

"Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

ALA Library Bill of Rights

INTELLECTUAL FREEDOM HANDBOOK

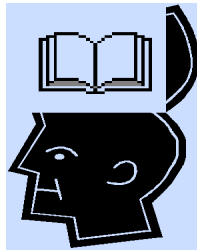
SIXTH EDITION

"First Amendment freedoms are most in danger when the government seeks to control thought or to justify its laws for that impermissible end. The right to think is the beginning of freedom, and speech must be protected from the government because speech is the beginning of thought."

Supreme Court Justice Anthony M. Kennedy,
Ashcroft V. Free Speech Coalition 535 U.S. 234

"They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."

Benjamin Franklin,
Historical Review of Pennsylvania, 1759



"Censorship reflects a society's lack of confidence in itself. It is a hallmark of an authoritarian regime"

—Supreme Court Justice Potter Stewart, dissenting
Ginzberg v. United States, 383 U.S. 463 (1966)

"Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers."

Article 19,
UN Universal Declaration of Human Rights, 1948

INTELLECTUAL FREEDOM COMMITTEE
RHODE ISLAND LIBRARY ASSOCIATION
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DEDICATION

This edition of the *Handbook* is published in memory of Jon Tryon (1934-2005). He was a longstanding member of the Intellectual Freedom Committee, our perennial mentor, our professor, and our legal expert, keeping us on track, in line, and informed through innumerable meetings, programs, panels, and speakers. When it came to intellectual freedom, which like politics is most essentially local, he had served it, taught it, supported it, and lived it for decades on our behalf. Thank you, Jon, for having been at the center of the fight for the right to free expression and access to information for so long.

PREFACE

This handbook, prepared by the Intellectual Freedom Committee of the Rhode Island Library Association, is a revision of the 2005 edition. It provides librarians, staff, and trustees with the fundamental tools necessary for the establishment of library policy and the direction of library action on matters pertaining to intellectual freedom. Intellectual freedom is defined as the provision of “information across the spectrum of human interests, and making it available and accessible to anyone who wants it...” These ideas are based on the rights granted by the First Amendment “to seek and receive all types of expression, from all points of view.” (*Intellectual Freedom Manual*, 7th ed. 2006, p. 344) Its purpose remains the same: to provide the philosophical basis for intellectual freedom activity; to provide answers to practical questions regarding the defense of intellectual freedom; and, to facilitate the preparation of the documents and procedures used to prevent, if possible, and to combat, if necessary, censorship attempts.

In the years since the last revision, we have probably seen still more action and upheaval in this sphere. While many of the issues remain the same—confidentiality, patron access and behavior, the Internet and filtering—most have taken on increased importance and new twists, such as privacy and social networking. The up and down battle over access to the Internet has seen a variety of court cases and legislative proposals (CDA, COPA, CPPA, CIPA) and their numerous permutations rise and fall and rise again, until the failure of the Supreme Court to strike down CIPA as unconstitutional 2003. Now, public libraries, the largest library grouping, are mandated to install filtering software if they accept federal government funding for Internet access, striking a blow against the right of youth to free access to information, while impairing adult access to constitutionally protected forms of speech.

In a related area, we have seen an increase in the importance for libraries to maintain the confidentiality of patron records and personal information and the privacy of patron activity (reading, viewing) in the library, particularly in light of several provisions of the USA PATRIOT Act. Often, again in the name of security, scientific, medical, and government information is withdrawn from public view. Even publishers of medical and scientific scholarship are becoming increasingly restrictive about its exchange and fair use. The sharing of ideas that has always been at the center of our stability, growth, and strength are now sometimes viewed as emblems of vulnerability and weakness. At the same time, there continue to be “traditional” attacks on traditional formats, such as books and magazines, that contain offensive opinions, sexual material, and subject matter deemed harmful to minors, like homosexuality, the occult or wizardry.

ALA, with the support of RILA, other state organizations, and affiliated associations, has responded in a variety of ways to combat the individuals and groups who attack intellectual freedom. This has included resolutions, statements, testimony, lawsuits, publicity, and informational material designed to give users, parents, and children ways to utilize the seemingly infinite variety of resources in responsible ways, appropriate to them, ways that do not trample on the rights of other library users to read and view what they wish to, activities that are protected by the Constitution, the Bill of Rights, and law. Despite all that has occurred on both sides of the debate over free expression, the underlying issues and targets remain very much the same as they have always been: the restriction or removal for all of material deemed offensive by some.

So, while we can seldom predict what new aspect the battle will take or what new angle of attack might be employed, we can reiterate the crucial, fundamental rights involved and reinforce the defenses in order to meet any challenges that do arise. It is essential to be aware and

ready: know what the arguments and issues are, anticipate what might happen, know what procedures you must follow to handle them, and prepare yourself, your staff, and your supporters and allies to respond knowledgeably and confidently.

Intellectual freedom only exists if we, and others, constantly work to preserve people's right to hold any belief and convey their ideas in any chosen form, and when the right to unrestricted access to information and ideas, regardless of their content or viewpoint, is honored. Much of the world's population does not enjoy the extensive rights and privileges that we do. The norm throughout world history has been to repress, to withhold, and to censor. Even here, we have witnessed the Alien and Sedition Acts, the Red Scare, McCarthyism, and the USA PATRIOT Act, typically in times of fear and insecurity. We hope that the *Handbook* serves as a constant reminder of the rich heritage of intellectual freedom in our country and our profession, no matter what kind of library you may serve in. Librarians have had a longstanding and vital role in preserving and protecting these rights.

RILA IFC 2007/08

Rachel Carpenter (1987 to present)

Jim Kinnie (2004 to present)

Jason McGill (2008-Present)

Stephen Thompson (1978 to present)

Carla Weiss (1993 to present)

To contact the Intellectual Freedom Committee, check the Rhode Island Library Association homepage, <http://www.rilibraryassoc.org/>.

INTRODUCTION

Anyone who reads a newspaper or magazine, listens to television or radio, surfs or chats on the Internet or even overhears the conversations of others cannot help but be aware of the welter of voices trying to make themselves heard. Often it seems as if every individual is sure of what is right and true, or wrong and false, and is willing to give expression to his or her views. In addition, groups and governments produce their manifestos and codes, their regulations and laws, and espouse their causes and principles. Our freedoms of speech and of the press, guaranteed by the First Amendment to our Constitution, seem to have supported an abundance of opinions, a multitude of facts, and an infinite number of interpretations of those opinions and facts. Not surprisingly, with this freedom and openness comes conflict; the time is always ripe for dissent.

The mission and purpose of libraries are, of course, inextricably tied to matters of free speech and expression, and free access to information. They provide both a forum and a source of fuel for the debate. We librarians and our patrons benefit from these freedoms, but are often severely tried by them. Sometimes, inevitably, any of us may be caught in the middle of the opposing sides and, perhaps, even become part of the debate. As much as possible, it is to be hoped that the healthy cacophony of opinion, and the variety of choices to be made, grow out of the information provided by libraries, bookstores, and publishers. To censor or limit intellectual freedom is to stifle that growth.

Historical Background and Theory

MEANING AND IMPLICATION OF INTELLECTUAL FREEDOM FOR LIBRARIANS

Intellectual freedom, unlike censorship, is a positive way of thinking and mode of action. The intent, in keeping with the First Amendment along with librarians' stated codes, lists of users' rights, and the purposes of library services and collections, is to provide information, not restrict it, to facilitate access to information, and not block it. While we as librarians may not have the binding codes of conduct of doctors or lawyers, this does not make our choices easier. In the words of *Libraries: An American Value* (1999), "we affirm this contract with the people we serve." Not forced to accept a set of rules to govern our behavior, we have the more difficult task of **deciding** to uphold certain principles, of **deciding** on our obligations to our users, in the face of opposition from some of those very users, our administrations, our boards, and others in and outside our communities, who may not want to risk providing free expression and access. So while we must be practical in honoring our obligations to these other constituencies, we should do our best to uphold the ideals of our profession. We want to educate ourselves and others about what intellectual freedom is and implies. We must know, publicize, and incorporate into local policy these ALA documents:

- *Code of Ethics* <http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>
- *Library Bill of Rights*
<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillofrights.pdf>
- *Library Bill of Rights Interpretations*
<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/Default675.cfm>
- *Freedom to Read Statement*
<http://www.ala.org/ala/aboutala/offices/oif/statementspols/frstatement/freedomtoreadstatement.pdf>

and other policies, statements, and resolutions from the American Library Association.

Ethical dilemmas occur when values are in conflict. Once you state your values, as in the Code of Ethics you have drawn a line, made a commitment, assigned responsibility, no matter how the information environment changes. This is what we believe; this is what we will do.

We significantly influence the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles in this code are expressed in broad statements to guide ethical decision-making. These statements provide a framework; they cannot and do not dictate conduct to cover specific situations. Their theme is respect: for all users, all their needs, and their privacy; for the creators of information and ideas; for our colleagues; for our institutions; for our duties and ourselves.

The Library Bill of Rights is an affirmation that all libraries are forums for information and ideas. The basic, stated policies should guide their services for their users. Their themes are inclusiveness of all types of users, all points of view, all materials, as well as cooperation and availability. The Interpretations apply the principles of the Library Bill of Rights to specific library practices, addressing groups (minors, gender), formats and types of material (video,

electronic), libraries (school, academic), and programs and services (exhibitions, collection development, fees).

TYPES OF CENSORSHIP/REASONS FOR CENSORSHIP

The U. S. Constitution notwithstanding, it is a fact that people will try to censor what others read or will seek to suppress information others have a right to know. Those guilty of this behavior range from one extreme of thought to the other, from conservative to liberal. Many sources document this "tradition" of censorship and the struggles for free speech in this country and in our profession. Two particularly worthy accounts may be found in the "Introductory Essay" to Leon Hurwitz's *Historical Dictionary of Censorship in the United States* (Greenwood Press, 1985) and in the chapter from the ALA Office for Intellectual Freedom's *Intellectual Freedom Manual Seventh Edition* (ALA, 2006), entitled "ALA and Intellectual Freedom: A Historical Overview." Although the concept and scope of intellectual freedom have changed and evolved over time, the basic issues and motivations display a startling uniformity. Hurwitz's descriptions of the four kinds of censorship are worth repeating here because they illustrate well the nature of the conflict and the reasoning behind it.

The four types Hurwitz discusses are: political, community, constitutional, and moral. Political censorship is usually initiated by a government body and involves the curtailment of thought, speech or the press in the name of national security. This kind of censorship has commonly occurred during war, though there have also been cases during times of international tension or general domestic unrest. Community censorship, usually carried out by a local governmental body, is employed to "maintain public safety and public order." Restrictions will be imposed to avoid "disruption in the social fabric," for example, to forestall a riot. Key factors often include when, where, and how free speech will be exercised. Constitutional censorship usually involves the conflict between the right of free speech and another right, e.g., the right of children to be protected; the right to a fair trial; the right not to be libeled, slandered or defamed; or the right of privacy. Lastly, moral censorship concerns the belief that the material is offensive to someone or some group. Often that person or group will attempt to deny others access to the material. Although the situation could conceivably escalate and become one of the other types of censorship, for instance, a protest march might lead to a riot, usually the features of the others are not present.

An attempt of the latter type would be the most common one encountered by librarians so it is helpful to be aware of the reasons library materials and services are challenged and the motivations behind the protests. Although there are plenty of targets among the books, movies, sites, and other materials libraries provide access to, the objections are almost commonly based on the language used, the sexual content, the political ideas, the philosophy espoused, the depiction of racial or ethnic groups, the religious ideas, or the violence in the material. These characteristics may also be linked with disrespect for individuals or authority. Usually the content, or some part of it, is deemed to be inappropriate for a particular group, e.g., of a certain age, as far as the would-be censor is concerned. Often the censor is willing to sacrifice access for all in the name of some. A person or a group may be motivated by particular beliefs or a political, religious or social agenda against which the material has been measured. While they may be belligerent or irrational, to a greater or lesser degree, many are sincere in their attempts to prevent what they view as the corruption of others or the community, to prevent the dissemination of offensive material, or to prevent the undermining of basic values. Such action is based on what *they* believe to be corrupting, offending or undermining. Generally censors are sure that they know what is wrong or bad and that they have to save others from it. There is a

perception that libraries, particularly those serving towns, cities or schools which are publicly-supported, should uphold certain values and causes rather than provide materials representing various points of view and the interests of different constituencies. The rights that protect everyone's beliefs and their expression cannot be used arbitrarily by librarians or citizens to restrict or suppress the access to, and expression of, individual ideas.

SELF-EVALUATION/INTERNAL CENSORSHIP

It is vital for librarians and library staff to be aware of their own attitudes, since they influence what books or videos are bought and what services are offered, and can determine how a complaint is handled. An item can be rejected or accepted in a library's collection for valid and invalid reasons. Its exclusion from or inclusion in the collection either to avoid or to create controversy is not the best method. Selection determinations guided by policy and established criteria, themselves based on collection and clientele needs rather than by personal feelings or prejudices, lead to the soundest judgments. One of the best ways to understand the reactions that people have to certain types of material is to test your own response to particular books or subjects.

For instance, Professor Emeritus Gene Lanier of the Department of Librarianship, Educational Technology and Distance Education at East Carolina University offered a list of topics, most of which would give a librarian reason to stop and think because of their potentially inflammatory nature. How would you feel, he asked, about adding material to your collection on atheism, drugs, sex education, witchcraft, sexual crimes, evolution, sexual roles, fundamentalism or the United Nations. These and dozens of other subjects are often the focus of intense discussion and dissension. They are likely to be objectionable to a librarian, too. In addition, with the involvement of other staff in selection the possibility of conflict increases.

There are numerous quizzes to be found in the literature on censorship that ask readers to identify books which have been banned, or to match objections with specific titles. These are often useful for educating staff, trustees or patrons to the amazing variety of targeted material. They also highlight the fact that a novel or other work which seems innocuous or generally accepted, even classic, can offend. Other questionnaires and articles emphasize how common practices in libraries may violate the principles of the *Library Bill of Rights*.

For example, several articles and state intellectual freedom manuals have included a set of "Have you ever..." questions that pinpoint actions which occur frequently in libraries without anyone realizing, or in defiance of, the implications. A selector might avoid choosing a popular children's book that is known to have offended many parents elsewhere. A storyteller might skip over some words while reading to a group of students. A librarian might apply measures of literary merit unevenly or arbitrarily depending on a book's content. A librarian might label videos or restrict certain types of material to a particular level of borrower. Anyone who works in a library can imagine or recall similar incidents. Only appropriate policies, open discussion, and self-evaluation can insure that the censorship does not come from within and undermine the strength needed to counter the attacks from outside.

Most professionals, for example doctors or lawyers, follow standards which govern the practice of their specialty, so that no matter what the status or condition of a patient or a client, the best methods and efforts will be used to serve that person. Librarians too have professional obligations to adhere to abstract principles like intellectual freedom and to serve all components of their clientele, even those who are at the fringes or extremes of the continuum, who are outside the "normal" or traditional. Furthermore, a distinction should be made between providing information and the action someone may take subsequent to the exposure to that information or

idea. The law must take care of actions that are actual violations of society's codes or that cause damage, loss or harm. And the law protects what may be written, spoken or displayed. Legal orders or decisions will take care of social order, not librarians or censors. If the free exchange of ideas and open debate, which we support, leads to efforts to modify the laws, librarians should join the defense of the principles that such changes might curtail.

CENSORSHIP IN RHODE ISLAND AND NEW ENGLAND

Incidents and news of censorship are not, of course, just historical or national, more or less remote from our area and communities. The effects of the F.B.I Awareness program controversy, the Meese Commission Report or the uproar over Salman Rushdie's *Satanic Verses* may have been minimal here, but we are not totally immune from the fallout. Rhode Island itself has been relatively quiet in recent years. There have been several renowned cases in the New England area, predominantly in school and public libraries, a sampling of which gives some idea of what might be expected. Recent incidents can be tracked in the *Newsletter on Intellectual Freedom*, and ALA maintains a list of the most frequently challenged/banned books.

In 1981, William Glasser's book on Vietnam, *365 Days* was challenged in a school in Baileyville, Maine. In Hannover, Massachusetts *Go Ask Alice* was banned from classroom assignment use in 1985. Liberal parents in Amherst, Massachusetts objected to a textbook that they considered "too rosy" and conservative in its depiction of American history. A parent in Meriden, Conn. forced the removal of Stephen King books from a middle school library. J.K. Rowling's *Harry Potter* series was challenged but retained in the New Haven, Connecticut Schools in 2003 despite claims that the books "make witchcraft and wizardry alluring to children."

Closer to home, a U.S. Supreme Court decision in 1963 (372 U.S. 58) ruled that the legislature-created Rhode Island Commission to Encourage Morality in Youth, in trying to force distributors of paperback books to stop disseminating certain titles, was guilty of administrative censorship and was in violation of First Amendment rights. In Richmond, R.I., objections were made to works by V.C. Andrews in a school library in 1983. In 1983, the Providence Journal was involved in litigation regarding the release of the transcripts of the Patriarca tapes. The presence of atheist magazines in the holdings of the Greenville Library was challenged by a letter to the local newspaper in early 1988. Kurt Vonnegut's *Slaughterhouse-Five* was removed as required reading at the Coventry, R.I. High School in 2000 after a parent complained that it contained vulgar language, violent imagery, and sexual content. In 2005 the book *It Stops with Me: Memoir of a Canuck Girl* by Charleen Touchette was removed from the Woonsocket Harris Public Library shelves after the author's father challenged the book. The book was later returned to the shelves.

In 1993 the RILA Intellectual Freedom Committee surveyed forty-seven public libraries in Rhode Island for instances of objections to library materials or challenges received in the previous five years. Of the nineteen libraries that responded, nine libraries reported a total of 21 challenges. Most of these were resolved successfully. In 1994, the Seekonk Public Library was able to retain the book *Daddy's Roommate* by Michael Willhoite after a challenge and subsequent hearing before the Board of Trustees. In 1996, a bill was introduced in the Rhode Island state legislature that would have criminalized the selling, lending, giving away or distributing to minors sound recordings that were labeled as having explicit lyrics. The original idea of the bill was rejected after a hearing before the House Committee on the Judiciary although there was some agreement to amending the state obscenity laws to include labeled sound recordings.

As this enumeration suggests, the targets of censors and would-be censors are quite varied. Although few of these challenges were completely successful, they can for a time disrupt a town or distract library staff and divert energy from the many tasks that need to be done.

RHODE ISLAND LAW AND CENSORSHIP: HOW RHODE ISLAND STATUTES AFFECT INTELLECTUAL FREEDOM

The Constitution of Rhode Island, together with the *Rhode Island General Laws* (RIGL), establishes a scheme of government generally supportive of the concept of intellectual freedom. The Constitution specifically recognizes the importance of the free mind in Article 1, section 3, which establishes freedom of religion, and, in Article 12, the importance of the “diffusion of knowledge to the preservation of the rights of the people.”

RIGL also contains provisions that may affect intellectual freedom and access to information either directly or tangentially. As well as those that will be discussed below, these include:

- the right to privacy (9-1-28.1)
- the right to open meetings (42-36-1 through 42-46-13)
- failure to return book or other library property (11-41-14)
- concealment of book or other property while on the premises of library (11-41-14.1)
- recovery of stolen property (11-41-15)
- injuring or destroying books and other property of libraries, archives, or other records repositories (11-44-15)

These sections, aimed at assuring access to library materials, along with others in *RIGL*, provide the supportive fabric for intellectual freedom. What follows is a discussion of those that directly relate to intellectual freedom.

Obscenity

In 1978, the Rhode Island legislature enacted 11-31-1 of the General Laws that was concerned with the circulation of obscene publications and shows. However, in *D & J Enterprises, Inc. v. Michaelson*, 401 A2d 440 (1979), the Supreme Court of Rhode Island declared the entire statute unconstitutional. Thus, while the law is still “on the books,” it is unenforceable and, for all intents and purposes, Rhode Island has no statute regulating obscene materials for adults.

Sale or exhibition to minors of indecent publications, pictures, or articles is controlled by section 11-31-10 of *RIGL*. This statute makes it an offense to distribute to persons under the age of eighteen materials that are sexually explicit and indecent for minors. “Indecent for minors” means material that, according to the text, (a) appeals to the minor’s prurient interest in sex, (b) is patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors, and (c) lacks serious literary, artistic, political or scientific value for minors.

The statute does not make clear how the status of being a minor alters the nature of the analysis of material thought to be obscene, but clearly the intent is to provide a lower threshold to a finding of obscenity. The United States Supreme Court has found two-tiered systems (i.e., one set of standards for adults and another for minors) to be acceptable and one must assume that this statute would withstand judicial scrutiny should it come to trial. To date, it has not been tested.

One further ambiguity that would be of interest to librarians is the question of whether the statute applies to libraries. On the one hand, it speaks of “every person who shall willfully or

knowingly engage in the business of . . . lending, giving away . . . obscene materials” which could reasonably be understood to include libraries. Further on, however, the text speaks of engaging in “that business or to otherwise offer for sale or commercial distribution” which suggests the law is aimed at profit-making schemes. These words suggest that libraries, which are not normally thought of as businesses, would be exempt from the provisions of the statute. The final answer to this ambiguity cannot be known until the appropriate case presents itself and the courts make a decision. The application, if any, of this statute to Internet access in libraries by minors adds a new interest to this statute.

Section 11-9-1, headed Child Nudity Prohibited in Publications, makes it illegal for any organization to distribute in any way a publication that depicts children under age 18 engaging in sexual activity. Presumably, the statute uses the word “depict” to mean pictorially, and particularly photographically, but it is not precise on this point. The law does include an exemption for artistic renditions. To be guilty, the dispensing party must know the individuals in the picture are under eighteen.

PRIVACY AND CONFIDENTIALITY

Libraries have a long history of supporting the principles of the First Amendment by promoting the free flow and unimpeded distribution of knowledge and information for individuals, institutions, and communities. Privacy is essential to the exercise of free speech, free thought, and free association, and, in a library, the subject of users’ interests should not be examined or scrutinized by others. The American Library Association has affirmed this right to privacy since 1939.

Confidentiality exists when a library is in possession of personally identifiable information (PII) about users and keeps that information private on their behalf. ALA began using the term PII in 1991, when it adopted the *Policy Concerning Confidentiality of Personally Identifiable Information about Library Users*, <http://www.ala.org/ala/aboutala/offices/oif/statementspols/otherpolicies/confidentialitypersonallyidentifiable.pdf>.

This information includes many types of library records, for example, those that identify an individual as having requested or obtained specific titles or materials on a particular subject or information that identifies what Web sites they visited.

Recognition of the importance of privacy and confidentiality dates back as far as the 1930s in ALA policy. Article Eleven of the *Code of Ethics for Libraries* (1939) asserted, “It is the librarian’s obligation to treat as confidential any private information obtained through contact with library patrons.” Article Three of the current *Code* (1995) states, “We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, acquired, or transmitted.”

Library users have the right to be informed about what policies and procedures govern the amount and retention of personally identifiable information, why this information is necessary, and what the user can do to maintain his or her privacy. It is the Intellectual Freedom Committee’s position that every library should adopt policies and implement patron privacy and record retention policies so that the collection of personally identifiable information is only a matter of routine or policy when necessary for the fulfillment of the mission of the library.

Library privacy and confidentiality policies must be in compliance with applicable federal, state and local laws. The courts have upheld the right to privacy based on the Bill of Rights of the U.S. Constitution, and have through various decisions defined and extended the right to privacy. Many states provide guarantees of privacy in their constitutions and statutes.

Rhode Island Laws

Title 38, chapter 2 (38-2-1 through 38-2-13) of *RIGL* recognizes both the public's right to access records pertaining to the policy-making responsibilities of government and to the individual's right to dignity and privacy. The general proposition is that all the records of any agency of the state or political subdivisions thereof are open to the public for inspection. In support of the recognition of the individual's right to dignity and privacy, section 38-2-2 specifically states a number of exemptions. The exemption which is directed to library records reads, "For purposes of this chapter, the following records shall not be deemed public . . . (21) Library records which, by themselves, or when examined with other public records, would reveal the identity of the library user requesting, checking out, or using any materials."

The purpose of this exemption is to protect the privacy of the library user from prying neighbors or governments who might use that patron's reading or viewing habits against him or her. Whether that would ever happen is immaterial. It is the fear of its happening that might deter a patron from the use of certain materials and no one should fear using anything a library has to offer.

This statute applies only to governmental agencies, not private entities. Thus it covers libraries that are public, in schools, and are part of public institutions of higher education, but not private schools or colleges or business libraries. The waters are exceedingly murky when it comes to the application of this statute to those institutions that are technically private, but receive public funds and perform public functions in lieu of a governmental agency. There are a number of libraries in Rhode Island that fall into this category. It is the Intellectual Freedom Committee's position that those libraries ought to conform to the law as a service to their patrons, regardless of their legal status.

Section 38-2-2 provides an exemption for the library records noted above, but it does not make it illegal for a library to disclose voluntarily the information the exemption is designed to protect. Should such a disclosure occur, the legal recourse for the person injured would be a suit of invasion of privacy. There are no criminal penalties that the state could impose.

Privacy is further protected by section 11-38-32 of *RIGL* which makes it unlawful for any person "to reveal, transmit, publish, or disseminate in any manner, any records which would identify the names and addresses of individuals, with the titles or nature of video films, records, cassettes, or the like, which they purchased, leased, rented, or borrowed, from libraries, book stores, video stores, or record and cassette shops or any retailer or distributor of such products."

These statutes have a direct effect on the day-to-day operations in public libraries and other institutions, and affect the concept of intellectual freedom in Rhode Island. The Intellectual Freedom Committee urges all librarians to read them and be aware of their impact.

USA PATRIOT Act

The Uniting and Strengthening America by Providing Appropriate Tools required to Intercept and Obstruct Terrorism Act (USA PATRIOT Act) was signed into law on Oct. 26, 2001 and reauthorized March 9, 2006. The law has certain provisions that directly impinge libraries and their patrons. For example, Section 215:

- Lowers the legal standard for obtaining a search warrant from "probable cause" that a crime is being committed to "reasonable grounds" that the library information is "relevant" to an authorized terrorist or intelligence investigation.

- Allows the FBI to get a special search warrant from the Foreign Intelligence Surveillance Act (FISA) court, whose proceedings are classified and closed to the public.
- Permits the FBI to use special search warrants to retrieve library usage records of someone who is under investigation of involvement in suspicious activities.
- Overrides state and local privacy laws in the case of FISA search warrants. This would include the RI state law as discussed above.
- Prohibits the library from notifying the patron under suspicion, the press or anyone else that an investigation is underway. This prohibition may be challenged in court one year after the warrant has been served.

Under Section 216, the law grants expanded wiretapping authority to federal and state law enforcement agencies that allows the monitoring of public computers. The FBI can retrieve any information that the library has:

- Books and other materials you have checked out.
- Searches done on library computers, including places visited on the Internet.
- Books and other materials borrowed through interlibrary loan.
- When and where patrons have signed up to use library computers, study rooms, etc.
- Notes taken by librarians when helping with a question.

Under Section 505, the law:

- Authorizes the Federal Bureau of Investigation to issue National Security Letters (NSLs) to entities providing wire or electronic communication services.
- The NSLs can be used to compel these entities to turn over subscriber information, billing information, and electronic transactional records to the FBI.
- Any library providing internet service can be served with an NSL.
- NSLs are issued without any review by a court of law.
- The FBI agent only needs to claim that the records are relevant to an authorized investigation to protect against international terrorism or espionage.
- Prohibits notification of an NSL to persons being investigated. This prohibition may be challenged in court, but the order must be treated as “conclusive” if the government certifies that the challenge would harm national security or interfere with an investigation
- A recipient of an NSL is allowed to challenge the request in a U. S. District Court

There have been a number of bills before Congress to limit law enforcement powers granted under certain sections of the act and recent court cases challenging the issuance of National Security letters (*Doe v. Gonzales*, 449 F.3d 415). The provision of the USA PATRIOT Act allowing the FBI to issue National Security Letters without court approval was declared unconstitutional by a federal judge on Sept. 6, 2007. The Justice Department is expected to appeal the decision. The infringement of the tenets of intellectual freedom under the USA PATRIOT Act continues to be widely discussed and debated in public forums across the country.

ALA’s resolution on the Use and Abuse of National Security Letters, <http://www.ala.org/ala/aboutala/offices/wo/referenceab/colresolutions/062707-CD19%203.pdf>, has been endorsed by RILA and a growing number of state library associations. We encourage all libraries to educate their users, staff and communities about the process for compliance with the Act, and about the far-reaching dangers to individual privacy and the confidentiality of library records that the law contains. Basic preparations are outlined beginning on page 16.

Guidelines for Incidents Involving Law Enforcement

All libraries should be prepared:

Know your legal counsel

- Talk to them while preparing policy and procedures. Consult regularly regarding changes.
- Send them documents/information including:
 1. Information about the USA PATRIOT Act and its relationship to libraries
 2. The state law: *RIGL*, Chapter 38-2 entitled "Access to Public Records."
- Choose a point person in the library who would be contacted in case law enforcement officials come to the library. This would most likely be the Director. You should also have another person to contact in the event that the Director is not available.
- Review your policies on retention of, and access to, all types of information.
- Train your staff. Every member of the library staff, including volunteers, should understand the library's policies and the law regarding confidentiality and privacy of library records.

If Law Enforcement Officials Come to the Library

- Do not give any information to anyone who has not identified themselves as a law enforcement official and shown legitimate identification
- Do not give any information to law enforcement officials who do not have an official court order
- At the time a court order is served, you should contact the point person in the library and the library's legal counsel.
- In the case of a search warrant, law enforcement officials may begin a search of library records as soon as the library director is served with the court's order. The library can still seek legal advice concerning the warrant and request that the library's legal counsel be present during the actual search and execution of the warrant.
- Do not disclose that a search warrant has been served to anyone, including the person whose records are the subject of the search warrant.

INTERNET USE IN LIBRARIES

Challenges to intellectual freedom have increased significantly over the past decade with the expansion and widespread use of the Internet in libraries. The Internet, with its largely unregulated, ungoverned, and strongly commercially-driven technology, makes it possible for information of all kinds and in many varied formats to be easily created, disseminated, shared, bought and sold. Public, academic, and school libraries, along with individuals, have embraced this technology. As a resource, the Internet astonishes in its offerings - from data and databases to visual and audio materials to digitized rare and fragile documents to translated foreign language material, to online catalogs and e-books and e-journals - not to mention the capability for electronic correspondence, banking, travel, coursework, shopping, and broadcasting. The breadth of information is truly amazing. Libraries clearly are a logical setting for the use of this technology. Community resources and tax monies invested in the library make it possible for all to have access to the Internet regardless of their own ability to afford the hardware and software. The library has trained specialists who provide the assistance needed by

the library user with all of their information needs. However, because of the breadth, format, and nature of some information found on the Internet there are many people, including government officials, who are concerned that the library - open to people of all ages and funded by public money - cannot be a place for completely open access to the Internet. They have called for the Internet, or at least the access to it, to be heavily monitored.

At both the state and federal levels, there has been a great deal of legislative activity aimed at regulating access to the Internet. On one side, the issues are "decency" and pornography, on the other, the issue is free speech. This is particularly true of two pieces of legislation that have impacted public libraries. The Communications Decency Act (CDA) that Congress passed in February 1996 made it a crime to display indecent materials on the Internet to minors and stipulated that violation of this law would carry a fine and two years in prison. Libraries and librarians were concerned because the law did not include a definition of what constituted "indecent." Who was to make that determination for library users and citizens? In June of 1996, an injunction against the law, declaring it unconstitutional, was issued by a three-judge panel in Philadelphia in the consolidated cases of the *American Library Association v. Dept. of Justice* and *Reno v. the American Civil Liberties Union*. The U.S. Supreme Court heard the appeal and declared the CDA unconstitutional in a 9-0 vote in June of 1997

The next major federal legislation that affected libraries was the Children's Internet Protection Act (CIPA), which was passed and signed into law by President Clinton in 2000. It requires public schools and libraries to install Internet filtering software on all computers used in libraries as part of e-rate funding regulations. (If a library doesn't filter they don't receive the discount e-rate.) These filters can be turned on and off by library staff to allow adults access to all protected speech but must be loaded and functioning when children use the computers. Opponents, specifically librarians, the ALA and the ACLU, have shown that the filters are unreliable when it comes to blocking sites which may be offensive to children effectively, thus giving parents, children, and libraries a false sense of security. ALA and the Freedom to Read Foundation filed a lawsuit to overturn CIPA, because it directly affected libraries and their ability to make legal information freely available to their patrons. However, the Supreme Court upheld the constitutionality of CIPA by a 6-3 decision on June 23, 2003.

Some libraries have chosen to refuse the e-rate rather than censor the Internet, but many, mostly out of need and no doubt comfort, have purchased and installed filtering software, even before the passage of CIPA and in spite of these products' weaknesses.

In the following link, the American Library Association identifies the problems that the use of filtering software presents for libraries -

<http://www.ala.org/ala/aboutala/offices/oif/ifissues/filtersfiltering.cfm>.

THE ROLE OF THE RHODE ISLAND LIBRARY ASSOCIATION INTELLECTUAL FREEDOM COMMITTEE

Before stating the formal charge and objectives of the Intellectual Freedom Committee, we think it is appropriate to say something more directly, even personally, about what we are here to do. We are here to help you. To help you before material is challenged, when material is challenged, during the process of resolution, and after. If you have any questions about how to prepare for or how to deal with a problem, please contact the current chair or a committee member or someone on the RILA Executive Board who can refer you to the committee.

We are well aware of the pressure that can be brought to bear on a librarian, not only by patrons, but also by trustees, school boards, principals, and staff, to steer a certain course.

Whether you are accountable to them or similar groups or individuals, virtually anyone may offer an opinion. No one questions the difficulties involved when you are caught between principles and protests, possibly with little or no support. If a procedure or action is recommended or commanded that you feel might violate the tenets of intellectual freedom, and the conflict cannot be resolved easily, ask for our input and assistance. There will be times when, practically speaking, you have no choice but to acquiesce. We do not seek to embarrass or press you into a course of action that poses greater risks than you would normally wish to take. Receiving a complaint is not a failure, but an opportunity. We do believe with the right knowledge and support, you can put up a reasonable defense, bring about change, and educate. We do believe librarians should be committed to the ethics of our profession. We hope that our actions measure up to the standards we have established.

The goals of the Intellectual Freedom Committee, which guide its programs and actions, are embodied in the charge given by the RILA Executive Board. They are to:

- create an awareness of the meaning of intellectual freedom in the minds of librarians and the general public
- educate librarians and/or the general public about intellectual freedom issues
- inform RILA members and the Executive Board about intellectual freedom issues and recommend appropriate responses

The Intellectual Freedom Committee is empowered to recommend and implement, with the approval of the Executive Board, such measures as may be necessary to preserve and protect the free expression of ideas and the freedom of access to those ideas for librarians and library users in accordance with the United States Constitution, applicable laws of the State of Rhode Island, the ALA's *Library Bill of Rights*, and other relevant documents which spell out the principles and guidelines for handling library materials. It is our duty to:

- monitor and analyze any activities relating to intellectual freedom, locally or nationally, which may have an impact on our state;
- disseminate information and offer instruction that librarians and patrons can utilize to prevent, anticipate or combat attacks on intellectual freedom; and
- appear in support of, and offer assistance to, those who are challenged.

Particularly in times of controversy, no matter what the degree of severity, the Committee shall: 1) when instructed by the Executive Board, 2) at will, or 3) on request of any party involved, serve as advocate of the principles and their defenders by:

1. Determining and gathering the facts;
2. Reporting the incident to the Executive Board, the New England Library Association, and the American Library Association Office for Intellectual Freedom, and seeking their advice and assistance as appropriate;
3. Developing a statement of RILA's position;
4. Presenting, after approval of the Executive Board, RILA's position to all interested parties, including the media, when, in the judgment of the Committee, this seems necessary;
5. Following the situation to its resolution.

AREAS OF CONCERN

Our democratic society is predicated on an informed citizenry. To insure the viability of such a society, diverse, even unpopular or controversial ideas affecting its values and functions must be expressed and explored. Thus, in our national interest, it becomes a professional obligation for librarians to provide for and actively promote, without bias or partiality, inquiry into all ideas. Primarily, but not exclusively, through the Intellectual Freedom Committee, the Rhode Island Library Association is concerned with fostering and safeguarding the processes of unbiased selection of, and access to, library materials. We will seek to insure that the professional activities of all librarians are protected and unhampered. In addition, the Association will scrutinize and seek to affect appropriately any ruling, legislation or other related action that would, in itself or by extension, apply to librarians or influence the functions of libraries.

To deal with these concerns, the Association has established, but is not limited to, the following objectives:

1. Investigating and taking necessary action in cases of proposed or actual restrictions on use of library materials, selection, and acquisitions, on administrative practices of librarians, and on activities of libraries or associated organizations.
2. Monitoring legislation at all levels to:
 - a. Support proposed legislation which would strengthen the position of libraries.
 - b. Oppose or modify proposed legislation that might place library collections and their use in jeopardy or restrict professional activities of librarians or the functions of libraries.
 - c. Affect, as appropriate, any legislation involving the constitutionally protected freedoms of inquiry, belief, and expression.
3. Educating, advising, and supporting librarians, library boards, associations, and friends in developing the policies and practices which must be pursued to achieve the Association's aims.
4. Educating the general public regarding the above concerns to insure community support and understanding.
5. Making every effort to liaison with other groups with like concerns.

Libraries of all sizes and types can be pressured by individuals and groups seeking to insure conformity with their ideas. No matter what kind of library you have or what sort of challenge may arise, there are basic preparations that your library can make to deal with complaints. The unique characteristics of your library will dictate the adaptations that will need to be made for your specific situation. Obviously, a school library or a small public library doesn't operate like a university library, nor are they governed the same. Whom you answer to influences how procedures are formulated, approved, and applied.

Just as significantly, some libraries are more vulnerable to attack than others. School and public libraries would generally be targeted more frequently because of the special or diverse clientele they serve. Often they are administered by people who must themselves answer to the citizens and lawmakers who foot the bills. In light of these factors, school and public libraries, particularly, should peruse the appropriate sections of the *ALA Intellectual Freedom Manual* that deal with specific libraries. Likewise, many of the items in the *Library Bill of Rights* and its interpretations are especially relevant to the concerns and problems of these libraries.

Preparation and Action

BEFORE THE CENSOR COMES

In general, it is necessary for every library to take measures to create, disseminate, and clarify its policies and procedures regarding selection of materials and to establish good community relations. This is true no matter who its constituents are or in what type of environment it operates. These preparations provide a firm and clearly defined position from which specific actions are taken, and a base of support when a challenge occurs.

The following checklist spells out the basic steps to take as a part of normal operating procedure. After the checklist, there is discussion of some of the details involved in meeting each objective. They include suggestions, but are not meant to limit what you may do. Space does not allow the reprinting of sample policies or programs, but the bibliography and the ALA Web site contain resources that may be used to:

- Develop, adopt, and maintain, a selection/collection development policy.
- Create a clearly defined method for handling complaints.
- Conduct regular in-service training to acquaint staff with policies and procedures.
- Maintain lines of communication with various constituencies and community groups.
- Maintain a vigorous public information program on behalf of your library and intellectual freedom.
- Become familiar with local and state law and legislation pertaining to libraries and First Amendment rights.

DEALING WITH COMPLAINTS ABOUT RESOURCES

Libraries of all sizes and types continue to be targets of pressure from groups and individuals who wish to use the library as an instrument of their own tastes and views. It is the responsibility of every library to take certain measures to clarify policies and establish community relations. These will provide a firm and clearly defined position if selection policies are challenged. The following measures should be normal operating procedures:

1. Maintain a materials selection policy. It should be in written form and approved by the appropriate governing authority. It should apply to all library materials equally (see following section: Materials Selection Policy).
2. Maintain a library service policy. This should cover registration policies, programming, and services in the library that involve access issues.
3. Maintain a clearly defined method for handling complaints. The complaint must be filed in writing and the complainant must be properly identified before action is taken. A decision should be deferred until fully considered by appropriate administrative authority (see following section: Mechanism for Handling Complaints).

4. Maintain in-service training. Conduct periodic service training to acquaint staff, administration, and the governing authority with the materials selection policy and the library service policy, and methods for handling complaints.
5. Maintain lines of communication with civic, religious, educational, and political bodies of the community. Library board and staff participation in, and presentations to, local civic organizations should emphasize the library's selection process and intellectual freedom principles (see following section: Communication with the Community).
6. Maintain a vigorous public information program on behalf of intellectual freedom. Newspapers, radio, and television should be informed of policies governing materials selection and use, and of any special activities pertaining to intellectual freedom.
7. Maintain familiarity with any local, municipal, and state legislation pertaining to intellectual freedom and First Amendment rights.

Following these practices will not preclude receiving complaints from pressure groups or individuals, but should provide a base from which to operate when these concerns are expressed. When a complaint is made, follow one or more of the steps listed below:

1. Listen calmly and courteously to the complaint. Remember the person has a right to express an opinion. Use of good communication skills helps many people understand the need for diversity in library collections and the use of library resources. In the event the person is not satisfied, advise the complainant of the library policy and procedures for handling library resource statements of concern. If a person does fill out a form about their concern, make sure a prompt written reply related to the concern is sent
2. It is essential to notify the administration and/or the governing authority (*i.e.*, library board) of the complaint and assure them that the library's procedures are being followed. Present full, written information giving the nature of the complaint and identifying the source.
3. When appropriate, seek the support of the local media. Freedom to read and freedom of the press go hand in hand.
4. When appropriate, inform local civic organizations of the facts and enlist their support. Meet negative pressure with positive pressure.
5. Assert the principles of the *Library Bill of Rights* as a professional responsibility. Laws governing obscenity, subversive material, and other questionable matter are subject to interpretation by courts. Library resources found to meet the standards set in the materials selection or collection development policy should not be removed from public access until after an adversary hearing resulting in a final judicial determination.

6. Contact the RILA Intellectual Freedom Committee to inform them of the complaint and to enlist their support and the assistance of other agencies. (see following section: Mechanism for Handling Complaints).

The principles and procedures discussed above apply to all kinds of resource-related complaints or attempts to censor and are supported by groups such as the National Educational Association, the American Civil Liberties Union, and the National Council of Teachers of English, as well as the American Library Association. While the practices provide positive means for preparing for and meeting pressure group complaints, they serve the more general purpose of supporting the *Library Bill of Rights*, particularly Article III which states that: "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

Interpretation above adapted from the 1983 (Revised 2000) Intellectual Freedom Committee statement "Dealing with Concerns about Resources."

MATERIALS SELECTION POLICIES

The Association believes that every library, in order to strengthen its own selection process, and to provide an objective basis for evaluation of that process, should develop a written official statement of policy for the selection of library materials. It should be based on the needs of the community, the *ALA Library Bill of Rights*, its interpretations, and the *ALA Freedom to Read* statement.

A materials selection policy should cover the following areas:

1. Library objectives. A statement of the role of the library in its community, including any special relationship it may have to local agencies (regional and statewide).
2. General selection principles and procedures. A statement to include designation of the person or group responsible for the materials selected, the procedure used to select the materials, and the guidelines used in the selection process.
3. Special principles and procedures. Certain types of material (A/V, videotapes, compact disks, etc.), material for special groups (children, the visually impaired, etc.), and special subject areas may require expanded coverage to clarify the selection process.
4. ALA statements. It is strongly suggested that all ALA statements adopted by RILA be included in the library's selection policy. These include the *Library Bill of Rights* and the *Freedom to Read* statement.
5. Complaint handling. The library should establish procedures for handling complaints about the material it selects. Complaint forms for inclusion and exclusion of materials should be attached to the selection policy.

The Rhode Island Office of Library and Information Services has A selection policies on file pertaining to various sizes and types of collections. The policies and the advice of the

Intellectual Freedom Committee are available to any librarian and board of trustees who wish to compose a selection policy.

COMMUNICATION WITH THE COMMUNITY

The Association recommends that an awareness of the issues of intellectual freedom be promoted as part of the normal library publicity program to provide the basis for gathering support should an incident occur.

To this end:

1. The librarian, the professional staff, and the trustees should participate in local civic organizations and in community affairs, either as individuals or representatives of the library.
2. Personal contact should be maintained with representatives of local and statewide newspapers and radio and television stations.

In general, the better the library and its staff are known in the community, the less likely an incident is to occur; and should an incident occur, the more likely that major community figures will be ready to support the library policy.

The Rhode Island Library Association recommends the following steps for handling complaints about the inclusion or exclusion of specific materials in accordance with the policies of the American Library Association.

1. Ask complainant to fill out a form detailing his objection. Provide complainant with copy of materials selection policy.
Request to Exclude Resource - <http://www.rilibraryassoc.org/exclude.pdf>
Request to Include Resource - <http://www.rilibraryassoc.org/include.pdf>
2. Convey complainant's form to appropriate staff member or committee for investigation and recommended action. Notify trustees or other governing agency.
3. Report incident to Chair, RILA Intellectual Freedom Committee, immediately.
IFC Incident Report - <http://www.rilibraryassoc.org/incident.pdf>
4. If incident becomes a public issue, seek support of all local news media and consider setting up a public hearing to present all viewpoints of controversy.
5. Enlist support of local organizations known to foster intellectual freedom, such as the ACLU, League of Women Voters, teachers' organizations, etc.
6. Seek legal advice; contact town or city solicitor and/or other appropriate government officials.

REPORT OF AN INCIDENT AND REQUEST FOR ASSISTANCE

1. The report of an incident and request for assistance should be made by telephone or e-mail directly to the Chair of the Intellectual Freedom Committee or another member of the Committee.
2. The Chair, or a designated Committee member, will consult with the library director or inquirer, in person if possible, to collect the facts using the Incident Report form as a guide.
3. This report will be presented to a meeting of the full Intellectual Freedom Committee within twenty-four hours. The committee will formulate recommendations for action by: 1) the institution involved, 2) the Intellectual Freedom Committee, and 3) the Rhode Island Library Association. These recommendations will be forwarded to the Rhode Island Library Association President for Executive Board action.
4. The President, in conjunction with the Executive Board, meeting in emergency session if necessary, will approve Intellectual Freedom Committee recommendations before they are presented to the concerned parties.
5. In an emergency, the Intellectual Freedom Committee Chair or designated committee member, with the approval of the Rhode Island Library Association President, will provide interim assistance.

REPORT OF INCIDENT WITHOUT A REQUEST FOR ASSISTANCE

1. The report of an incident without a request for assistance should be made by telephone or e-mail directly to the Chair of the Intellectual Freedom Committee or another member of the Committee.
2. The Chair or designated Committee member will consult with the library director or person reporting, in person if possible, to collect the facts using the Incident Report form as a guide.
3. The report will be distributed to the members of the Intellectual Freedom Committee, and the incident will be reported to the Executive Board of the Rhode Island Library Association.

Resources

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INTELLECTUAL FREEDOM ORGANIZATIONS

American Association of School Librarians

50 East Huron Street
Chicago, IL 60611
(312) 944-6780

<http://www.ala.org/aasl/>

American Bookseller's Association

828 South Broadway
Tarrytown, NY 10591
(914) 591-2665

<http://www.bookweb.org>

American Civil Liberties Union

132 West 43rd Street
New York, NY 10036
(212) 944-9800

<http://www.aclu.org>

American Civil Liberties Union Rhode Island Affiliate

10 Abbott Park Place, 3rd Fl
Providence, RI 02903
(401) 831-7171

<http://www.riaclu.org/>

American Library Association

50 East Huron Street
Chicago, IL 60611
(312) 944-6780

<http://www.ala.org>

American Library Association Office for Intellectual Freedom

50 East Huron Street
Chicago, IL 60611
(312) 944-6780

<http://www.ala.org/oif.html>

American Society for Journalists & Authors

1501 Broadway, Suite 302
New York, NY 10036
(212) 997-0947

<http://www.asja.org>

ARTICLE 19,
the Global Campaign for Free Expression
6-8 Amwell Street, London EC1R 1UQ, UK
Tel: +44 20 7278 9292
<http://www.article19.org/>

Center for Democracy and Technology
1634 Eye Street, N.W., Suite 1100
Washington, D.C. 20009
(202) 637-9800
<http://www.cdt.org>

Electronic Frontier Foundation
1550 Bryant Street, Suite 725
San Francisco, CA 94103
(415) 436-9333
<http://www.eff.org>

Freedom of Information Center
University of Missouri
127 Neff Annex
Columbia, MO 65211
(573) 882-4856
<http://www.missouri.edu/~foiwww/>

Freedom to Read Foundation
(American Library Association)
50 East Huron Street
Chicago, IL 60611
(312) 280-4226
<http://www.ala.org/ala/mgrps/othergroups/freedomtoreadfoundation/index.cfm>

International Reading Association
800 Barksdale Road P.O. Box 8139
Newark, DE 19714
(302) 731-1600
<http://www.reading.org>

**Media Coalition/
Americans for Constitutional Freedom**
139 Fulton Street, Suite 302
New York, NY 10038
(212) 587-4025
<http://www.mediacoalition.org/>

National Coalition Against Censorship

275 7th Avenue, 20th Floor

New York, NY 10001

(212) 807-6222

<http://www.ncac.org>

People for the American Way

2000 M Street, N.W., Suite 400

Washington, D.C. 20036

(202) 467-4999

<http://www.pfaw.org/pfaw/general/>