Reformed (or Calvinists) within the Anglican Church were unsatisfied; reforms had not gone far enough. Their continued agitation came to a head with the English Civil War during the reign of Charles I, along with the establishment of the Puritan Commonwealth. Throughout this period, one finds political and religious parties inextricably interconnected.

People argued for the right to hold a variety of beliefs and to print and circulate those beliefs. Diversity had become the rule rather than the exception. It is probably no coincidence that a significant segment of Cromwell's army were Baptists, ardent supporters of the separation of church and state, nor that the most eloquent advocate of a lessening of, if not an end to, press licensing, John Milton, was a Puritan non-conformist.

In *Areopagitica*, Milton argues that "... unless wariness be used, as good almost kill a man as kill a good book. Who kills a man kills a reasonable creature, God's image; but he who destroys a good book, kills reason itself, kills the image of God, as it were in the eye (149-150)." With this growing diversity of religious views within the body politic, arguments for liberty for some became arguments for liberty for all.

Though the possibility of such an interrelationship is clear, possibilities are not proofs. Here then is the another area open for examination. Who knew what and when did they know it? How aware of Anabaptism were the English Puritans and other nonconformists? Were they aware of Anabaptist views on specific issues? Did they read Anabaptist writings? If so, which ones? Did they ever explicitly refer to those views or writings, either in agreement or disagreement? What was the relationship among those Puritans arguing for press and religious freedoms? Many Puritans were concerned with establishing this freedom for themselves, but not for others. Some on their left, such as the Baptists, were seeking tolerance, if not freedom for all. How aware were they of each other's positions?

Here then is the third potential commonality of religious and intellectual freedom in American society. Both are rooted in the soil of personal liberty. Both advocate that a free market of ideas must be preserved and that it be a market in which one may seek the truth and in which one's truth may be held and shared. By the insight that religious wars had not, could not and should not settle the truth, and by the practical act of constitutionally removing the right of any one viewpoint, be it religious or political to official status, freedom for all was guaranteed. This official suspension of judgment may well be the genius of American civil society.

Another area of inquiry should be the subsequent relationship of religion and censorship during succeeding eras of American history. What were the changing dynamics? It is clear that even the field of librarianship was not an early advocate of intellectual freedom (American Library Association, xxii). It is only toward the beginning of the middle third of the twentieth century that the profession became an advocate of intellectual freedom (Geller, 143-146). An examination of the parallel rise of political and religious liberalism and their possible influences upon each other could be quite fruitful (Parekh, 115-116).

If we share common roots, why the constant conflict? One reason is that, while exercising one's own religious freedom, people forget that this may mean impinging on someone else's freedom. That is, people ignore the other side of the civil compact. To be guaranteed one's freedom, one has to grant it to everyone else. This is such a simple point that it is often missed in the heat of debate. However, it is a point through which librarians may well be able to establish contact with potential censors. Personal liberty is a common American value. The preservation of personal liberty is in everyone's best interests.

Another reason for these conflicts is the use of different definitions of censorship, often intermingled. There are at least two. First, there is a narrow definition. Censorship occurs or is threatened when any government body, such as a city council, a quasi-government body or a library board, attempts to limit or succeeds in limiting freedom of speech, of the press or their corollary, the freedom to read. A second, broader definition says that censorship occurs or is threatened when anyone or any group attempts to limit or succeeds in limiting speech, press or reading freedoms. Such attempts could include boycotts of stores selling certain magazines or refusing to purchase the products of companies that advertise during certain television programs.

The First Amendment guarantees the right of anyone or any group to advocate whatever they want

(well, almost anything). They can advocate that people not buy this journal, or not shop at that store or not watch a particular television program. It does not make them right. It does not mean that anyone has to agree with them. It does not mean they can make it stick. However, it is their constitutional right to try! In fact, they even have the right to advocate censorship in the narrower sense. However, the government does not have the right to take them up on it. People have the right to advocate constitutional changes that librarians might find abhorrent. In other words, censors are people, too. They have a right to their views and values and a right to express them.

This is especially true of religious groups. They have the freedom and right in American society to be as open or as closed as they wish. They have the freedom, the right and even the duty to advocate the truth as they see it. All groups, including religious groups, have a constitutional right to make the lives of librarians difficult. Just because people have a religious motive rather than a literary, artistic or political one does not remove their First Amendment right to be a pain in the neck. It does not give them the right to censor the library's collections.

Here is the most common of common ground - religion IS. This just may be the most fertile ground in which to cultivate a working relationship with potential religious censors. Religion is an inextricable element in human society. It is just as much a reality as politics, art, music or literature. There are parties within every form of human endeavor. There are Democrats and Republican and Libertarians; Freudians, Jungians and Adlerians; deconstructionists and structuralists; romance, mystery and science fiction writers and readers; and quilters, coin collectors, computer nerds and devotees of the culinary arts. Librarians collect for all of them.

There are also Christians, Jews, Muslims, Sikhs and adherents of Wicca. There are Lutheran churches, Catholic churches, and Four Square, Spirit-Filled, Apostolic, Bible-believing, Independent churches. Do librarians collect for their members? All of them are citizens, with the quite reasonable expectation that their informational needs for cookbooks, and even religious books, will be met within the fiscal constraints and collection development policies of their local community libraries.

Is this the case? Anecdotal evidence would seem to say no, at least in small and medium-sized public libraries. In the recent past, religious books were among the most frequently borrowed items via interlibrary loan among Indiana public libraries (Bucove). The temptation, since religious diversity is so great and the potential demand so high, perhaps even high enough to absorb most local budgets, may be to rely on interlibrary loan.

The argument that if one cannot buy everything in a given subject, then one must buy nothing of that subject, has been used time and again to justify not buying books on controversial subjects, thus dodging the controversy by self-censorship. During an Indiana Library Federation Annual Conference panel a few years ago, the Director of the St. Joseph County Library, one of only two public libraries in the state of Indiana that purchased a copy of *Madonna's Sex*, stated that he did so because demand was high and bookstores were charging citizens for a peek (Napoli). Many libraries seemed to be relying on the "we'll borrow it from someone else if anyone is brave enough to ask" form of service. It is just as fallacious a justification to rely on interlibrary loan for religious materials as it is for those with sexual content.

Here is another potentially fruitful area of research. What are the rates for interlibrary loan requests for religious materials compared to other categories? What are the collection development policies in public libraries for religious materials? What are the budget commitments compared to actual and potential community needs? Surveys and on-site comparisons hold the promise of informative results.

Other sources of conflict reside in the manner in which librarians handle religious materials once they are acquired and the way they treat the patrons who seek these materials. Without advocating political correctness, it takes little imagination to understand that sensitivity to religious terminology is crucial for ethical professional service. Sanford Berman has identified many such prejudices. What are the religious prejudices built into our cataloging systems, both subject heading and classification? A thorough examination of both the Library of Congress and Dewey subject heading and classification systems would at least raise the consciousness of librarians. Selective corrections would then be more likely and direct public service improved as reference personnel become more sensitive to appropriate terminology (Gouker).

A final area for further research that is crucial for developing working relationships and potential anti-censorship coalition is an examination of the contemporary positions on censorship of various religious denominations and inter-religious organizations and their members. Even among highly politicized groups, there is more diversity than the average person expects (Davis, 242-243). The author has attended many public meetings in which spokespersons from the religious community were present to both challenge and defend library collections.

How then should librarians deal with religion in libraries? Librarians should deal with it as they do with any and all other aspects of human experience.

Librarians serve the information needs of their communities. Therefore, they serve the religious informational needs of their communities by applying the same principles of balance and diversity that they apply to all the other competing needs. They must remember that there are rarely only two sides to an issue. Librarians must use all of their professional skills to choose representative resources. They must sensitize themselves to the dynamics of major religious disputes, as they do with all the other controversies that their communities encounter. In other words, they do their jobs.

Rather than start from a negative stance that religion is too dangerous to deal with, why not see the religious community as an opportunity for service? Librarians would not think of treating all genealogists as obsessive/compulsive sponges who will absorb all of their reference personnel's time if given an inch just because a tiny minority might have a little too much time on their hands. Librarians learn to set limits and provide appropriate resources and services.

For instance, this author lives in a community with a large Amish population. The local library will probably need more books about the Amish for their curious neighbors than it will for groups not represented at all in that area. It will also need a healthy collection of religious fiction and Westerns for the Amish youth. Other communities' religious informational needs will vary, depending on the characteristics of the population served by the library.

Why not see the meeting of religious informational needs as one legitimate expectation among many within a community and build policies to balance those expectations? Why not establish relationships with these groups as one would with other groups? Why not build bridges rather than maintain barriers? Such relationship building is no guarantee that controversies will not occur. However, it is much easier to communicate with those whom one knows, and by whom one is known, than with strangers. It is easier to raise a barn before a storm than during one.

Religious and intellectual freedom appear to share common roots and common ground, so why not a common cause? Religion has been and can be an enemy of intellectual freedom. However, it can also be a friend. Further research should prove it.

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RELIGION AND INTELLECTUAL FREEDOM: A RESPONSE

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Colleagues and others familiar with censorship issues often assume the conservative area I work in probably experiences more than its share of intellectual freedom challenges because of its large Mennonite and Amish population. In actuality, however, members of this religious group generally allow for the differences of those they offer service to and live near. They are only part of the population that make up this particular community and it is unfair to everyone in the community to place them all in the same group. In addition to the dangers of stereotyping individuals and groups, there is also danger in doing so to whole communities. The idea that the modern small town contains the same mix of people it did 50 years ago is often hard to change, especially by the residents, who may view the area as insular, never-changing and homogenous and who may prefer it that way.

I have observed this in our area. Although the majority of residents welcome new ideas and people, there are members of two groups who struggle against changing their concept of the town. Some members of the "native" population hold the traditional fears that with new people come unwanted or undesirable changes. On the other hand, many new residents chose this area based on its religiously conservative reputation and may believe that everyone holds values that closely parallel or equal their own. This latter group follows the national trend of the new spiritualism among younger couples. While it is important to remember that challenges can come from all sources, left, right and middle, it has been our experience locally that the relatively few challenges or complaints that we receive really do come from this latter group. They seem to feel slightly astonished that our community is not as homogenous as they originally thought and are very vocal about what they believe should be acceptable for everyone.

Within the past year, I have personally been involved in two major challenges, as well as listening to the occasional minor complaint or concern. One of the major challenges came from a member of a reli-

giously fundamentalist church who was concerned about Internet filtering. The other was from parents using their "Christian religious freedom" to challenge a book studied in their child's class. Minor concerns have involved graphic descriptions of murder, the birth and death of animals, language, sex, nudity and a G-rated movie that "shouldn't have had a G rating." Some of these complaints have come from people that we know are very religious, while others may or may not be.

Beyond trying to determine from what direction the challenges come, our staff has made the following observations. More complaints are received about audio and visual items than books, such as magazine covers, videos and audio books. These leave less to the imagination and offensive passages cannot be skipped over as easily as a paragraph or pages in a book without going too far beyond the passage. People rely on ratings and labels for assurance that materials are appropriate, not realizing that the standards and subjectivity of the raters may not mirror their own values. Language and sex are still more often offensive than hate or violence. People may have other reasons than the obvious or stated ones for challenging something. A person may have a personal history that is more responsible for his or her feelings than religious affiliation.

At our library, we have adopted the policy of always trying to listen to the challenger and making a conscious effort to see the issue from their viewpoint, which at times is difficult if it varies from our own. However the issue is resolved, remaining open-minded and keeping the channels of communication open can lead to fewer confrontations and better relationships in the future with both individuals and the community. It may also make it easier to explain the concept of a library's responsibility to all of its patrons' diverse viewpoints and needs. We need to constantly remind ourselves to respect their positions, because they feel as strongly about their commitment to their causes or beliefs as we do to ours.

We have a brochure available on the role of the public library and the rights and responsibilities of patrons to choose wisely from the variety of materials offered in our collection. Its title is "Give Us Ideas, Give Us Wings." Although it is a wonderful statement and represents a vital goal, the reality is that we face challenges to it every day. How we view those challenges, and the people that raise them, may determine how successful we are in keeping those ideas free.



RELIGION AND INTELLECTUAL FREEDOM: A RESPONSE

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And you shall know the truth, and the truth shall make you free. These words of Jesus, from the eighth chapter of the Gospel According to John, can help us understand the motivations of those who we are inclined to label as religious censors. For these words express the essential meaning and relation of the concepts of truth and freedom in the religious context: one is not free until one knows the truth about God, about the world and about oneself. A central truth in many religious traditions is that we humans are by nature "fallen," and thus to some degree ignorant and incapable of discovering and knowing truth on our own. Our minds are darkened and our sensibilities depraved. Only an act of revelation, an infusion of divine grace, can fill us with true knowledge. Coming to knowledge of the truth, and the One who is true, frees us from our spiritual bondage and intellectual darkness. Only then, and hence only by believers, can a claim be made to the kind of freedom described in the Gospel According to John.

Freedom in the religious context has strong, positive meaning. By contrast, librarians and others who use the phrase "intellectual freedom" typically have in mind a weaker or negative notion of freedom, as in "Congress shall make no law..." Freedom of speech, freedom of the press and the freedom to read are viewed as basic rights belonging to every individual that should never be taken away or limited by any authority, governmental, religious or otherwise. Intellectual freedom in this respect has a negative meaning insofar as it is freedom from something: freedom from constraint, freedom from coercion, etc. To say it has a negative meaning is not to downplay its importance, but rather to point out how it differs from religious notions of freedom, whereby believers do not simply claim that they have certain freedoms, but rather that they are free. Put another way, freedom in the religious sense is primarily internal, pertaining to the being of believer, whereas intellectual freedom is primarily external, deriving from a set of legal concepts and societal relations.

If it were not for the fact that intellectual freedom was not already a well-established rallying cry with a distinguished history of safeguarding important civil rights, it would seem more appropriate to speak of the cause of intellectual liberty. Liberty better denotes the passive state of being able to act without fear of repression. Yet if it is too late to change our terminology, let us at least be careful to distinguish what we may mean by freedom from what someone else may mean. Although it may seem quite repugnant and even contradictory for someone that we label a religious censor to demand that a certain title be withdrawn from a library's collection in the name of religious freedom, this might not be a contradiction from the censor's point of view. The person who, on the grounds of his religious consciousness, seeks to ban a particular book might regard it as a dangerous stumbling block to others on the road to truth, and hence an obstacle to their ultimate freedom. I do not mean here to either condone or excuse censorship in the name of religion, but instead to try to explain one of its manifestations and motives.

Although I would suggest that what we commonly refer to as intellectual freedom may be better termed intellectual liberty, I do not mean to imply that the advocate of intellectual liberty cannot or does not also have a concept of freedom in a strong, positive sense. Many people fight vigorously to protect the societal liberty to read or publish whatever one may want, as long as it does not libel another, not just as an end in itself. Rather it is to make possible what Archer refers to as "informed speculation," which is to say the formation of an opinion based upon an examination of facts. This informed opinion is the typically the underlying goal. If one has the liberty to read everything available on a given topic, but does not exercise that right, one cannot possibly become informed. If one is not informed, then one's opinion is neither as defensible or as potentially useful to society as the opinion of someone who is fully informed. Liberty thus ideally leads to knowledge and knowledge, more ideally still, will make one an enlightened person. Enlightened

persons, sharing their opinions in a free and open dialogue, will lead, most ideally yet, to the formation of an enlightened society. For both historical and philosophical reasons, I believe that enlightenment is really the most appropriate term to distinguish the ultimate goal sought by many advocates of intellectual liberty. As a product of intellectual liberty, enlightenment can be used to express certain essential or spiritual qualities, freedom in a strong, positive, albeit not religious, sense being one of them.

We may now associate the above distinctions into an analogous set of relations: enlightenment is to intellectual liberty as truth is to religious freedom. If we can grasp this analogy, we will see that advocates for both sides are engaged in a fundamentally spiritual struggle. The librarian, like the parson, strives upward. Yet while fighting on a common plane, they are not engaged in the same war. The two sides may come into conflict over an issue; a collection of books or a library and its services may become the scene of a battle. Yet societal or secular enlightenment and religious truth are not equivalent. We should therefore be careful not to equivocate when using words like "intellectual" and "freedom." As Archer notes, religious motivations for shaping collections and reading habits have been and will continue to be with us. If there is any hope for finding a common cause beyond the common ground we share, that spiritual plane on which we as human beings live and strive, it will surely depend upon recognizing precisely how we differ in our concepts and beliefs.



INTELLECTUAL FREEDOM AND LIBRARIES: AN OVERVIEW AND UPDATE

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t the heart of the First Amendment lies the principle that each person should decide for himself or herself the ideas and beliefs deserving of expression, consideration, and adherence. Our political system and cultural life rest upon this ideal. Justice Dalzell. *ALA v. Reno*, 929 F.Supp. 824(1996).

The libraries of America are and must ever remain the home of free, inquiring minds. To them our citizens ... must be able to turn with clear confidence that there they can freely seek the whole truth, unwarped by fashion and uncompromised by expediency. Dwight D. Eisenhower, 1953¹

Americans are in the center of a heated public debate concerning the true meaning of intellectual freedom in our democratic republic. The debate is focused on, but by no means confined to, the Internet. Because most public libraries provide Internet access to the general public, including children, we find ourselves at the center of the controversy. As a backdrop for examining what is happening today, it is useful to remind ourselves that controversy surrounding the freedom to read and open access to ideas is not new.

Censorship of ideas, including controversy concerning the exposure of children to ideas, has existed since the beginning of recorded history. Even as open a city as ancient Athens tried, convicted and executed Socrates for the corruption of youth.

The relationship between technological advances and the escalation of censorship attempts is also not new. For example, when the printing press was invented in the early 1450s, the Roman clergy embraced the new invention, using it to replace handwritten indulgences with printed ones.² However, by the time Martin Luther used the technology to disseminate his *Ninety-five Theses* in opposition to church teaching, it was evident that the Church's ability to control the dissemination of spiritual ideas had been inalterably eroded. The inevitable result was an escalation of attempts to impose religious censorship.

Centuries later, a desire for liberty motivated individuals to take great risks to colonize the "New World." The meanings of liberty to the colonists were myriad. They included personal intellectual freedom, the freedom to worship as one wished, and to express ideas without government sanction, as well as a government based on majority rather than authoritarian rule. The definition of liberty has never been free of controversy.

As Eric Foner has described it,

AMERICAN FREEDOM was born in revolution. During the struggle for independence inherited ideas of liberty were transformed, new ones emerged, and the definition of those entitled to enjoy what the Constitution called "the blessings of liberty" was challenged and extended. The Revolution bequeathed to future generations an enduring yet contradictory legacy.³

Much of the controversy concerning the meaning of liberty results from the tension between individual rights and a democratic (majoritarian) government. Both are necessary to achieve liberty, but without the protections afforded by the Bill of Rights, there would be the ever-present danger of a tyrannous majority abridging the individual rights of a minority.

The American public library is at the heart of this controversy because it is the only government agency with a core mission based on the values of both individual rights and popular government. The public library, by providing free access to information on all subjects from all points of view, to all people who live in the geographic area served by the library, is the major source for the information and knowledge necessary for a viable democracy. At the same time, individual rights are protected by the public library, since each library user exercises free choice in the selection of information for her or his own use.

Libraries were catapulted to the center of public debate about the Internet when the U.S. Congress enacted the Communications Decency Act (CDA)

Recognizing that this legislation would make it difficult, if not impossible, for public libraries to offer Internet service without violating the First Amendment rights of library users, the American Library Association and the Freedom to Read Foundation, along with a number of other organizations, filed a legal challenge to the legislation in the Federal District Court in Philadelphia. In the decision finding the CDA unconstitutional, Justice Dalzell made direct reference to the historical connection between free access to ideas and the Internet:

It is not exaggeration to conclude that the Internet has achieved, and continues to achieve, the most participatory marketplace of mass speech that this country — and indeed the world — has yet seen. The plaintiffs [including the American Library Association] in these actions correctly describe the “democratizing” effects of Internet communication: individual citizens of limited means can speak to a worldwide audience on issues of concern to them. Federalists and Anti-Federalists may debate the structure of their government nightly, but these debates occur in newsgroups or chat rooms rather than in pamphlets. Modern-day Luthers still post their theses, but to electronic bulletin boards rather than the door of the Wittenberg Schlosskirche. More mundane (but from a constitutional perspective, equally important) dialogue occurs between aspiring artists, or French cooks, or dog lovers, or fly fishermen. *ALA v. Reno*, 929 F.Supp.824(1996).

Challenges to the free access to materials offered by libraries did not, of course, originate with the Internet. *Banned in the U.S.A.*, by Herbert Foerstel,⁴ provides a comprehensive history of attempts to censor library materials in this country.

In response to such challenges, the Freedom to Read Foundation (FTRF) (<http://www.ftrf.org>) was formed in 1969 to promote and defend the Constitutional rights of all individuals to express their ideas without governmental interference and to read and listen to the ideas of others. FTRF accomplishes its mission by defending the First Amendment in the courts, supporting librarians and libraries experiencing attempts to restrict library materials and services, and by providing legal and financial help in legal cases involving libraries, librarians, authors, publishers and booksellers.

Despite the fact that the U.S. Supreme Court unanimously upheld the Philadelphia Court’s ruling that the CDA was unconstitutional⁵, legislative attempts to limit access to the Internet continue to be enacted on the federal, state and local level.

FEDERAL LEGISLATION

The Freedom to Read Foundation is involved in legal challenges to two federal laws that have the potential to limit the ability of libraries to provide unfettered access to the Internet.

American Civil Liberties Union v. Reno, 31 F.Supp. 2d 474 (E.D.Pa. 1999)

This case is a challenge to the Child Online Protection Act (COPA) (Pub.L. 105-227; 112 Stat 2681), that was signed into law in October 1998. If found to be constitutional, COPA will for the first time establish a “harmful to minors” standard at the national level. The Federal District Court in Philadelphia has granted an injunction against the Act.

FTRF joined an *amicus* brief in August, arguing that COPA is facially invalid and imposes constitutionally unacceptable burdens on speech. The case was still pending at the time this article was written.

Child Pornography Prevention Act of 1996 (Pub.L 104-208, sec. 121)

This legislation expands the federal definition of child pornography to include the visual depiction of what appears to be a minor engaged in sexually explicit conduct. It also outlaws the advertising, promotion, presentation, description or distribution of a visual depiction in a manner that “conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.” Prior to the enactment of this legislation, criminal penalties for the production, distribution or possession of child pornography were based on the potential harm done to the children used in producing the images. This Act would extend those criminal penalties to include images that use adults who appear to be children or computer-produced images that appear to be minors involved in explicit sexual conduct. The Act has been challenged in two cases, in two different circuits, and the decisions are in direct conflict with one another.

In one case, *United States v. Hilton*, 1st.Circ.98-1513, the First Circuit Court of Appeals reversed a decision of a Maine District Court, holding that the law should not be found unconstitutional, but that it should be narrowly applied. Mr. Hilton’s petition for writ of *certiorari* with the United States Supreme Court was denied. FTRF joined an *amicus* brief at the appeals stage of this case.

In the second case, *Free Speech Coalition v. Reno*, 9th Circ.97-16536, the Ninth Circuit Court of Appeals overturned a Northern California District Court decision and found the act to be unconstitutional. The Circuit Court held that “[i]f the fact that speech plays a role in a process of conditioning were enough to permit governmental regulation, that would be the end

of freedom of speech." The government must decide in early 2000 whether it will seek a petition for a writ of *certiorari* in this case.

INTERNET FILTERING BILLS

At least four bills that would require the use of filtering and blocking software by public and school libraries as a condition for the receipt of the E-rate were introduced in the first session of the 106th Congress (S.97, H.R. 369, H.R. 543, and H.R. 896). Senator Rick Santorum (R-PA) introduced an alternative measure, the Neighborhood Children's Protection Act (S. 1545), that would give E-rate recipients a choice of installing and using filtering and blocking software or adopting Internet use policies. There is very likely to be increased activity on this subject in the second session of the 106th.

STATE LEGISLATION

FTRF is involved with litigation in several states concerning attempts to regulate Internet content. Despite consistent court decisions finding such statutes to be unconstitutional, states have continued to pass content-restrictive laws. Litigation concerning "mini-CDAs" in two states, New York (*American Library Ass'n v. Pataki*, 969 F.Supp. 160 (S.D.N.Y. 1997) and New Mexico (*ACLU v. Johnson*, 194 F.3d 1149, 1999) is completed; the laws have been struck down as unconstitutional.

FTRF and several other plaintiffs are challenging Virginia's Internet statute, enacted in 1999. On February 15, 2000, Judge Michael, Western District Court of Virginia, heard the plaintiff's motion for preliminary injunction in *PSINet Inc. v. Gilmore*.

Michigan enacted an Internet content law in June 1999. The ACLU sued in the Southern Division of the Eastern Michigan District Court (*Cyberspace v. Engler*, 99-cv-73 150). The judge granted the plaintiff's request for a preliminary injunction in July 1999. The government appealed the case to the Sixth Circuit. FTRF joined an *amicus* brief in February 2000.

Bills that would require Internet filtering for minors in public libraries and schools have been introduced in the Indiana, South Carolina and West Virginia legislatures. Both houses of the Utah legislature have approved a bill that would block state funding for any public library that does not restrict minors from accessing obscene material.

LOCAL LIBRARY CASES

Mainstream Loudoun v. Board of Trustees of Loudoun County Library, Memorandum Opinion in the U.S. District Court for the Eastern District Court of Virginia, Case No. 97-2049A, November 23, 1988; 2

F.Supp. 2d 783 (E.D.Va. 1998)

On April 19, 1999, the Loudoun County (VA) Library System Board voted 7-2 not to appeal the November 23, 1998, decision of the U.S. District Court for the Eastern District of Virginia, which enjoined the library from enforcing its policy requiring the use of Internet blocking software on all terminals and for all users, regardless of age. The Court found that it violated the First Amendment rights of adult library users, was not the least restrictive means to further the board's declared purposes of minimizing access to illegal pornography and preventing a sexually hostile environment, and was a "prior restraint" of speech. At the time this article was written, the library board has put in place a new policy that allows adults to choose whether or not they want to use filtering when using library Internet access computers. Minors must have signed parental permission specifying whether filtered or unfiltered access is allowed.

Kathleen R. v. City of Livermore, Court of Appeals, State of California (App. No. A-086349)

A mother was seeking to force the Livermore (CA) Public Library to limit its policy of free and open Internet access after her 12-year-old son allegedly downloaded pictures of nude women at the library. The trial court dismissed the case, but on March 11, 1999, the plaintiff filed an appeal. In October, FTRF joined an *amicus* brief in support of the city and the library. An important argument is that under the CDA, the library is immunized from liability for merely providing access to material that was transmitted by a third party.

Although the Internet continues to get the most media coverage, attempts to remove or restrict access to books in libraries continue. Two recent cases have received public attention.

Wichita Falls, Texas

In February 1999, the Wichita Falls City Council passed a resolution creating a "parental access" area in the library for books that will be available only to patrons eighteen years or older. A book will be placed in the parental access area if it is written for children twelve years old or younger and 300 patrons of the library have signed a petition indicating their belief that the material is "of a nature that is most appropriately read with parental approval and/or supervision."

In July, *Heather Has Two Mommies* and *Daddy's Roommate* were both removed from the children's section after such a petition was delivered. Jenner & Block, acting on behalf of FTRF, joined a local attorney and the Texas ACLU in filing a lawsuit on behalf of numerous private citizens of Wichita Falls, arguing that the resolution was unconstitutional on several

grounds. In August, the judge scheduled a hearing to decide whether to issue a permanent injunction. Prior to the hearing, the city agreed to a temporary restraining order and the books were returned to the children's area. The parties are in the process of filing proposed findings of fact and conclusions of law. A decision should be issued shortly after the completion of this process.

Monroe, Louisiana

A high school principal ordered four titles removed from the school library. The principal also ordered the librarian to provide other similar books (with "sexual" information, such as information on homosexuality) for review by the principal. A local attorney filed suit in October 1996, at which point the school board amended the book selection policy. The new policy creates a panel at each school comprised of schoolteachers or librarians, administrators, parents and businesspersons from the community. The panel must review each new library resource before it can be placed in the school library. The policy does not include guidelines for the panel to use in reaching these decisions. Plaintiffs amended their complaint to include a facial challenge to the book selection policy on First Amendment grounds. The librarian was disciplined, but not terminated, for not complying fully with the principal's directives.

The parties in this case (*David S. v. Ouachita Parish School Board*) are engaged in ongoing settlement discussions.

American Family Association

The American Family Association (AFA) has mounted a campaign aimed at the American Library Association (ALA), the underlying theme of which is that ALA supports providing access to pornography to children and that it forces local libraries to follow ALA policies against the will of local communities. In support of this campaign, AFA has produced a brochure "How Safe Is Your Public Library?" (<http://www.afa.net/ALA1/howsafe.pdf>) and sells a video entitled "Excess Access," available for purchase from <http://www.afa.net>. Issues related to public libraries are regularly covered by AFA's online journal (<http://www.afajournal.org>).

In the latter part of 1999, the Michigan state affiliate of the AFA launched a campaign to force several public libraries in western Michigan to install filtering software on public Internet computers.^{6,7,8} In Holland, the campaign took the form of an initiative on the February 22, 2000, ballot that would have required the City of Holland to deny the Herrick District Library its annual payment of \$1.2 million if the library failed to "restrict Internet access to obscene, sexually explicit or other material harmful to minors." Despite the fact that the

groups supporting the initiative outspent those opposing it by 14 to 1, the vote was 55% no to 45% yes.⁹

Other Examples

There are many other examples throughout the country of the use of political pressure in an attempt to force libraries to censor Internet access. For example, in Nampa, Idaho, the City Council is withholding part of the library's book budget until the library board adopts a stronger Internet policy, including a requirement that adults must ask a library staff member for unfiltered access¹⁰.

In Vancouver, Washington, where I am employed by the Fort Vancouver Regional Library District, a woman who does not live in the District, but who wants to force the library to require the use of filtering software, has used numerous public record requests and unfounded complaints to public officials concerning the library's fiscal accountability to attempt to discredit the library board. During one five-month period, she filed public record requests at the rate of one every 1.13 days.

CONCLUSION

Keeping up-to-date about what is happening throughout the country is critical for preparing ourselves for attacks on the freedom to read and to access information. The outcome in Holland, Michigan, representing popular support for the underlying principles of freedom, is not unusual. Throughout the country, libraries are managing controversy using positive community processes to develop Internet and other library policies that are both constitutional and that respond to community concerns. We must develop ways to highlight the positive approach if American public libraries are to continue to be the "home of free, inquiring minds," where "each person can decide for him or herself the ideas deserving of expression, consideration and adherence."

ALA and FTRF maintain web sites that you can use to update the information in this article and to find out how other libraries are dealing with the Internet and other intellectual freedom issues. For intellectual freedom news, check http://www.ala.org/alaorg/oif/news_inf.html and "American Libraries Online" (<http://www.ala.org/alonline>). For links to sites with updates on pending Internet legislation, go to <http://www.ala.org/alaorg/oif/internetlegislation.html>. For information on subscribing to various lists that will keep you up-to-date on issues relating to intellectual freedom issues, go to http://www.ala.org/alaorg/oif/news_inf.html#list. The FTRF web site provides links to a series of legal memoranda concerning libraries and the Internet at <http://www.ftrf.org>.

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WE ARE DIFFERENT: INTELLECTUAL FREEDOM IN SCHOOL MEDIA CENTERS

*by Linda E. Paul
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We are different! This is often the battle cry of school media specialists. Our patrons are a select group - kids. (My high school students would hang me for calling them children). We support the curriculum of our schools. We are working with just teachers and students. School media centers are learning institutions. Library personnel in some schools are non-certified. Certified school media specialists are teachers. As teachers, media specialists are charged with the protection of kids and supplying their intellectual needs.

No public or academic library operates in place of a parent, however, schools do. Kids must be protected while in the care of teachers, administrators and school media specialists. The rules for school librarians for intellectual freedom are simply different from public and academic librarians. The job of both the public librarian and the academic librarian is to provide all types of information for their patrons to use. The school librarian/media specialist's job is to provide the curriculum materials needed by students to learn but also to protect kids. Parents have a vital interest in the education of their children. Parents and school administrators have the right to know what their students are using and checking out from the school media center. Some parents may find some materials objectionable due to religious or moral grounds. If parents object to the use of materials in the high school media center, they may restrict the use of that material for their child. They may not restrict the use of those materials for other people's children. Parents have the right to know what their kids are reading and the school media specialist has an obligation to provide that information to them. School boards have an obligation to provide selection policies for school media specialists to use as guidance. A reconsideration policy should also be in place for those times when someone has a concern. Is something inappropriate? School media specialists select materials for their content and age appropriateness. If materials meet the selection policy criteria, a need for the materials exists, the materials are for an appropriate age level and funds are available, the materials should be purchased. However, if materials

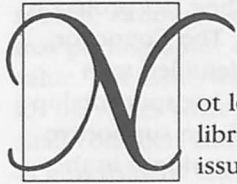
are challenged, administrators may take the decision on whether to retain the material out of the hands of the media specialist. To avoid controversy, school administrators and school media personnel have removed materials from the shelves. This is well within the province of what educators do. Children are under age and are to be protected.

The Internet has provided an abundance of new information sources to high schools. Should high schools filter the Internet? Some sites on the Internet are not appropriate for kids. However, a filter does not guarantee that students cannot reach inappropriate material on the Internet. A filter can also prevent students from reaching information that is acceptable and valuable for their learning needs. We should teach kids to filter themselves, but immaturity is often a factor in this. Library personnel do not have the time or staff to stand behind every child who is using the Internet to make sure that they are not somewhere they should not be. So for some school media specialists and school boards, Internet filters are the answer. Some schools choose not to filter and teach kids to "filter" themselves. Kids "filtering" themselves does not always work. Either way, filtering or non-filtering presents problems for the school media specialist in his or her role as protector of children. Public and academic libraries are not the replacement for parents as protectors of children. Again, school media centers are different.

Media specialists struggle on a daily basis to find a balance between the rights of the child to information, the rights of parents to monitor what their kids are reading and borrowing, and the protection of the child from harm. Each child is different. Some materials may be appropriate for one student but inappropriate for another student of the same age. The media specialist does not have an easy task. He or she must balance all of these factors into a multi-cultural information/media center to serve a population of students at different skills levels and interests without censoring the materials to which students have access.

INTELLECTUAL FREEDOM: A REFLECTION

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Not long ago, I had a conversation with a librarian involved professionally with issues of intellectual freedom. "Sometimes," she said, "I get so tired of it. I wonder why I continue to fight." I have thought about that conversation several times. If I could do an instant replay, I think I would tell her that I know why she keeps at it. It is because it is so important.

I spent six years as Executive Director of the Indiana Civil Liberties Union (ICLU). Of all the lessons I learned during that time, the most profound was this: the future of Western liberal democracy rests on the preservation of intellectual freedom. If this statement seems extravagant, consider both the ideological basis of liberal democracy and the nature of contemporary threats to that tradition.

Our national history would have been impossible without the Enlightenment concept of the individual as a rights-bearing, autonomous being. This concept is integral to our legal system; it is the foundation upon which our nation's forebears erected the Bill of Rights. The Founders envisioned the good society as one composed of morally independent citizens, whose rights in certain important circumstances "trumped" both the dictates of the state and the desires of the majority.

Current assaults on this view come primarily, although certainly not exclusively, from communitarians of both left and right. Michael Sandel, Mary Ann Glendon, and others complain that the American emphasis on individual rights has gone too far, that it is time to readjust the balance between individual liberty and the "common good." The "common good" is presumably to be defined collectively; that is, by the majority. There is enormous appeal to this argument. In a world that seems increasingly complex, impersonal, and litigious, a world over which individuals have less and less control, the notion of "community," like "family," offers nourishment and empowerment. Who does not long, in some part of her psyche, for a warm family, friendly neighborhood, and

supportive tribe, where one is valued and/or unconditionally accepted, and where everyone shares the same life goals and values? Freud suggested that the need to lose oneself in a collective identity is the most ancient, persistent, and universal force operating on the human species. The problem, of course, is that majorities can be every bit as tyrannical as solitary despots. There is no guarantee that *my* family's values will be the ones that prevail or that *my* tribe's ways will be the ones that are followed. The fundamental issue in every society is where to strike the balance between human liberty and communal norms. Ultimately, the debate comes down to a conflict between libertarian and collectivist visions of the good life.

In this war over competing views, intellectual freedom is the battlefield. Discussions of the First Amendment often proceed as if the expressive freedom provisions are separate from the religious liberty clauses. They are not. In fact, the First Amendment rests upon a magnificent unifying premise: the integrity and inviolability of the individual conscience. The First Amendment is really an integrated whole, protecting our individual rights to receive and disseminate information and ideas, to consider arguments and theories, to form our own beliefs, and to craft our own consciences. It answers the fundamental social question - *who shall decide* - by vesting that authority in each individual, subject to and consistent with the equal rights of others.

Our whole experiment with democratic governance rests on that foundation. As Alexander Micklejohn famously observed, a nation that is afraid of an idea - *any* idea - is unfit for self-government. Implicit in the First Amendment is the legal system's concept of personal responsibility, the University's commitment to academic freedom, the moral authority of the clergy, the independence of the media, and the legitimacy of the political process.

Those who oppose free expression rarely, if ever, see themselves in opposition to the Western liberal democratic tradition. Most people who want to ban the

book or painting, or to protect the flag or the Virgin Mary from desecration, are simply acting on their belief in the nature of the public good. Censors see unrestrained freedom as a threat to the social fabric, while civil libertarians believe the greater danger consists in empowering the state to suppress “dangerous” or “offensive” ideas. Censors see no reason to protect expressions of low value and no point in protecting the marketplace for the exchange of shoddy goods. They have enormous difficulty understanding the difference between protection of the principle of free speech and an implicit endorsement of the offensive material at hand. They have little or no appreciation for the argument that once one hands over to the state the authority to decide *which* ideas have value, *no* ideas are safe.

I spent my years at the ICLU battling the usual, recurring attempts to control what others might read, hear or download. I attended a public meeting in Valparaiso, Indiana, where an angry proponent of an ordinance to “clean up” local video stores called me “a whore.” I was accused of abetting racism for upholding the right of the Ku Klux Klan to demonstrate at the Indiana Statehouse. I was criticized for failure to care about children when I objected to a proposal restricting minors’ access to library materials. In each of these cases, and in dozens of others, the people who wanted to suppress materials generally had the best of motives; they wanted to protect others from ideas they believed to be dangerous. To them, I appeared oblivious to the potential for evil. At best, they considered me a naïve First Amendment “purist,” at worst, a moral degenerate.

My introduction to the politics of free speech really came several years before my stint at the ICLU, when I was retained as local counsel to the plaintiffs in *American Booksellers v. Hudnut* (598 F. Supp. 1316, 1984 U.S. Dist.; 650 F. Supp. 324, 1986 U.S. Dist.; 771 F.2d 323, 1985 U.S. App.; 475 U.S. 1001; 106 S. Ct. 1172, 1986 U.S.; 475 U.S. 1132, 106 S. Ct. 1664, 1986 U.S.). The case involved a challenge to an ordinance drafted by Catherine MacKinnon, a law professor, and Andrea Dworkin, a feminist author. Both are well known crusaders against pornography, which they define quite differently than the law defines obscenity, and which they argue is more harmful to women than to men. Their ordinance attempted to define as action (rather than expression) sexually explicit materials depicting the “subordination of women.” Such “action” was then treated for legal purposes as sex discrimination. (“When I use a word,” said Humpty Dumpty, “it means exactly what I say it means!”) MacKinnon and Dworkin had shopped their proposal around the country without much success before they found eager proponents in Indianapolis.

While the courts would make short work of the ordinance, the politics of its passage was an eye-opening experience. Bill Hudnut, the mayor at that time, was, and remains, a close personal friend; in fact, I had been the Corporation Counsel (chief lawyer) in his administration. To this day, despite lengthy conversations, he does not see the implications of the ordinance he signed. Mayor Hudnut had been an active Presbyterian minister before assuming office and was simply appalled by materials that he felt degraded women. When MacKinnon and Dworkin enlisted a local female Councilor on behalf of their pet project to “protect” women, he was supportive. The Councilor, Buelah Coughenour, has not been identified with women’s causes either before or after her sponsorship of the ordinance. She has, however, been supportive of efforts to restrict children’s access to videos in the public libraries and has generally been an ally of the religious right. Her alliance with MacKinnon and Dworkin, widely considered to be “radical feminists,” was surreal.

On the evening that the vote was taken, busloads of people from fundamentalist churches filled the Council chambers. To the eternal credit of Indianapolis’ women’s organizations, there was no support from local feminists. Only three people had been given permission to speak against passage: me, as a courtesy shown to a former member of the administration; Bill Marsh, a professor of Constitutional law who was then Vice-President of the ICLU; and Sam Jones, the Executive Director of the Indianapolis Urban League. Even Councilors who had great qualms about the ordinance were unwilling to stand against the sea of faces from area churches. The trouble with representative government, as a friend once bitterly remarked, is that it is representative. One after another, uncomfortable Councilors rose to “explain” their votes. My favorite came from a longtime friend, who said that although he had “great respect for Mrs. Kennedy’s legal opinion, he wanted the record to show that he was “against pornography.” The crowd cheered approvingly.

Most of those who voted for the ordinance knew it stood virtually no chance in court. They were willing to spend some tax dollars to defend it, in order to avoid the pain of opposing the righteous folks who had taken the time and trouble to attend the meeting. The courts did as expected. Judge Sarah Evans Barker issued an eloquent, ringing endorsement of the principles of free speech in her District Court opinion, striking down the measure. The Seventh Circuit and Supreme Court each affirmed, and the case has since become a staple in courses on free speech and Constitutional law.

In many ways, *American Booksellers v. Hudnut* is a perfect example of what the Founders feared when

they warned of “the tyranny of the majority” and the need to guard against popular passions. The majority of citizens saw the debate in very simple terms, as did my Councilor friend. One is either for or against “pornography.” Quibbles about what pornography is and concerns about vagueness or overbreadth were dismissed as lawyer weaseling. Like Potter Stewart, they might not be able to define pornography, but they knew it when they saw it.

For civil libertarians, the issue was very different. We were not arguing for the value of pornographic speech, although we were more open to the possibility that pornographic expression might, in fact, have some value. The issue was — and is — our right to decide for ourselves what books we shall read, what ideas we shall consider, and what opinions we shall hold, free of government interference. Once the state asserts a prerogative to determine which ideas we may entertain, the balance has shifted from the right of the individual to the power of the government. At that point, citizens no longer have rights, but privileges that may be revoked whenever the political winds shift. For me as a civil libertarian, the issue is not which books I read; the issue is *who decides* which books I read. The Western democratic tradition literally depends upon the answer to that question.

Those of us who understand the nature of the debate over intellectual freedom in this way must contend with a formidable deficit in citizenship education. Both at the ICLU and at IUPUI, where I currently teach law and public policy, I have encountered widespread ignorance of the most basic elements of the American constitutional system. We desperately need to improve understanding of the theory of limited government and individual rights, not so that

people will necessarily come to the same conclusions I reach, but so that we can at least argue about the same issues.

People try to remove materials from library shelves or the corner video store because they find the materials offensive. They try to prevent Klan marches because they disagree strongly with the hateful message of the Klan. Their arguments are against *these particular ideas*. They are not generally trying to strengthen the power of the state, nor intending to circumscribe the exercise of personal moral autonomy. Civil libertarians see those outcomes as inevitable consequences of censorship, however, so these are the issues we address. In a very real sense, it is a case of cultural warriors talking past each other.

People like my librarian friend, who see the fundamental relationship between the marketplace of ideas and self-government and who recognize the holistic nature of individual rights, simply must keep trying to make those connections visible to the general public. We must all work to raise the level of familiarity with the underlying principles of the Constitution and the Bill of Rights. We must agitate for more and better government instruction in our schools, and we must insist on more honest discourse from our political leaders and the media. We must constantly reinforce the lesson that the proper response to a bad message is not government censorship, but free citizens offering a better message.

Somehow, we must get the general public to understand that when we use the power of the state to decide what citizens may read or view, we are not censoring smut, protecting children, prohibiting blasphemy or respecting the flag. We are undermining the values that lie at the very core of our national identity.

SQUARELY ON MY SHOULDERS?

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Whose responsibility is patron confidentiality, anyway? As Rhoda Garoogian stated in her ethical challenge case studies series, "[t]he public must believe that the library is a sanctuary where individuals can feel unconstrained by the possibility that the materials they use, the books they read, or the questions they ask will become public knowledge." This, of course, places the enormous responsibility of protecting the library patron's right to privacy squarely on the shoulders of the librarian.

BRIEF HISTORY

Until the late 1930s, the concept of personal privacy was used primarily to protect the interest of property holders. But by the mid-1960s, a new concept of privacy was introduced when the Supreme Court affirmed that the right to privacy included protecting the individual from the intrusion of others, including the government. In 1965, the Supreme Court also ruled that the Constitution of the United States guarantees this right to privacy.

By the early 1970s, America was undergoing a far-reaching social upheaval. There were many acts of terrorism and, in an effort to find those who were responsible, government agents even began to search the circulation records in public libraries. This resulted in a huge public outcry against the government and their search methods.

As record-keeping in libraries became automated, concern for patron privacy increased. By 1974, the Federal Government had passed the Privacy Act. This act specified that personal data could not be used for a purpose other than the one for which it had been collected. Also, data could not be disclosed to other agencies without the written consent of the subject.

The American Library Association also responded to the public's concerns with its Policy on the Confidentiality of Library Records. Briefly, this policy stated that library records were confidential and were to remain private until a court order or subpoena was presented.

As a result of the ALA policy, librarians across the country began to lobby their own state legislators to pass laws to protect patron confidentiality. In 1978, Florida was the first state to pass such a law. Ten years later, thirty-nine states provided some type of privacy protection for their library patrons. Today forty-nine states and the District of Columbia have library patron confidentiality protection. Only the state of Ohio does not. [Editor's note: legislation was pending in Ohio at the time this article was written.]

INDIANA LAW

Indiana Code 5-14-3-4 cover library records in Indiana. Part (b) of this section lists public records that can be excepted from disclosure at the discretion of a public agency. Library and archival records are covered under (16) with language as follows:

"Library or archival records:

- (A) which can be used to identify any library patron; or
- (B) deposited with or acquired by a library upon a condition that the records be disclosed only:
 - (i) to qualified researchers;
 - (ii) after passing of a period of years that is specified in the documents under which the deposit or acquisition is made, or
 - (iii) after the death of persons specified at the time of the acquisition or deposit." (sec. 5-14-3-4(b) (16)

It is important to note that in order to protect library and archival records from disclosure, the library must have a policy. Library records are not automatically protected, because they fall under the discretionary part of IC 5-14-3-4, part (b) rather than under part (a), which requires mandatory protection unless there are specific state or federal statutes that require disclosure or if disclosure is ordered by a court under the rules of discovery.

INDIANA LIBRARIES TODAY

Despite the best efforts of the legal community, questions of patron confidentiality still weigh most heavily on the shoulders of librarians. In an effort to determine how well Indiana libraries and librarians are shouldering the responsibility for patron confidentiality, the Intellectual Freedom Committee of the Indiana Library Federation conducted a survey in January of 1999. Information was gathered from public libraries across the state. The tabulated results indicated that 38% of the 204 libraries responding still did not address patron confidentiality in their policy manuals. Staff training concerning patron confidentiality was given in only 63% of responding libraries. Of those providing training, only 50% gave such training to their entire staff and very few gave this type of training to the library boards.

When librarians were queried about the type of information they would give out, the responses were:

- Patron's presence in the library – 71% Yes
- Number of items patron has checked out – 85% No
- Title of item(s) checked out – 87% No
- Patron's address – 93% No
- Patron's phone number 94% No
- Patron's employment information – 98% No

How accessible is patron information to library staff? The responses were divided on the question "Does your circulation system keep patron information accessible?" 46% of libraries responded affirmatively. Unsolicited information has been volunteered to a person or agency by 1% of responding libraries. Staff members were allowed to use patron information for non-library purposes in 3% of responding libraries. Amazingly, none of the libraries had patron records knowingly breached by outside sources.

Of those who responded to the question, "Does it make a difference if a family member requests patron information?" 50% indicated that it did make a difference. Likewise, responses were fairly evenly divided on the issue of confidentiality of children's library records, although 28 libraries declined to answer this question. If a parent requested information, 72% of the libraries

would comply. However, a shocking 17% of the responding libraries made no attempt to verify the requestor's identity.

Agency requests, for whatever reason, were believed to justify a release of information in 26% of responding libraries. Only 3% of libraries had received a court order for patron information. However, 84% responded that there had been no requests from outside agencies for confidential information.

CONCLUSION

We are reminded by James Huff in his recent article in *American Libraries*, "[t]he free flow of information - the life blood of a democracy - is seriously impaired if an individual cannot gain access to a library's resources without fear of being monitored and marked as a reader of questionable material."

How well are Indiana librarians shouldering their responsibility for patron confidentiality? Are we really making an effort? How strong are **your** shoulders?

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**CELEBRATING THE FREEDOM TO READ,
LEARN, CONNECT@THE LIBRARY
OR
KIDS, SEX AND THE INTERNET --
ARE THEY SYNONYMOUS?**

*by Ann K. Symons
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In the spring of 1997, the members of the American Library Association (ALA) elected me President. It did not take but a minute to know that the focus of my year, 1998-99, would be intellectual freedom. I had spent a year in my home community fighting the *Daddy's Roommate* battle, co-authored a book, *Protecting the Right to Read*, and I was well-versed in the intellectual freedom "lingo". All I needed was a platform to take my message on the road - and there is no better platform from which to advocate for people's rights (including children) than the ALA. From Maine to Michigan, Arizona to Arkansas, and to Indiana, I spoke wherever people would listen.

I have been a librarian for over thirty years. I once thought that I became a librarian because I love to read. I do. But that is not why I love being a librarian. Former Senator Wendell Ford said, "[i]f information is the currency of democracy, then libraries are the banks." For me, being a librarian is like being president of a bank! My job is to share the wealth - the wealth of knowledge, information and pleasure that libraries offer.

As a child, my parents took me to the library so I could read, check out books and just browse. The freedom to make my own choices from what seemed like endless shelves of books awed me as a child - it still does!

As my term as ALA President ended, I took the opportunity to jot down some thoughts about libraries, children, and the Internet and what we as librarians, parents and concerned adults should know. The Internet has raised some tough issues for all of us. The shootings in Littleton, Colorado, last year raised even more questions and fears for parents about how to juggle "the dream and the nightmare" of the Internet at the same time.

Children are fearless about trying new things on the computer; they are often more technologically proficient than their parents. From the moment we had computers in our school, I learned more from the students than from my staff development training days. I also learned that we do not help children when we simply wall them off from information and ideas that are controversial or disturbing. If they are to succeed in the Information Age, they must learn to be discerning users of information. I fear that in our haste to find Internet solutions, we may be in danger of selling our children and their First Amendment rights down the river.

The Internet is an exciting new tool to use, explore, and enjoy as we see fit. It is unique in that it literally puts a whole world of information at our fingertips. The Internet is neither good nor evil. We use it to communicate, to publish and to find information and we, as a society, are still learning to use it. This cyberworld mirrors our virtual world - the good, the bad and the ugly. Like most tools, its effectiveness depends greatly on the skills of the user. Time, experience and new advances in technology will address many of the concerns that have been raised. We have all seen the media, including newspapers, magazines, radio and television, feeding into parents' fears because these are the stories that "sell." It is not news to say that millions of children had a safe, rewarding experience online today.

Like radio, movies and television before it, the Internet has raised concerns about its possible negative impact on children. These concerns focus on how much free speech should be allowed in cyberspace and where to draw the line when it comes to children. This is not a new issue for libraries. In fact, there is a long history of materials that have been challenged or

removed from library shelves because some people found them dangerous or distasteful. These include *Huckleberry Finn* (not only did he itch, he scratched), *The Grapes of Wrath*, considered profane by some, even today, and *Little Red Riding Hood*, because she was portrayed carrying a flask of wine to her grandmother.

Books dealing with topics like divorce, drugs, violence and sexuality are frequent targets for parents and others who believe children should be protected from such material. We see the same concerns about the Internet.

To state the obvious, as society changes, so do libraries. Many of the books once banned, such as works by Oscar Wilde, Upton Sinclair and Thomas Hardy, are now considered classics. Today, libraries are often the focus of debate about public access to the Internet and what library users, particularly children, should and should not be allowed to see.

I understand why some people are fearful of a medium often portrayed as riddled with pornography – or worse. Ten million children use the Internet every day. One search goes bad and that is the one you hear about.

Many of the people perpetuating these negative messages are the same folks who would remove books from schools and libraries that do not agree with their own personal social values agenda. Like a mother quoted in *The New York Times*, they claim it is not their own children that they are worried about, but it is those other children, the ones whose parents cannot or do not supervise them. “Protect children,” they say. What does that really mean? What does it mean in law? What does it mean in public policy? What does it mean in public libraries?

Generally, it means government imposing laws or policies that govern how we adults communicate with each other. The Supreme Court struck down one such law, the Communications Decency Act, because it would have banned all communication on the Internet considered unsuitable for children under 18, a clear violation of free speech for adults, according to the justices.

Local courts have made similar rulings in cases involving the use of software filters in public libraries. As librarians, we know filters are an imperfect tool, one that blocks useful and legal information, as well as the “bad stuff.”

One of the key concerns I have is that filters can give parents a false sense that their children are protected when, in fact, they are not. Of the millions of sites on the Internet, there are some that all of us would agree are undesirable for children. One recent

software filter only blocked 50% of sites defined as pornographic. Even the manufacturers admit there is no filter that only filters illegal material. Let me give you a RL (Real Life) example, not from my own library, because we do not use filters, but from a friend who works in a school library with filters. Students were trying to look up the cast and credits for the movie *Good Will Hunting*, but found they could not access it because it was blocked. They were, however, able to find a site on penis piercing!

Filters cannot protect children from the potentially far more dangerous activities of online pedophiles, exploitative advertising and violent, interactive games.

Software filters are often seen as a quick fix, especially by politicians and others who are not familiar with the Internet and how it works. It is interesting to note that a recent Annenberg Public Policy Center publication titled “The Internet and the Family: The View from Parents, The View from the Press” (Turow, 1999, <http://appcpenn.org/internet/>) confirms what other studies have found -- that the majority of parents are not using Internet filters at home. They prefer to rely on parental guidance!

ALA believes that filters are fine for parents to use in their homes, provided they understand the limitations of filtering products. ALA does not endorse their use in libraries because filters are known to block access to constitutionally protected materials.

There are some who choose to interpret this as ALA allowing children to access pornography. I would like to think that anyone who knows and uses libraries knows better. The fact is there are groups who seek to promote their own agendas at the expense of libraries and their users. As publicly funded government agencies, libraries have a responsibility to uphold public access to legal information as defined by the constitution and federal, state and local laws.

Does this mean ALA believes children do not need protection? Absolutely not. Children do need to be protected. Many librarians are also parents. We care deeply about children. As information professionals, we are committed to addressing these concerns. I make frequent use of the Internet in my work and for my own personal use. I also have concerns about what children might be exposed to online, including my own child. All of us need to step up to this role by providing children with quality Internet sites in the same way we recommend good books, videos and other resources. Librarians are also playing a leadership role by providing classes for children, parents and other adults about how to use the Internet. However, parents, teachers and librarians cannot do it all.

We need law enforcement agencies to enforce all laws governing child pornography, obscenity and child molestation online and off. We need the media to portray the Internet in all its complexity, the good and the bad, and to educate parents about the support available to them from schools, libraries and other institutions. We need legislators who will take the time to learn about the Internet and craft thoughtful solutions, not rush to judgment.

The best way to protect children when it comes to the Internet, and just about anything else, is for parents to supervise their children and to teach them basic safety rules and how to make positive choices. This means taking a few precautions, using common sense and practicing some good old-fashioned family values, like taking responsibility for our own children and teaching them to live responsibly. As the tragic events in Littleton, Colorado, show, that goes for older as well as younger children.

What can parents do? First, take the time to learn about the Internet and how it works. The more people know and understand this medium, the less frightening it will be. Many libraries, schools and community groups offer classes and materials to teach parents what they need to know in order to guide their children. ALA provides a wealth of resources for librarians and parents on its website, <http://www.ala.org>.

Second, set rules. The Annenberg report shows that parents are already setting rules as one of the methods to protect their children online, because parents know it works. We do not let children play in the street. Neither should we let them play unsupervised on the Internet. Children should be taught not to give their names to strangers, online as well as offline. There are many other common sense tips that can ensure children have a positive experience online. Is your family computer in a central place where you can keep an eye on it? My computer is the kitchen.

Three, parents must teach their children values and guidelines to use in selecting what they read and view. It is up to parents to let their children know what subjects and Internet sites are off limits and to explain why. Introduce your child to the children's librarian and encourage your child to ask for help when seeking information on the Internet.

As librarians and information professionals, I believe we are committed to the following:

- We protect the constitutional rights of everyone who uses libraries.
- We respect and value our nation's diversity and strive to provide a full spectrum of resources and services to the communities we serve.

- We affirm the responsibility and the right of all parents and guardians to guide their own children's library use.

These are the highest ideals of the library profession. They are often challenged. Living up to them can be a challenge.

The freedom to select for ourselves and for our children what we read, hear and view is one of the most precious rights in a democracy. Each day millions of people of all ages and backgrounds walk into libraries expecting to find and receive information on almost any conceivable topic. Free of charge, no questions asked.

The truth is that libraries have always contained material that some people object to. Internet or no Internet, the vast majority of children and adults continue to use the library responsibly. Let people in your community see for themselves. Encourage them to go to your local library and see how people of all ages are using this exciting resource for school, for home and for work.

Children today are growing up in a highly technological, global information society. Some of us grew up in a world without television, microwaves or pantyhose. Today's three-year olds will not remember a time without the Internet and e-mail.

If our children are to succeed as adults, they must learn to make good judgments about the information they encounter, both positive and negative. Teaching and trusting children to make good decisions about where they go and what they do is what being a parent is all about. Fortunately, there are librarians, teachers and others to help.

Libraries are part of the solution to how families deal with the Internet and librarians help by pointing children and adults to good and useful information. Remember that protecting children should not have to mean sacrificing First Amendment rights. Rather, we must prepare our children to live in an imperfect world and to respect one of our most precious rights in a democratic society - the freedom to choose for ourselves and our children what we read, hear and view.

INTELLECTUAL FREEDOM IN THE ELEMENTARY SCHOOL

by
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Head of Reference Services
Indiana University South Bend



Intellectual freedom in elementary schools is a complex topic to address: two separate sets of principles, laws, and legal decisions are at play, and which set applies may be an area of contention. School and library laws each have their claims to aspects of school life and are interrelated. Add to this already complex area the broad range of chronological and developmental ages of the students that might be in a single elementary school, and intellectual freedom in the elementary school is as perplexing as any area of intellectual freedom study!

The differences between the laws that apply to school libraries and to school curricula are succinctly stated in the *Desktop Encyclopedia of American School Law*: "school administrators have broad discretion in curricular matters and courts are unwilling to closely scrutinize the reasonable exercise of their discretion. However, First Amendment prior restraint protections apply to decisions involving school library books..."¹¹ Intellectual freedom issues can be raised in schools regarding such varied questions as whether a board can adopt a reading series that contains some stories about witchcraft, whether a teacher can use a particular behavioral modification program in a special education classroom, whether students can be limited to grade level books for book report assignments, whether a board can remove a book from a required or recommended book list, whether a book removed from such a list can be removed from the school library or whether a principal can refuse to allow a student newspaper to print a student review of an R-rated movie. When dealing with these questions, a major consideration is whether the matter is curricular. The broad discretionary power of school administrators over curriculum has significant impact on the exercise of intellectual freedom by teachers and students. School administrators may select for and prohibit materials from use in the curriculum. School boards may set guidelines for the use of controversial materials within the curriculum and in some cases, may even determine whether particular teaching methods may be

used. In *Settle v. Dickson County School Bd.* (53 F.3d, 6th cir. 1995), "it was observed that the free speech rights of public school students must be subject to some limitations in order to maintain classroom control and to focus the class on assignments."¹² This statement reflects numerous court decisions that have placed limits of intellectual freedom in the area of curricular matters. In general, courts tend to allow school boards to control matters related to the curriculum without significant interference.

Limits also exist for intellectual freedom in student publications. Although controversies regarding student publications are much more common in middle and high schools, elementary schools may also find themselves needing to define the limits of student rights in this area. In *Muller by Muller v. Jefferson Lighthouse School* (98 F.3d 1560, 7th Cir. 1996) it was decided that "elementary schools are not open for unrestricted communication and school administrators may reasonably restrict student expression where it is required to preserve a proper educational environment and prevent younger students from exposure to obscenity, insults and other disruptive speech...schools are free to screen student handouts..."¹³ However, as in all policy applications, control over student publications must follow clearly written policies that are consistently enforced.

School libraries have different roles and status in their institutions. This was recognized by the United States Supreme Court in *Board of Education v. Pico* (457 U.S. 853, 102 S. Ct. 2799, 73 L. Ed.2d 435, 1982). Justice Brennan announced the decision of the Court's plurality, stating that "Local school boards have broad discretion in the management of school affairs but this discretion must be exercised in a manner that comports with the transcendent imperatives of the First Amendment; the First Amendment rights of students may be directly and sharply implicated by the removal of books from the shelves of a school library; and local school boards may not remove books from school library shelves simply because they dislike the ideas contained

in those books."⁴ William D. North has stated that, "the judicial recognition in *Pico* of a 'right to receive information' and of the special role played by the school library in implementing this right, however limited in its support among the justices, offers a significant line of legal defense against censorship."⁵ Thus, a court may decide that a school board has the authority to remove books from required or recommended reading lists, but that it cannot remove the same books from the school library. In *Pico*, middle school and high school students challenged their school board's decision to remove books that the school board had described as "anti-American, anti-Christian, anti-Semitic, and just plain filthy." These separate legal views of the curriculum and library of a single school may cause confusion, even among librarians, teachers, and administrators, and is rarely understood by community members. Thus, school libraries often face demands for the removal of materials that are not required reading for any student; school librarians often find themselves defending the right of students to choose their library materials freely.

The challenge to intellectual freedom in school libraries may actually be significant from school personnel themselves. As Dianne McAfee Hopkins reported: school personnel were more likely to present oral challenges, and oral challenges are more likely than written challenges to result in materials being removed. Challenges brought by principals and teachers were more likely to result in materials being removed than challenges presented by parents.⁶ Because children as young as five and as old as thirteen may be in the same elementary school building, the personnel in that building may have very different views of what constitutes appropriate material for their own students. It may be difficult to bring teachers, administrators and staff to understand that the best way to provide appropriate materials to all ages and grades is not to limit all materials in a school to those appropriate to the youngest students. An atmosphere of that kind would stifle the development and maturing of any students beyond the youngest.

How does one foster an attitude of respect for intellectual freedom principles in an elementary school? School librarians will be familiar with many means of safeguarding intellectual freedom in their own facilities, but may not know how to broaden sensitivity beyond the library doors. Some suggestions include:

1) Develop and regularly review collection development policies covering all types of materials collected within the school. School librarians are often involved, as advisors if not participants, in challenges involving curriculum as well as library materials, and having policies in place covering the selection of all types of materials is essential to answering challenges.

2) A reconsideration policy and procedures should be developed to cover curricular as well as library materials. McAfee's study of the effects of several factors on the success of challenges in school libraries found that, "the use of a school board reconsideration policy made a difference in overall retention of challenged [Library Media Center] material."⁷

3) Confidentiality of records should be maintained in the library and in school records. All school personnel should regard divulging student information as a breach of policy, even when the communication is private and informal.

4) Information on intellectual freedom should be presented to school personnel on a regular basis. Heightening the awareness of school personnel of intellectual freedom issues creates an atmosphere that is more likely to be supportive of retention of challenged material. Librarians need allies inside as well as outside of the school building itself, and the existence of that support should never be taken for granted.

5) Regular contact should be maintained with other concerned individuals and groups to help ensure broad-based support for intellectual freedom within the school system and in the community. There are groups of teachers in every school system who might be aware and supportive of intellectual freedom, such as high school English teachers, art teachers or social studies teachers. These groups deal with intellectual freedom issues in their fields and may be naturally sympathetic. There are members of any community that are similarly sympathetic with intellectual freedom concerns. Being active in your community will help you identify these individuals and your involvement will give you standing in the community when you speak on professional issues.

6) Professional organizations' statements on intellectual freedom should be collected and brought to the attention of the organizations' members. Many organizations, such as the National Council of Teachers of English, have statements on intellectual freedom of which their own members may not be aware. Gentle reminders of these statements *before* controversy looms may help in your attempts to create an atmosphere conducive to maintaining intellectual freedom principles.

7) Library instruction should be integrated into the curriculum at all grade levels to provide continuous instruction in the identification, retrieval and evaluation of information sources. In many cases, teaching students to evaluate their sources, online or in print, will help them choose age-appropriate, quality materials.

8) Support systems, such as those within the Indiana Library Federation and the American Library

Association Office for Intellectual Freedom, should be identified, and they should be called upon when you face a challenge. These organizations are familiar with challenges and the actions that might assist in retention of materials. They can advise you informally and privately, if you prefer, or put you in contact with other librarians who have faced the same situation. Having friends can be critical to getting you through difficult times. Being active in the Intellectual Freedom committees of these organizations will keep you informed of current issues and decisions.

9) Reading promotions should include celebrations of intellectual freedom. Reminding students of their intellectual freedom rights through the study of literature is an excellent way to prepare the next generation of decision-makers to be more aware and interested in the issues schools face.

10) One should be prepared to fight for intellectual freedom if challenges occur. We should all take the professional responsibilities outlined by the American Library Association in its Code of Ethics seriously and encourage others to do so as well: "We uphold the principles of intellectual freedom and resist all efforts to censor library resources."⁸

Challenges can occur in any school, but they are guaranteed to succeed only if no one will fight back. The more we understand the issues and circumstances faced by elementary schools and their libraries, the more prepared we are to face challenges, retain materials and preserve intellectual freedom for students and school personnel.

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Your library branch receives a call from the media. Generally, your initial reaction is panic. But take a moment to think about it. You are in charge of the information that the media wants. Of course, you will want to come across as helpful and open to the media's inquiry. This article can help you breathe a little easier...the next time the media calls.

PERCEPTIONS ARE POWERFUL

How libraries are perceived is important when handling any media inquiry, crisis or other situation? Perception is a powerful tool. Take a moment to look at the two circles featured in Figure 1. They are simply a larger circle and a smaller one. Yet depending on your background and experience, you might see a doughnut, a bagel or a fried egg if you are a dietician. If you work for a water company, you might say the circles resemble a water pipe. If firearms are your hobby, you might see the barrel of a gun. Ask others what they see. Depending on their background and experience, you might be surprised at the many different responses you get.

Like people see like things. How libraries are perceived is no different. As a librarian, you have a perception of what libraries are and how they serve the public. However, your perception may be very different from the patrons who use libraries.

Perceptions are not necessarily right or wrong. They are simply opinions held by individuals and they can have a powerful impact. Patrons and the media may hold some of the following perceptions about libraries:

Libraries should be given financial support by taxpayers.

Libraries should not carry videos.

Libraries should be open longer hours each day.

Adult reading materials should not be shelved in a way that may provide easy access for children. These materials should be kept behind a desk, with children gaining access only with a parent's permission.

WHEN THE MEDIA CALLS...

*by Karen E. Wilczewski,
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As a librarian, you play an integral role in possibly changing the perception a media representative has about how

libraries function. It is up to you and your staff to take control of any media inquiry and to remain calm and be as helpful and cooperative as possible.

WHAT DETERMINES A CRISIS?

The public may find it difficult to imagine a crisis occurring at a library - an incident that the media would cover. However, librarians know that a crisis can involve:

- a disgruntled library employee retaliating for perceived mistreatment.
- a natural disaster.
- a bomb threat.
- a class-action suit.
- an unhappy patron threatening to disrupt a board meeting or budget hearing because he or she does not approve of the books or periodicals that the library carries.

Not surprisingly, crises come in different forms. They can be sudden and urgent or they can smolder like a fire in a wall or an attic. Either way, when the crisis comes to a head, it is instantly visible and requires action.

PLANNING

Planning is the key to handling any media-related crisis. Have a crisis communications plan in place, one that you can access immediately and implement in a moment's notice. Although it may be difficult or challenging to convince key decision-makers to outline and approve such a plan, the middle of a crisis is not the time to create one.

You will want to build the following basics into a crisis communications plan:

Identify a spokesperson and key decision-makers.

Keep a list of your spokesperson's and key decision-makers' telephone numbers on index cards. Have each member of the library's staff keep a card in their wallet or purse, in the glove

compartment of their cars and next to their home telephones at all times. In this way, when the media calls about an incident or crisis, all key contacts can be reached quickly.

If your library has a web site in place, create a media page that can only be accessed during a crisis. Make sure that this page contains basic information about the library, such as hours, mission and services. Routinely update this page during the crisis with new information related to the incident. Refer all media to this web page. This will help to significantly reduce calls to your library spokesperson at all times of the day and night. In addition, you will gain credibility with the media for being helpful and cooperative during the crisis.

In the early stages of a crisis situation, speculation often occurs as to what happened. Frequently the media gets information second-hand, possibly from ambulance personnel, police or firefighters. The media often report their initial findings, only to learn later that the information was incorrect, despite it being the only information available as they approached a news deadline. This is where perceptions prove detrimental to crisis situations. The information may not be accurate. It is the spokesperson's role to clear up speculation and report the facts related to the crisis during a media interview. Naturally, as updated information is provided to your spokesperson, it is his or her responsibility to report it to the media.

One example of the media working with available information early in a crisis occurred some years ago when an airplane crashed into the Ramada Inn at the Indianapolis International Airport. Moments after the incident, reporters heard and speculated that up to 200 people were killed or injured in that incident. The breaking news of the crash was immediately reported on the air, along with the number of killed or injured. As more accurate information came in, the Ramada Inn's spokesperson needed to deal with the misinformation. The spokesperson announced that "as of this moment, our reports show that we have two people killed and five injured." Be careful not to report the inaccurate information prior to stating the updated, more accurate information. Research shows that repeating the wrong information first can reinforce it in viewers' and listeners' minds.

The next time you watch a prominent figure being interviewed by the media on television, notice who they handle inaccuracies. The interviewee may respond with "No, that's not correct. THIS...is the correct information."

There is one deadly sin that a spokesperson should avoid when responding to a media inquiry. Remember

NEVER to say "I don't know," or "No comment." Nothing loses a spokesperson his or her credibility faster than these two statements. Instead, respond with "That's a good question. Let me get that information for you." The latter response comes across to the media and viewers as being cooperative and helpful, open and having nothing to hide.

There are also times when you have a prepared statement that you have written done. Once you have delivered the statement, you might find the reporter still holding the microphone in front of you to see if you have any further comments. DO NOT do it. Avoid embellishing on your original statement. This is where many spokespersons get into trouble. Offering more information just because the silence of the moment is very uncomfortable can prove detrimental. Practice in advance becoming comfortable with the silence, because once a statement has been made, you cannot relinquish it. Frequently, the media will air the off-the-cuff statement made in a moment of nervousness and not the one you and your crisis team have carefully crafted.

TAKE CONTROL OF THE INTERVIEW

Always remember that you can control how the media perceives a story simply by how effectively you deal with their inquiry. Also, based on how you respond, you can help to shape public opinion on the issue. When the media calls and requests an interview, consider these steps.

Review your library's borrowing and collection development policies, along with the American Library Association's Bill of Rights, prior to meeting with a reporter.

Be overly prepared. Try to anticipate every possible question that the media might ask. Have someone brainstorm on possible questions. The media may ask the simplest question and be done with the interview. However, by being prepared, you will come across as confident, relaxed and in control of the situation.

Prepare background information on the library and the situation, if possible, and provide it to the reporter.

Be courteous to reporters. Avoid coming across as defensive.

Address the issue in neutral terms. Avoid mentioning the other party involved by name, whether it is a person or a corporation.

Speak in complete thoughts. The media refers to these as "sound bites." In this way, you make it difficult for the station or newspaper to edit out some of your comments or string

together phrases that make your statement totally different from what you intended.

Write down on an index card or sheet of paper any facts and figures that you might need and refer to them when responding to a media inquiry. Reporters like concrete numbers and percentages. Using them lends credibility and substance to your statements.

Cite anecdotes or quote comments from parents and children about how the library has helped them. As mentioned earlier, if a reporter makes a false statement, point it out diplomatically and consider adding, "The truth is that the vast majority of parents find the library an extremely friendly, safe place for their children. We've received many more compliments from parents than concerns." Statements like these can help to cancel negative comments and help to put a positive spin on the library.

Avoid name-calling and making accusations. Reporters love this kind of behavior because it makes great copy and video footage. However, it creates barriers to good communication.

Maintain a positive attitude about your library when addressing the media. Consider saying, "Libraries are vital to democracy. We are very proud of the service that our library provides."

Keep your comments simple. Avoid using professional jargon that readers or listeners might not understand. For example, consider saying, "freedom of choice," rather than "The Library Bill of Rights." Refer to library patrons as "people with concerns" or "concerned parents" instead of "censors."

Be clear about whom you represent.

Know your audience. Tailor your responses to that particular media, whether it is newspaper, radio or television.

If a positive story about the library is being prepared, be sure to stand in front of any appropriate library signage. If the media is covering a negative story, keep as far away as possible from any signage that links the interview to the library.

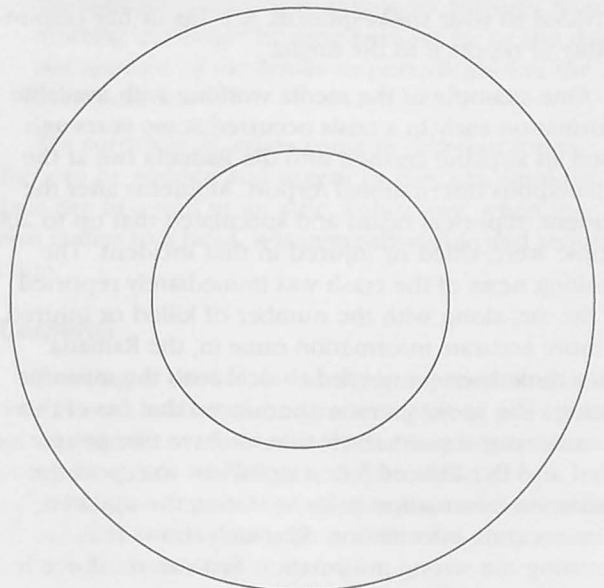
Always be honest with the media. Reporters can easily use today's sophisticated Internet research capabilities to uncover inaccuracies in your statements. This is the quickest way to lose credibility with the media.

POST-CRISIS - AFTER IT IS OVER

Congratulate yourself and the crisis management team for getting through the crisis or incident. Conduct a debriefing session to learn what was handled well and how the team would handle difficulties differently next time. You can learn a great deal from this process and be much better prepared...when the media calls again.

Karen E. Wilczewski is a communications consultant and has her own company. She has many years of experience dealing with the media, as well as with publications and marketing. She is available to work with libraries in Indiana. Her resume and samples of her work are available upon request.

FIGURE 1



Indiana Libraries

Indiana Libraries is a professional journal for librarians and media specialists. Published twice a year, it is a joint publication of the Indiana Library Federation and the Indiana State Library. Practitioners, educators, and researchers are invited to submit manuscripts for publication. Manuscripts may concern a current practice, policy, or general aspect of the operation of a library system in Indiana. The ILF Publications Committee is currently taking suggestions for subsequent themes for the publication. If you would like to discuss possible themes for the publication or have ideas for a paper, contact *Indiana Libraries* editor:

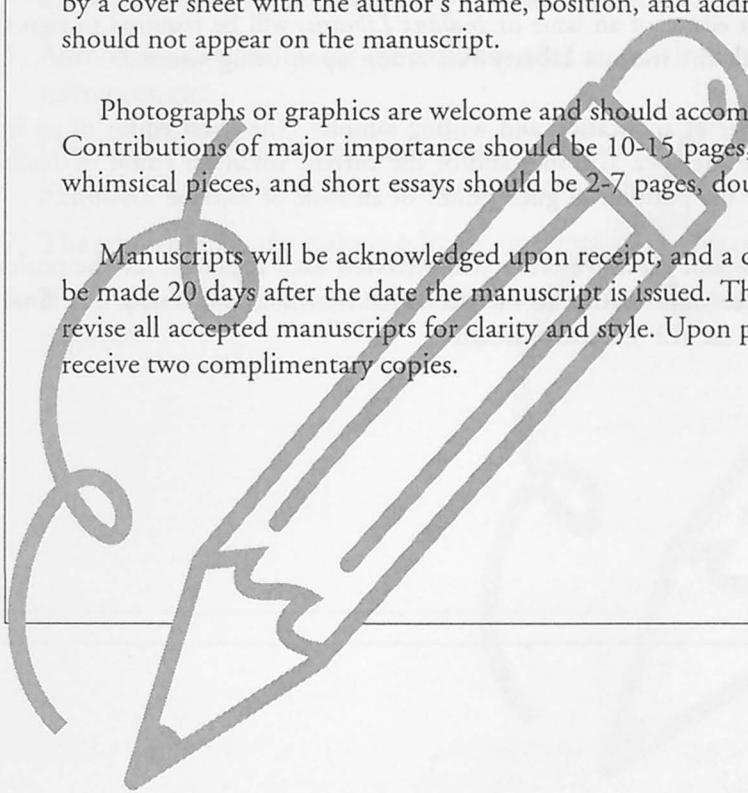
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All manuscripts should be submitted on a computer disk, if possible. The article should be double-spaced throughout with good margins. Writers should be identified by a cover sheet with the author's name, position, and address. Identifying information should not appear on the manuscript.

Photographs or graphics are welcome and should accompany the manuscript. Contributions of major importance should be 10-15 pages, double spaced. Rebuttals, whimsical pieces, and short essays should be 2-7 pages, double spaced.

Manuscripts will be acknowledged upon receipt, and a decision concerning use will be made 20 days after the date the manuscript is issued. The editor reserves the right to revise all accepted manuscripts for clarity and style. Upon publication, the author will receive two complimentary copies.



Indiana Libraries

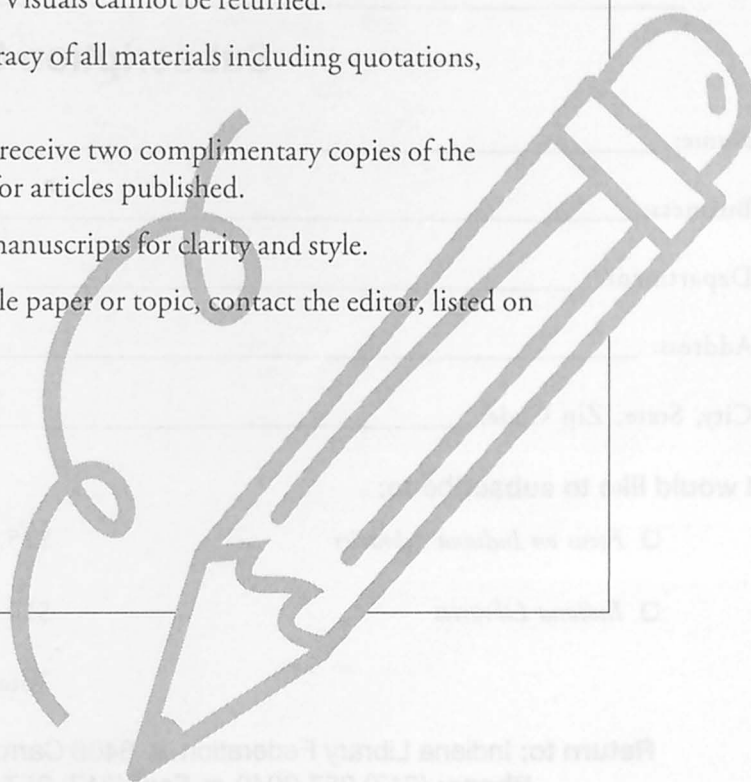
Guest Editor Guidelines

1. It is important that each issue of *Indiana Libraries*, when not constrained by subject focus, represent all types of libraries. It is also important that each issue of *Indiana Libraries* be geographically representational. In other words, each issue of *Indiana Libraries* must be composed of articles about different types of libraries which have been written by members of the library community who are from geographically diverse areas of the state, in order to provide a diverse, statewide sampling of current research, articles, etc.
2. The guest editor of an issue of *Indiana Libraries* will work with the appropriate ILF unit(s) to produce a cooperative publication.
3. The guest editor of an issue of *Indiana Libraries* should have a professional background related to the scope of the issue, especially when dealing with technical or profession-specific topics.
4. The guest editor of an issue of *Indiana Libraries* must be prepared to review and edit articles for content, clarity, and style.
5. The specific terms and conditions of a guest editorship will be detailed in a professional services contract for that issue. The guest editor of an issue of *Indiana Libraries* will be required to sign the professional services contract with the Indiana Library Federation upon being selected.
6. All applicants must submit a letter of application and writing samples. The guest editor of an issue of *Indiana Libraries* must be an ILF member. ILF staff and/or the current volunteer editor of *Indiana Libraries* are eligible to apply for the position of guest editor of an issue of *Indiana Libraries*.
7. The ILF Publications Committee and executive office will interview each applicant for the position of guest editor and make a hiring recommendation to the ILF executive office and Board. The final and official decision will be made by the ILF Executive Board.

Adopted by Committee: 8/5/98
Approved by COES: 7/28/98
Ratified by ILF Executive Board: 9/9/98

Manuscript Submission Guidelines

1. Manuscripts should be double spaced and submitted in one of two ways:
 - a. Microsoft Word (preferred), Wordperfect, or plain ASCII text file on an IBM-compatible disk, accompanied by two paper copies.
 - b. Microsoft Word (preferred), Wordperfect, or plain ASCII text file (IBM-compatible) attached to an E-mail message addressed to both sschlag@iupui.edu and twhitehd@doe.state.in.us.
2. References or endnotes should appear at the end of the manuscript; footnotes should not be used. Manuscript should conform to MLA style (Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 4th ed. New York: Modern Language Association, 1995.) Pages should be unnumbered.
3. Authors should be identified by a cover sheet with the author's name, position, and address. MLA style exception: Identifying information should not appear on the manuscript.
4. Photographs and illustrative material should be in black and white, and graphics should be of good technical quality. Visuals cannot be returned.
5. Authors are responsible for the accuracy of all materials including quotations, references, etc.
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7. The editors retain the right to edit manuscripts for clarity and style.
8. If you would like to discuss a possible paper or topic, contact the editor, listed on page 42.



Indiana Library Federation

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Focus is the Federation's newspaper. Published 11 times a year in cooperation with the Indiana State Library, it keeps members up to date on news and information of interest to the Indiana library community. Included are articles about innovative programs, upcoming conferences, continuing education opportunities, and legislative issues. A current listing of job opportunities in Indiana libraries is also included.

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Indiana Libraries

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To subscribe to either publication, fill out the information requested below and return with a check or money order to: Indiana Library Federation, 6408 Carrollton Avenue, Indianapolis, Indiana 46220. Questions should be directed to the Federation executive office at (317)257-2040.

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