



Intellectual Freedom Round Table

Newsletter

Volume XIII, No. 1

Spring 2007

— IFRT — Wisconsin Library Association

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IFRT Programs at Spring Conferences

Janice Rice, IFRT Chair, UW-Madison College Library

The Intellectual Freedom Round Table is sponsoring and co-sponsoring the following programs this spring. Come and join us!

Dr. David R. Wrone, one of the nation's foremost authorities on the Kennedy assassination, will be present a program at the WAAL conference, in Wisconsin Dells, entitled "**Was Oliver Stone Right? On the Trail with a Super Sleuth: Four Decades of JFK Assassination Research.**" Dr. Wrone's presentation is scheduled for **Thursday, April 19, 2007, 2-3:15 pm**. As a prelude to the program, you may be interested in reading his book, entitled *The Zapruder Film: Reframing the JFK Assassination*.

This promises to be a very interesting program as Dr. Wrone provides us with the inside story on the challenges he faced while investigating the Warren Commission Report and other crucial documents. You'll be fascinated by his talk and his sense of humor. Listen with fellow colleagues, as we hear from one bold professor and his experience in utilizing the Freedom of Information Act to gain access and publish his work.

At the WAPL spring conference, in Eau Claire, there are two programs IFRT is co-sponsoring. Both programs are scheduled for **Friday, May 4, 2007, 9-10:15 am**.

First, the "**Social Networking Sites**" program will provide an update on what our young adults are using these days as they communicate with their friends and

create new social networks. The program will touch upon the intellectual freedom challenges that face librarians, students, and parents.

Secondly, the topic "**Wiretapping the Internet: Coming Soon to your Library's Internet Provider**" will cover challenges that librarians face. Warrantless domestic surveillance is an issue for us as citizens and librarians. Hear more about up-to-the-minute updates and how librarians are responding.

Please mark your calendars for these exciting programs this spring. We want to see you there!

WLA Awards Banquet



Celebrating at the WLA Awards Banquet. Top, left to right: Jennifer Snoek-Brown, Janice Rice, Mary Milinkovich.

Bottom: George Wagner, Intellectual Freedom Award winner Dee J. Hall. For more on the award, see page 3.

**Intellectual Freedom Round Table
Newsletter**

ACCESS FOR DEMOCRACY

IFRT/WLA
Spring 2007

The Intellectual Freedom Round Table Newsletter is published twice a year by the Intellectual Freedom Round Table of the Wisconsin Library Association. Its purpose is to provide a means of communication among the members of the Intellectual Freedom Round Table, Wisconsin Library Association and other parties interested in intellectual freedom issues affecting Wisconsin libraries.

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The Intellectual Freedom Round Table Newsletter welcomes original articles, editorials, announcements/results of meetings, programs, or conferences, member accomplishments, and news items, which may be of interest to the readership.

Issues of the newsletter are available online, at <http://www.wla.lib.wi.us/ifrt/>.

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Deadlines Issue

March 1 Spring
September 1 Fall

Bulk rate postage paid at Madison, WI

Non-profit organization permit #1316

Post Office: Send change of address to
IFRT Newsletter, 4230 E. Terrace Dr.,
Madison, WI 53718

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Wisconsin Library Association

From the Chair: New Year, New IFRT Opportunities

Janice Rice, IFRT Chair, UW-Madison College Library

Spring has sprung, and it's time for IFRT members to breathe in the fresh air and renew our spirits. The longer days and sunshine are great sources of inspiration, as we look toward the future.

If you've been wondering how to make the transition from quiet winter-mode to a more action-oriented season, IFRT has some opportunities for you. New things are happening this year. I invite you to become more involved and active in IFRT and the activities that are being planned.

With the revival of the Intellectual Freedom award, we have more opportunities for members to serve the round table and the library profession. There are plenty of intellectual freedom issues out there and people who are defending library principles. I invite you to submit a nomination or volunteer to serve on IFRT board. There are many ways you can help.

WLA has set up a listserv for IFRT members. Please use this listserv as an opportunity to share your news and views with your fellow IF colleagues across the state. This tool will also be used a method to solicit feedback from you on timely relevant issues.

Besides the exciting program offerings at the WLA conference and

our pre-conference, we are reaching out beyond the WLA borders to connect with school librarians. I will attend the WEMA IF programs this year, as well look toward greater collaboration and co-sponsorship of relevant programs in the future. We hope to expand our intellectual freedom network throughout the state.

In fall 2006, WLA launched a new intellectual freedom page. It provides links to resources, the IF award, and back issues of our newsletter. I hope you'll take some time to visit the webpage and provide feedback via the web site comments link, at <http://www.wla.lib.wi.us/ifrt/>.

This year you will see the IFRT co-sponsoring programs at WAPL and WAAL. We hope you will attend these programs and promote them among your colleagues. Please think about ways that the IF word can gain visibility throughout the other WLA units. Remember, we are only as strong as our membership.

Thanks for all that you do in your daily work that supports intellectual freedom.

*'Tis the motive exalts the action;
'Tis the doing, not the deed.*

Margaret Junkin Preston,
*The Proclamation of Miles
Standish, c. 1875*

Words to Live By

"In this post-9/11 environment, when so many people are trying to limit the amount of information and ideas that are readily accessible because these ideas and information may be misused, it becomes even more important that libraries stand their ground."

Judith Krug, Quoted in "Sex, the Constitution and the Net" interview by Declan McCullagh for CNET, March 2003

Successful IFRT Programs at WLA Fall 2006 Conference

George Wagner, Past IFRT Chair & Janice Rice, IFRT Chair

Patriot II: Plenty to Worry About

The Patriot Act allows the government to get people's library records in terrorism investigations. As Congress prepared to reauthorize the 2001 legislation last March, the library community tried its best to change provisions that compromised patron confidentiality. While most news outlets reported that librarians' concerns had been met, Jane Kirtley, director of the Silha Center for Media Ethics and Law at the University of Minnesota, says "not so fast." She presented a program, "Patriot Act II: No Problem for Libraries Now? Think Again" at the WLA Annual Conference in Nov. 2006.

Speaking before an audience of about 75 librarians, Kirtley noted that while there have been some modest improvements to the Patriot Act re-

garding libraries, its most onerous provisions are still present.

For years, libraries have obeyed judicially issued subpoenas for patron information. Section 215 of the original Patriot Act allows the government to seize patron borrowing records including internet records without stating cause. This provision was to sunset in March of 2006. Patriot II tightens things up and demands that the FBI present grounds to the judiciary that the requested records are "relevant" and that any seizure order describe the records sought. Unfortunately, this does not interfere with the government's overall right to seize patron records.

Section 505 of the 2001 Patriot Act allowed the Feds to issue National Security Letters (NSLs) to libraries, which were in effect subpoenas for



George Wagner and "Patriot Act II" program presenter Jane Kirtley

information without requiring that the federal agent bring evidence before a judge. Patriot II allows libraries to reject NSLs when the libraries are "functioning in their traditional roles." However, it does not allow libraries the right to withhold Internet use information.

Another noxious provision of the original act was the "gag" order that

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Dee J. Hall Wins WLA IF Award

George Wagner, Past IFRT Chair, Milwaukee Public Library

Dee J. Hall, investigative reporter for the *Wisconsin State Journal*, received the 2006 WLA/Proquest Intellectual Freedom Award at the November WLA awards banquet. Ms. Hall and her husband, Andy Hall, also a reporter at the *WSJ*, joined a table of IFRT officers and members prior to the presentation for an excellent meal and a lively discussion.

Ms. Hall was being honored for breaking the Capitol caucus scandal that resulted in criminal convictions of several top Wisconsin legislators. Through her dogged research that met fierce resistance and stonewalling, she was able to unearth the tawdry tale of using state employees on state time to do partisan campaigning.

In her brief acceptance speech, Ms. Hall remarked that librarians in the

state legislative reference bureau were most helpful in gathering pertinent information for her inquiry. The Proquest award included a plaque and a \$500 honorarium.



Dee J. Hall accepts her WLA SIRS/Proquest Intellectual Freedom Award

Call for IF Award Nominations

The Wisconsin SIRS/Proquest Intellectual Freedom Award recognizes the contribution of an individual or group who has actively promoted intellectual freedom in Wisconsin. Is there a person or group you know of that would be deserving of this award?

For more information about the award, please contact the chair of the WLA Intellectual Freedom Roundtable, Janice Rice, or visit our web site at <http://www.wla.lib.wi.us/ifrt/>.

Send completed nominations to the Wisconsin Intellectual Freedom Round Table, WLA Office, 5250 East Terrace Drive, Suite A1, Madison, WI 53718, fax (608) 245-3646.

**Nominations due
May 15!**

Continued from previous page

forbade libraries to tell anyone that their records had been sought under an NSL. Under Patriot II, libraries will be able to at least discuss it with their attorneys. It still does not allow us to share the information with the larger library community.

One library director came up with an ingenious way to alert her community about any NSLs the library might have received over the previous month. Following the letter of the law by making sure she never stated if such a subpoena had been issued, she would make sure each monthly report would potentially include the statement, "No National Security Letters were received this month." If she failed to mention this, patrons could assume that one had been requested.

Kirtley urged librarians to stay on top of these issues and to continue to pressure our representatives to ensure adequate patron confidentiality. With the recent congressional changes, and even formerly supportive Republicans now questioning the administration's lax oversight of FBI probes, new legislation revising Patriot II may be in the works, especially focusing on restricting the NSLs.

McCoy Lambastes Torture

Speaking at the WLA Conference during his program, "A Torturous Route: Combing National Security Files and Finding 50-Year-Old Fingerprints All Over Abu Ghraib and Guantanamo," UW historian Alfred McCoy laid out a most unsettling route that our military and intelligence services has deployed in its use of torture over the last fifty years. While the media has concentrated on techniques such as waterboarding, McCoy warned his audience of about thirty that far more subtle methods were employed that were more effective—and more psychologically damaging for the victims.

It was early in the Cold War that

the CIA and military perfected the manual that would get them their results while avoiding the obviously unpalatable and simultaneously eluding detection. The essence of this new technique had two major elements: 1) extreme sensory deprivation (this alone was found to induce a state close to psychosis within 48 hours); and 2) self-inflicted pain usually caused by hour upon hour in "stress positions." With the current wars came a third element meant to break down detainees: attacking cultural sensitivity. In practice today, this often means attacking Arab male sensitivity to issues of gender and sexual identity.

Aside from his own 2006 book, *A Question of Torture*, McCoy ticked off numerous government documents and other sources that we can investigate further, including:

- *The CIA in Latin America*, a website from the National Security Archive, <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB27/index.html>, that features excerpts from the *CIA Human Exploitation Manual*.
- 18 U.S.C., Sec. 2340. This incorporates the definition of "torture" codified in the federal criminal code.
- *The Question* by Henri Alleg, 1958, reprinted 2006, University of Nebraska Press. Examines the use of torture by the French in Algeria.
- *The Torture Papers: The Road to Abu Ghraib*, 2005, Cambridge University Press.

Law for Librarians Follow-up

At the WLA conference in Wisconsin Dells, IFRT sponsored a program entitled "Intellectual Freedom: From Principles to Best Practices." This was a launching point results gained by attending the "Law for Librarians" workshop, a 2 ½ day training session which was sponsored by ALA Office for Intellectual Freedom in April 2006.

Youth access and the internet, challenges to library resources, and

privacy were the main areas presented at the WLA program. Lisa Strand, Janice Rice, and Helen Adams presented background history, policy, and sample case law related to those areas. Bibliographies, policies, and fact sheets were distributed to the audience.

Lisa Strand introduced the new IFRT webpage, which leads to intellectual freedom resources and case law: <http://www.wla.lib.wi.us/ifrt/IFResources.htm>.

During the wrap-up session, participants suggested topic areas for the **Law for Librarians WLA pre-conference which will be held this fall in Green Bay, on Oct. 16**. Some of the suggested focus areas include downloading and internet issues, policies every library must have, IF related to academic freedom in universities, hate speech, politically correct thinking and IF, labeling books and music, and rating systems, how to create policies for academic libraries, dealing with internet access, gambling, computer labs and chat rooms, reverse effects of classifying information, professors' privacy, and student staff, creating policy, and doing an audit.

Since a two-hour program can only touch upon a few key areas, the pre-conference will cover hot issues of the day. We are pleased to announce that our **keynote speaker** will be **Judith Krug, Director of the ALA Office for Intellectual Freedom**. All of us are very excited to have her on board. We hope you can join us!

WLA Pre-Conference

Set your calendars! IFRT-sponsored "Law for Librarians" pre-conference on Oct. 16, in Green Bay.

Keynote speaker:
Judith Krug, Director of the
ALA Office for Intellectual
Freedom

Intellectual Freedom: An Update on Federal Legislation and Other Recent Federal Activities

Bob Bocher, Technology Consultant, Wisconsin Division for Libraries, Technology, and Community Learning

A number of bills have already been introduced in the new 110th Congress that, if passed, will have a definite impact on intellectual freedom and related issues, like privacy. This article provides an update on pending legislation and reviews other actions and activities of the federal government related to intellectual freedom issues impacting libraries.

Federal Legislation

Below is a brief synopsis of several bills pending in the House or Senate that have provisions of interest to the K-12 school and library communities. **Note:** The text of all the bills referenced below can be found on THOMAS (<http://thomas.loc.gov/>).

DOPA - Deleting Online Predators

Act: Two versions of this bill have been introduced, one in the Senate (S.49) and a companion measure in the House (H.R.1120). The Senate bill, officially called "Protecting Children in the 21st Century Act" also includes additional sections addressing several other issues including revising the federal statutes related to child pornography. A version of this bill was first introduced in the last session of Congress where it passed the House by a vote of 400 to 15 but died in the Senate. The bill will require schools and libraries that receive E-rate funding for Internet access to block or restrict access to "social networking" websites, like MySpace. Both current bills are very similar to the previous 2006 bill, but there are also some important differences. For example:

- The current bills say that schools and libraries must "protect" again access to social network sites. The previous bill said they had to "prevent" such access. ("Protecting" is a more general

term that affords schools and libraries some flexibility. "Preventing" is much more arbitrary.)

- While establishing some parameters, the current bills give the Federal Communications Commission (FCC) the authority to draft regulations on what a "social networking" site is. The 2006 bill defined such sites in the bill itself. The federal regulatory process at least offers more flexibility to address new Internet applications and it provides for input from the education and library communities.

American Library Association (ALA) information on the 2006 version of DOPA is at <http://www.ala.org/ala/washoff/WOissues/techinttele/dopa/DOPA.htm>.

Internet Freedom Preservation Act (S. 215):

In August 2005, the FCC de-regulated broadband Internet access. Thus previous statutory protections helping to ensure a content "neutral" Internet were removed. This bill reintroduces some of these protections. A content "neutral" Internet is one of the core issues in the ongoing Net Neutrality debate. Like DOPA, this bill is similar to legislation introduced, but not passed, in the last Congress.

It may not initially appear that the Net Neutrality debate is relevant to intellectual freedom issues, but there is a close relationship between the two. A key issue of supporters of Net Neutrality is that telecommunication carriers and Internet Service Providers (ISP) should not be able to discriminate based on the content of any given Website. Maintaining "equal access" is critical to preserving the wide diversity of opinion now available via millions of Web sites covering every subject imaginable. Any entity (phone company, ISP, government) allowed to

serve as an Internet "gatekeeper" will have the ability to block or discriminate against any Web content for any reason. A more plausible scenario is not outright blockage but the channeling of certain Websites to an Internet "slow lane." This is likely to occur as more phone companies become content providers. For example, if a company introduces its own online auction website, users may suddenly find that it takes an unacceptably long time to get to a competing site like Ebay. As more libraries become content providers, it will be increasingly important that any library content not be relegated to an Internet "slow lane." The anti-discriminatory language present in the Internet Freedom Preservation bill will help preserve the open nature of the Internet and preserve access to the Web's vast diversity of opinion. Highlights of this bill include the following:

- Prevents Internet providers from blocking or degrading the ability of anyone to access the Internet and to use, send, or receive any lawful content.
- Ensures that any content, application, or service made available over the Internet be offered in a nondiscriminatory manner with respect to quality of service or access.
- Prevents an Internet provider from giving preferential treatment (e.g., faster access) to any content or services that it controls.
- Does not restrict or prevent tiered pricing for bandwidth.
- Nine months after the bill becomes law, the FCC must report to Congress on the impact of the law and any problems or issues associated with its implementation.

The ALA supports the concept of

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Net Neutrality. Its website on this issue is at <http://www.ala.org/ala/washoff/WOissues/techinttele/networkneutrality/netneutrality.htm>. The site includes links to several good papers on the subject.

Internet Stopping Adults Facilitating the Exploitation of Today's Youth (SAFETY) Act of 2007 (H.R. 837): This bill, while targeted at helping prevent online exploitation of youth, does have serious privacy issues, too. For example, the bill requires Internet providers to record customer information that will facilitate the tracking of Internet use back to an individual's PC. The bill also gives the Attorney General broad authority to issue regulations on what other information must be retained by ISPs, and for how long. Law enforcement will still need a court order to obtain any data retained by Internet providers—but the more data that are tracked and retained, the greater the privacy risks.

Communications Assistance for Law Enforcement Act (CALEA, P.L. 103-414): This law was originally enacted in 1994. It required telephone companies to make certain technical upgrades to their networks to make it easier for law enforcement to initiate phone wiretaps. While not a new bill, the law has been the subject of recent actions related to the Internet. In 2003, the U.S. Department of Justice requested that the FCC extend CALEA to cover Internet access, too. This request went through a legal challenge in May 2006, but the federal court ruled that the FCC can require certain Internet providers to comply with this law. The Commission set several dates in 2007 for ISPs to state their intent to comply.

The ALA's position is that almost all libraries are exempt but the library's Internet provider may have to comply. Most academic libraries in Wisconsin and 75% of the K-12

schools and public libraries receive their Internet access through WiscNet, the state's not-for-profit ISP. In February, the WiscNet board voted unanimously that it is a "private" network, which is exempt from CALEA compliance. However, at some point higher in the network a regional or national ISP will need to comply. (Bob Bocher is on the WiscNet board.)

See the ALA information on CALEA at <http://www.ala.org/ala/washoff/WOissues/techinttele/calea/calea.htm>. The paper "Private Network and Interconnection Exemptions Under CALEA" (<http://www.digestiblelaw.com/electronic-surveillance/blogQ.aspx?entry=3754&id=32>) by Albert Gidari is also an excellent source. Mr. Gidari serves as a consultant on this law and other technology issues for ALA.

PATRIOT Act (P.L. 107-56, reauthorized in 2006 P.L. 109-177): The library community is generally very aware of issues associated with the USA PATRIOT Act. In more recent activities related to the law, in 2005, a group of Connecticut librarians successfully sued to end the law's gag

order that prevented staff from discussing an FBI demand for computer records related to a patron's use of the Internet in the library. The U.S. Justice Department has indicated it will not appeal the ruling of the lower court. A more recent and disturbing development was the revelation in early March that the FBI had abused its authority under the act on the issuance of National Security Letters (NSL). These letters can be issued by FBI officials with no judicial oversight. A report issued by the Justice Department's Office of Inspector General found numerous violations of the FBI's own internal procedures on issuing NSL. The full report is at <http://www.usdoj.gov/oig/special/s0703b/final.pdf>.

If you have any questions on the above information, please contact Bob Bocher, DPI Division for Libraries, Technology, and Community Learning, robert.bocher@dpi.state.wi.us, 608-266-2127. For the latest up-to-the-minute news on intellectual freedom issues, subscribe to ALA's IFACTION email list. Subscription information is at <http://www.ala.org/ala/oif/ifgroups/ifan/ifactionb/ifaction.htm>.

IFRT Newsletters Available Online!

Jennifer Snoek-Brown, IFRT Newsletter Editor, UW-Platteville Karrmann Library

In addition to the new resources available on the IFRT web site (see p. 10), the complete IFRT newsletter archives—from the first issue in Spring 1995 to the current issue—are available online, in PDF format, at <http://www.wla.lib.wi.us/ifrt/>. This is in due, in part, to the responses we received from the member survey circulated in the last IFRT newsletter.

We received an overwhelmingly positive response to the question if members would be in favor of the newsletter being available online. As one member noted, "Yes, what a great idea to make it available online—the more people who have access to these

great ideas and articles, the better."

The IFRT board appreciates everyone who responded to the newsletter survey, and would like to especially thank those who took the time to provide comments. These were often very insightful. For example, one member pointed out, "I feel that it is an excellent newsletter and if it were promoted more widely it might act as a spur for people to join." Making the newsletters available online is one effort toward that goal.

However, we want to emphasize that the electronic version of the IFRT newsletter will **not** replace the paper version mailed out to members.

Commentary

Self-Censorship: Let's Talk About It

Megan Schliesman, IFRT Secretary, Cooperative Children's Book Center

No doubt many librarians are by now aware of the controversy that surrounded the 2007 Newbery Award winner, *The Higher Power of Lucky* by Susan Patron. The appearance of the word "scrotum" on the novel's first page—mentioned in an anecdote about a dog who is bitten by a rattlesnake on his scrotum—led to a firestorm of activity on professional listservs, as well as a front page story in the *New York Times* and follow-up articles in local papers and other media across the country.

The anecdote in the story is told by an adult and overheard by the novel's main character, 10-year-old Lucky. Unlike many adults in the real world, Lucky's attention is not subsequently focused single-mindedly on that or any other aspect of the dog's anatomy. Not only isn't she scarred by hearing the word; she barely takes notice of it. She has a life to live and business to attend to, just as author Susan Patron had a story to tell—a lovely, literary story full of well-drawn, singular characters whose lives intersect with Lucky's, which is lucky for her, and for readers, too.

What happened in the days following the initial posts on the listserv LM_Net about the appearance of the word "scrotum" and the subsequent *New York Times* story ["With One Word, Children's Book Sets Off Up-roar" in the Feb. 18, 2007 issue] detailing the "dozens" of school librarians who were "banning" or refusing to buy the book offers several lessons for us all: on the professional standards we should strive to uphold with regard to collection development, on the way we

respond to colleagues who are struggling with concerns about what they select, and, finally, on a topic about which we all should know better—believing everything we read.

Let's start with Media 101. A follow-up story to the *New York Times* article, done by an AP reporter, found that the "dozens" of librarians reportedly "banning" the book were two dozen individuals, some of whom had merely expressed concerns or reservations, and a number of these already had the book on order or in their collections. It

was sloppy reporting in the *New York Times* that, ignorantly or intentionally, served to heighten the hype and the shock-factor for readers surrounding the appearance of "scrotum" in a book that had just been given our country's highest honor in literature for children.

But that initial *New York Times* story led to a flurry—and sometimes fury—of exchanges on library listservs (not to mention AOL) about this book in particular and intellectual freedom in general. It's great when we as professionals talk about intellectual freedom—we don't do it enough. But perhaps more troubling, the story also led to snap judgments about those who expressed a concern or reservation about the book. [Editor's Note: Read Susan Patron's reaction to the controversy online at the *Publisher's Weekly* Children's Bookshelf, posted Feb. 15, 2007, at <http://www.publishersweekly.com/article/CA6416836.html>]

When the story first broke, I fell into the trap headfirst and did my share of fuming about librarians who are doing the very thing that we lament in

would-be censors: judging a work as a whole because of a piece or part taken out of context. Have they really thought about what they are saying, I wondered? Are they really prepared to start going through every book in their library with the same level of scrutiny, because once they've opened the door to rejecting a book based on a single word, they've set a precedent that will be impossible to uphold either personally or professionally.

But then I remembered what I'd learned in a workshop offered by the Cooperative Children's Book Center two years ago: "How Far Is Too Far: Pushing the Boundaries in Young Adult Literature." That day opened my eyes in a new way to the very real fears and concerns that librarians and teachers sometimes have about facing challenges.

Do I advocate that librarians who are fearful should ignore their professional responsibilities? Not at all. But shoving professional principles down the throats of colleagues who are struggling and fearful won't go far in helping them move beyond their fears, and may very well leave them feeling resentful and alone.

As a profession, we don't talk much about self-censorship—why it happens and what we can do about it. And the reality is that one of the biggest challenges librarians may face in choosing books or other materials for a collection are their own fears or biases. We need to encourage one another to talk about barriers that can arise in materials selection openly and honestly, and we need to create environments where these discussions can take place without fear of judgment. In doing so, we might not be able to alleviate everyone's fears, but we can certainly help

“As a profession, we don't talk much about self-censorship—why it happens and what we can do about it.”

Judith Krug on the 'Interesting' Times of Intellectual Freedom

Elizabeth Buchanan, IFRT Chair-Elect, UW-Milwaukee School of Information Studies

Nearly 100 librarians and information professionals attended the American Library Association (ALA) Office of Intellectual Freedom Director Judith Krug's talk, "The 'Interesting' Times of Intellectual Freedom," on January 12, 2007, an event jointly sponsored by the Center for Information Policy Research, School of Information Studies at UW-Milwaukee, the SWITCH Library Consortium, and UWM Libraries.

Director of the ALA's Office for Intellectual Freedom since it was founded in 1967,

Ms. Krug remains unparalleled in her commitment to educating the public about their rights to free access of all expressions and ideas. In terms of public policy, she continues to strongly oppose the notion that libraries ought to censor the materials they provide to patrons. Since 1967, Ms. Krug has advised countless numbers of librarians and trustees in dealing with challenges to library materials. She helped to found the Freedom to Read Foundation, a sister organization of ALA, and has served as its Executive Director since 1969. Krug also helped found Banned Books Week, an annual celebration of the right of individuals to choose their own reading materials. Now entering its 25th year, the program serves to raise awareness about censorship and remind Americans that our freedoms can be fragile if we're not vigilant in protecting them.

Ms. Krug spoke about numerous issues facing librarians, notably the

Patriot Act, Academic Bills of Rights, and disappearing information and diminishing access to public and government information.



Left to right: Elizabeth Buchanan, Director of the Center for Information Policy Research and IFRT Chair-Elect; Judith Krug, ALA Office of Intellectual Freedom Director; and Dean Johannes Britz, UW-Milwaukee School of Information Studies

After Ms. Krug's enlightening and inspiring talk, attendees participating in small group discussions, facilitated by Center for Information Policy Research Director and IFRT Chair Elect Elizabeth Buchanan, former IFRT Secretary and Marquette University Librarian Rose Trupiano, UWM-SOIS Dean Johannes Britz, and Alverno College Librarian Sarah Shutkin. We offer the group discussions below, and encourage you to use them at future staff meetings or retreats.

Ms. Krug's talk is available for review through the Center for Information Policy Research web page, <http://www.uwm.edu/Dept/SOIS/cipr/archive.html>.

IF Discussion Questions

- What policies do your institutions have in place to safeguard intellectual freedom? What points are most relevant for such a policy statement? Is there a campus-wide concern for pro-

tecting IF, or does the major concern fall upon the library? Discuss some ideas on when and how this topic could be addressed on your campus.

- What specific issues in IF are you facing at your institutions?
- Do you feel students today are more or less inhibited to exchange and express free, frank thoughts in the online environment (e.g., online class discussion, social networking tools like blogs, etc.)? Why or why not?

- Discuss what you see as new challenges for academic freedom in the online environment.

- How has the Patriot Act impacted your institutional policies? Do you have a written response in place in the event of a Patriot Act request? If not, what do you feel are the key pieces to be included in such a response?

- How have you seen the overall chilling effect, (i.e., faculty being fired or "watched," because of "dangerous" thoughts expressed in the classroom, Academic Bills of Rights, DOPA Act) impacting libraries? Do you see any changes or trends in terms of the library's collection?

- Brainstorm some display or exhibit ideas that would help promote intellectual freedom.

- What discussions are taking place on your campus about the war or regarding information relating to the war? Do you feel critical inquiry and open debate over the war is restricted in any way on your campus (e.g., given the tone of the government's administration or the patriotic atmosphere in our country)? What are your observations?

- What are the opinions at your library and on your campus on the utilization of filtering software on campus computers? Do you have a policy statement on this issue?

Intellectual Freedom as an Essential Skill?

Elizabeth Buchanan, IFRT Chair-Elect, UW-Milwaukee School of Information Studies

Recruiting for an open position? Is commitment to intellectual freedom a required skill? It should be!

A small but growing trend shows "commitment to intellectual freedom" included in job announcements. Recently, librarian positions in Seattle Public Library, as well

as in an announcement from Edmonton Public Library, specifically stated that a commitment to IF is an **essential** skill.

We on the IFRT encourage you to consider this seriously and consider adopting this practice in your job positions!



Essential Functions:

- Intellectual Freedom

Support intellectual freedom; assume responsibility for how the Library is perceived by staff and the public; and provide leadership to the Library through collaborative problem solving.

And:

Required Qualifications:

- Commitment to Intellectual Freedom

Applicants must have a strong commitment to intellectual freedom.

From recent Seattle Public Library announcements for Adult, Children's, and Teen Services librarians

Academic Bill of Rights—a 'Hotbed' of Controversy

Rita Magno, IFRT Member-at-Large, Viterbo University Library

With significant resistance from key educators, and educational associations throughout the country, an Academic Bill of Rights (ABOR) proposal has been working its way through a number of state committees and legislatures over the past three years. The proposal was also briefly given life at the federal level through the College Access and Opportunity Act of 2005, which passed the House on March 30, 2006, but never became law. At the heart of the proposal is whether or not American colleges and universities should be required by state or federal mandate to adhere to a uniform academic freedom policy.

David Horowitz, of the David Horowitz Freedom Center (formerly the Center for the Study of Popular Culture), is author and chief advocate of the proposal. Horowitz founded the Center in 1988 "to institutionalize his campaigns against the Left and its anti-Americanism," according to *Front Page*, the online magazine published by the Center.

According to *Front Page*, Horowitz launched the academic freedom campaign in 2003 to "return the American university to traditional principles of open inquiry and to halt indoctrination in the classroom."

The Academic Bill of Rights consist of eight principles that provide professional guidelines for faculty with regard to what they teach and how they teach it, and advice for schools on faculty promotion and tenure, the hiring of faculty, campus speakers, and maintaining organizational neutrality.

Copycat bills such as the one introduced by Wisconsin State Rep. Marlin Schneider, D-Wisconsin Rapids and co-sponsored by Rep. Rob Kriebich, R-Eau Claire (chair of the Assembly Committee on Colleges and Universities) would have the government dictate campus parking policies, adopt weight standards for campus textbooks, require the audio or video taping of all classes, and establish a standard timeframe for submission of grades by faculty.

Opponents of ABOR argue that the proposal would disrupt the faculty student relationship in the classroom, and violate the long-standing principle of academic freedom. Critics point to current policies already in place at colleges and universities across the country to protect students.

The fact that this proposal has not come from students within academia, or through a complaint process to individual state and federal legislators, has contributed to its early demise in over a dozen states as well as at the federal level. For these reasons, many believe that it is in fact politically motivated.

Stanley Fish, Dean of the College of Liberal Arts and Sciences at the University of Illinois at Chicago and columnist for the *Chronicle of Higher Education*, reports with dismay that "it is now generally believed that our colleges and universities are hotbeds (what is a 'hotbed' anyway?) of radicalism and pedagogical irresponsibility where dollars are wasted, nonsense is

Continued on page 14

What IF Forum: Questions and Answers on Intellectual Freedom

Megan Schliesman, IFRT Secretary, Cooperative Children's Book Center

Question:

I work in a small public library. I feel that I should be including books with gay and lesbian content in our collection, but I'm afraid of the possible repercussions. I'm not certain the board would support such books if a challenge arose. I'm especially worried about collecting picture books. What do you suggest I do?

Response:

It can be scary to purchase materials that you think might create a stir. Good for you for knowing you shouldn't let your fear stand in the way of fulfilling the library's mission to serve everyone in your community.

Remember that your job in selecting books is guided by your policy. And that policy was approved by the library board. The public library and its board have an ongoing commitment to serve all community citizens with materials in many formats on many themes and topics. So when you are

choosing materials with gay and lesbian content, you are helping to fulfill the mission outlined in your policy. You are doing your job.

Community members do differ from each other, even if they might seem to be remarkably similar in many ways. Whether or not members of your board are aware that gay individuals live in the community, or that individuals with gay family members and friends live there, every library - large or small - has a responsibility to provide materials for everyone in the community. All library users in a democratic society deserve to see their realities and values reflected in the library books they are free to choose—or not choose—to borrow and to share with their young family members.

Of course this no guarantee that your board will support keeping a particular title if it is challenged. But don't assume such books will be challenged. And don't assume the board won't support them if they are. Focus

instead on your responsibility: to uphold your policy and fulfill the library's mission by serving the community as a whole—in all its diversity. That is something in which you can take great professional pride.

Because you most likely have a small book budget, you're probably already selecting books for young children that are recommended by reliable professional resources such as the ALA/ALSC Notable Children's Books list and professional review journals such as *Booklist*. Sources such as these and *Children's Catalog*, which recommends books for public libraries on various themes and topics, will help you identify materials that you and the library can responsibly support.

This column highlights questions and responses from the Cooperative Children's Book Center's "What IF ... Questions and Answers on Intellectual Freedom" forum, at <http://www.education.wisc.edu/ccbc/freedom/whatif/default.asp>.

Web Site Spotlight: Intellectual Freedom Resources Added to WLA Web Site

Lisa K. Strand, WLA Executive Director

Make a note, and add it to your favorites: the new IFRT-created web pages at <http://www.wla.lib.wi.us/ifrt/IFresources.htm> provide handy access to a comprehensive list of organizations, statements, policies, best practices, and case law about intellectual freedom. Because ALA's Office for Intellectual Freedom (OIF) remains the place to go for information about intellectual freedom and libraries, the IFRT pages provide many links to specific resources at the OIF. In addition, there are useful links to resources from Wis-

consin and other states.

For instance, the main page includes links to ACLU-Wisconsin, Cooperative Children's Book Center (CCBC), and the Department of Public Instruction (DPI). In addition, subject headings on Case Law, Best Practices, and Policies provide both ALA and Wisconsin resources on Internet access, First Amendment issues, labeling, meeting rooms, and more.

An example is the DPI's rich resource for public library trustees, *Trustee Essentials*, which contains chapters

on policy development, dealing with challenges, and freedom of inquiry and free expression. The appropriate chapters are linked here, along with sample intellectual freedom policies from public libraries.

We hope you'll take a look and refer to the site often. IFRT looks forward to adding resources as they learn about them. Please contact Megan Schliesman, IFRT webmaster, schliesman@education.wisc.edu, if you have suggestions.

Most-challenged Books of New Century

In fall 2006, the American Library Association (ALA) compiled the top 10 most challenged books from 2000-2005.

1. *Harry Potter* series by J.K. Rowling
2. *The Chocolate War* by Robert Cormier
3. *Alice* series by Phyllis Reynolds Naylor
4. *Of Mice and Men* by John Steinbeck
5. *I Know Why the Caged Bird Sings* by Maya Angelou
6. *Fallen Angels* by Walter Dean Myers
7. *It's Perfectly Normal* by Robie Harris
8. *Scary Stories* series by Alvin Schwartz

9. *Captain Underpants* series by Dav Pilkey

10. *Forever* by Judy Blume

All but three of the books on this list (*Fallen Angels*, *It's Perfectly Normal*, and the *Captain Underpants* series) were also in the top 10 challenged books of the 1990s. However, *Fallen Angels* and *It's Perfectly Normal* did make the top 25 challenged list from 1990-2000, at numbers 24 and 15, respectively.

The ALA reports there were more than 3,000 attempts to remove books from schools and public libraries between 2000 and 2005.

From the ALA Banned Books Week web site, <http://www.ala.org/ala/oif/bannedbooksweek/bbwlinks/top ten2000to2005.htm>

Molly Ivins: A Voice to Remember

Molly Ivins, known for her liberal political editorials, died Jan. 31, 2007, of breast cancer, at the age of 62. Born on Aug. 30, 1944 in California, Mary Tyler Ivins grew up in Houston, Texas.

She began developing her signature feisty writing style when she became co-editor for the *Texas Observer* in the early 1970s. This led to posts at the *New York Times*, the *Dallas Times Herald*, and the *Fort Worth Star-Telegram*. The Creators Syndicate started publishing her column in 1992.

Ivins was also the author of sev-

eral best-selling books, including *Molly Ivins Can't Say That, Can She?*, *Shrub: The Short but Happy Political Life of George W. Bush*, and *Bush-whacked: Life in George W. Bush's America*.

She won several awards for journalism, including the William Allen White Award from the University of Kansas in 2001; that same year, she was also elected into the American Academy of Arts and Sciences.

George W. Bush, often the target of her literary barbs, stated, "Her quick wit and commitment to her beliefs will be missed." Indeed.

“ So keep fightin' for freedom and justice, beloveds, but don't you forget to have fun doin' it.

“The Fun's in the Fight,”
Mother Jones, May/June 1993

There are two kinds of humor. One kind that makes us chuckle about our foibles and our shared humanity... The other kind holds people up to public contempt and ridicule. That's what I do.

People magazine interview,
Dec. 9, 1991

UW-Milwaukee IF Events

The Center for Information Policy Research at the School of Information Studies, UW-Milwaukee, hosts prominent scholars from the US and abroad in its newly initiated **CIPR Colloquia**. All lectures are free and open to the public, and are streamed and archived through the CIPR web site.

The fall lectures examined the global nature of information policy and ethics, while the spring series prominently highlights the role of LIS professionals and libraries.

The Spring series featured prominent scholars Dr. Toni Samek (Feb. 22), Jacques de Plessis (March 9), and Catherine Johnson (March 28).

Siva Vaidhyanathan concludes the Spring series as the keynote speaker for the **Ted Samore Annual Lecture**, at the UW-Milwaukee School of Information Studies, May 12, 2007. The lecture will be held at the Hyde House, Bay View, Wisconsin. Dr. Vaidhyanathan will speak on "The Googlization of Everything: Digitization and the Future of Books."

Dr. Vaidhyanathan is the author of *Copyrights and Copywrongs: The Rise of Intellectual Property and How it Threatens Creativity* (New York University Press, 2001) and *The Anarchist in the Library: How the Clash between Freedom and Control is Hacking the Real World and Crashing the System* (Basic Books, 2004).

Tickets for the Ted Samore Annual Lecture are \$15; \$5 for students. Dinner is included; cash bar.

For more information and for the colloquia schedule and archived lectures, see <http://www.cipr.uwm.edu>.



Top 25 Censored Stories of 2007

Project Censored, a media research group from Sonoma State University, celebrated its 30th anniversary in 2006. The Project Censored team tracks published news in independent journals and newsletters, reviews submissions, and compiles an annual list of the top 25 censored stories. Its newest yearbook, *Censored 2007*, is available as a 30th anniversary edition.

Project Censored web site,
<http://www.projectcensored.org/>

1. Future of Internet Debate Ignored by Media
2. Halliburton Charged with Selling Nuclear Technologies to Iran
3. Oceans of the World in Extreme Danger
4. Hunger and Homelessness Increasing in the US
5. High-Tech Genocide in Congo
6. Federal Whistleblower Protection in Jeopardy
7. US Operatives Torture Detainees to Death in Afghanistan and Iraq
8. Pentagon Exempt from Freedom of Information Act
9. The World Bank Funds Israel-Palestine Wall
10. Expanded Air War in Iraq Kills More Civilians
11. Dangers of Genetically Modified Food Confirmed
12. Pentagon Plans to Build New Landmines
13. New Evidence Establishes Dangers of Roundup
14. Homeland Security Contracts KBR to Build Detention Centers in the US
15. Chemical Industry is EPA's Primary Research Partner
16. Ecuador and Mexico Defy US on International Criminal Court
17. Iraq Invasion Promotes OPEC Agenda
18. Physicist Challenges Official 9-11 Story
19. Destruction of Rainforests Worst Ever
20. Bottled Water: A Global Environmental Problem
21. Gold Mining Threatens Ancient Andean Glaciers
22. \$Billions in Homeland Security Spending Undisclosed
23. US Oil Targets Kyoto in Europe
24. Cheney's Halliburton Stock Rose Over 3000 Percent Last Year
25. US Military in Paraguay Threatens Region

WEMA Board Approves Intellectual Freedom Plan

Helen Adams, WEMA Intellectual Freedom Committee chairperson

Challenges to school library materials and questions about access to information for students continue to surface in Wisconsin. In September, the Wisconsin Educational Media Association (WEMA) Board approved an Intellectual Freedom Plan. The purposes of the Plan include:

- Ensuring Wisconsin students' First Amendment right to access to information in all formats within the parameters allowed by state and federal legislation;
- Promote intellectual freedom within library and technology programs, the broader educational community, and parents and community groups; and
- Educate members on the concepts and realities of intellectual freedom as it relates to print and electronic resources, technology equity, and the threat of filters to information access.

Under the Plan, nearly every committee in WEMA will carry out activities to advance and preserve intellectual freedom. The full plan may be found on the WEMA website at <http://wemaonline.org/ab.main.cfm/>. The intellectual freedom links originally created by Anne Zarinnia, Ph.D. & Eileen Schroeder, Ph.D. University of Wisconsin-Whitewater Library Media Program in November, 1997 were updated. The annotated and expanded links are located at <http://www.wemaonline.org/wb.intfreedom.cfm/>.

One of the unique parts of the plan is the founding of an Intellectual Freedom Network. A group of five members have been appointed to provide confidential moral support and provide a sounding board to colleagues facing a resource challenge, filtering issues, and/or other technology related intellectual freedom issues. They include

Marcia Aas, Darlington School District; Irene Cooley, Barron School District; Sherry Freiberg, retired from the Fond du Lac School District and UW-Oshkosh; Jane Johns, Milton School District; and Joel Verduin, Wausau School District. They will receive training from the Cooperative Children's Book Center (CCBC) and Department of Public Instruction staff.

Training will be provided for Network members by Megan Schliesman and Bob Bocher.

WEMA has also signed a formal collaborative agreement with CCBC, and a WEMA member will be appointed to serve a three-year term as a CCBC Advisory Board member and liaison between WEMA and CCBC.

Article originally published in the WEMA Dispatch, December 2006

Graphic Novel Challenges Rise as Popularity Soars

Kelli Keclik, Librarian, UW-Madison College Library

On October 11, 2006, the board of the Marshall Public Library voted to take two critically acclaimed and best-selling novels out of circulation. *Fun Home* by Alison Bechdel and *Blankets* by Craig Thompson are graphic novels, stories that are told by combining images with words. *Blankets* and *Fun Home* are also coming-of-age stories that illustrate characters engaging in classic adolescent behavior, some of which is sexually charged.

This is precisely what alarmed Louise Mills, the citizen who made the reconsideration request. Mills is concerned that “children might stumble onto the explicit illustrations after being attracted to the comic book style of the titles” and cautioned that such material would lead to the library’s drawing the same clientele as “the porn shop down at the junction.” The titles are to remain out of circulation until trustees of the library have created a material selection policy, which the 16-year-old library had never formally written.

Similarly, in April 2006, the San Bernadino, California county board of supervisors ordered the removal of 13 copies of *Manga: 60 Years of Japanese Comics* from all of their county libraries. This reference book was shelved in the adult section of the library and had circulated 125 times. The single complaint that prompted its removal was made by the mother of a 16-year-old boy who disapproved of several images displaying sexual activity between characters. The San Bernadino county library director, Ed Kieczkowski, praised the book as a “well written” and “definitive” work, yet stated that he “could not defend” the book because of its illustrations.

In this same year, a graphic novel was nominated for an award for the first time in the 57-year history of the

National Book Award, graphic novels and comics remain one of the fastest-growing categories in book sales, and *Publisher’s Weekly* began producing a comics best-seller list. Why the sudden surge in popularity and the corresponding rise in library challenges?

Some theorize that graphic novels offer readers new ways to digest the complex issues of our time. Others, like Hollis Rudiger of the Cooperative Children’s Book Center at the University of Wisconsin-Madison, find that because the graphic novel “relies on the marriage of images and text,” and “Internet information is entirely image and text,” they are more appealing to the visual learning style of today’s younger students. Likewise, reluctant or low-ability readers may be attracted to graphic novels because they provide visual clues. The reasons behind the far-reaching popularity of graphic novels are, undoubtedly, multifaceted; however, most readers will agree that they hold some of the most original and inspired art currently being produced.

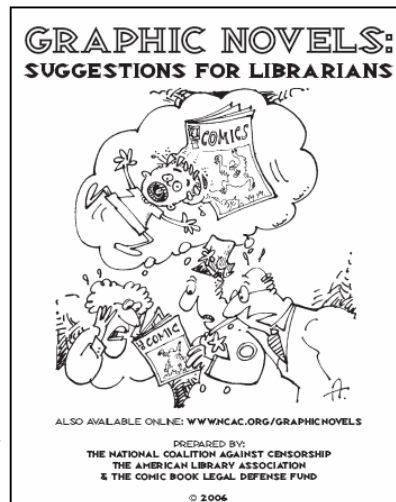
Most libraries have already responded to the mainstream success of the graphic novel. Children and young adult librarians report consistently high circulation numbers and credit graphic novels for attracting new users to their libraries. Still, we need to be aware that some patrons have yet to embrace graphic novels. Barry Lyga, author of

young-adult graphic novels, recognizes the persistence of the perception that “comic books are for dolts and illiterates, who can’t or don’t want to read.”

Along with this comes the idea that all comics are written for children which, as noted above, leads to strong reactions against the sexually explicit illustrations found in some of the graphic novels intended for adult audiences. As librarians, we should all be attentive to the popularity of graphic novels as we work to ensure that the needs of all patrons are met. Unfortunately, this means that we also need to be aware of and be prepared for challenges to their presence in our collections.

Thankfully, we are not alone in this endeavor. Last year, the American Library Association, the Comic Book Legal Defense Fund, and the National Coalition Against Censorship collaboratively worked to publish a guide for librarians entitled, “Graphic Novels: Suggestions for Librarians.” The guide addresses how to develop a graphic novel collection, where to shelve graphic novels, and how to deal with challenges.

After all, librarians are charged with selecting materials that satisfy the intellectual and entertainment needs of our users. If we avoid purchasing graphic novels to prevent possible challenges, we obstruct our patrons from accessing highly sought materials and lose an opportunity to attract a new generation of library users.



A graphic novel guide for librarians, available online in PDF format at <http://www.ala.org/oif/ifissues/graphicnovels.htm>

Resources on following page

Academic Bill of Rights *continued from page 9*

propagated, students are indoctrinated, religion is disrespected, and patriotism is scorned."

Historian Joan Wallach Scott, arguing against the proposal before the Pennsylvania General Assembly's House Select Committee on Student Academic Freedom in 2005, described the conservative view of faculty as "tenured radicals of the 1960's... waging a campaign of indoctrination that captures the minds of unsuspecting students and punishes those wise enough to disagree with them."

She expressed concern with this view in the face of current campus practices and hiring priorities. Campuses compete today to attract students and hiring decisions are often market driven. "The considerations that enter hiring decisions have everything to do with scholarship and with what might be called disciplinary politics."

Decisions are usually made at the department level with an eye to developing specializations. Scott argued that on any public university campus, some departments may be very avant-garde, and other departments may be much more conservative.

Graphic Novels *continued from previous page*

Resources

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National Coalition Against Censorship, American Library Association, and the Comic Book Legal Defense Fund. "Graphic Novels: Suggestions for Librarians." *American Library Association*. 2006. <<http://www.ala.org/oif/ifissues/graphicnovels.htm>>

Resources

"1940 Statement of Principles on Academic Freedom and Tenure." *American Association of University Professors*. <<http://www.aaup.org/AAUP/pubsres/policydocs/1940statement.htm>>

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"H.R. 609 [109th]: College Access and Opportunity Act of 2006." *GovTrack.us*. <<http://www.govtrack.us/congress/bill.xpd?bill=h109-609>>

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'IF'fy Web Sites

George Wagner, Past IFRT Chair, Milwaukee Public Library

Intellectual freedom issues are discussed on a rather sporadic basis by a variety of public and alternative radio stations and programs. But by using the miracle of archived programs, one can easily retrieve them. One of the tricky parts of searching is using the right term. Some good phrases to search include: "censorship," "intellectual freedom," "patriot act," and "Alberto Gonzalez." Here's a smattering of some good sites.

- <http://www.wpr.org>, Wisconsin Public Radio—our very own, and one of the best.
- <http://www.wbur.org>, Boston University's public radio
- <http://www.mpr.org>, Minnesota Public Radio
- <http://www.democracynow.org>, Amy Goodman available on radio, too
- <http://www.wnyc.org>, New York City Public Radio
- <http://www.kqed.org>, San Francisco Public TV and Radio

Self-Censorship *continued from page 7*

mitigate them, and decrease the sense of isolation that is certainly a reality for some librarians who feel out on a limb when making material selection decisions.

Acknowledging that self-censorship happens is the critical first step to overcoming it. Perhaps a good place to start is admitting our own fears and biases—most of us struggle with them, and not all of us are able to move beyond them. But it's scary. It's scary to admit to ourselves that we can be fearful or biased in ways that might impact our professional decision-making, and it's even scarier to think about admitting it to a colleague.

If you are in a leadership position in your library, on a library board, or among library colleagues, think about ways to create a "safe space" in which to start a dialogue. No one will speak openly and honestly if they are worried about being criticized, judged, or attacked. You might start by sharing an example of a time when you struggled to put professional responsibility ahead of fear or personal bias.

You might also start by defining the common ground on which everyone stands. Get out your collection development policies and start talking about what they really mean. Where is there shared understanding of how to interpret the policy when it comes to materials selection? Where are there questions or differences of opinion? Why are there questions or differences of opinion?

If fear is at the root of self-censoring behavior, talk about those fears and weigh them against reality. No matter how certain someone is that a book or other item will offend someone, no one knows for certain when—or over what—a challenge may arise. And no library can function effectively if any member of the staff is fearful of making selection decisions. Everyone responsible for materials selection

needs to understand their policy: how it supports and empowers them to serve their community, be it students and staff in a school, or the citizens of a community.

Perhaps the most insidious form of self-censorship, and therefore the most difficult to overcome, is that rooted in personal bias. And that's when it's time to be more assertive in affirming a library's responsibility to the diverse members of its community and to the First Amendment rights of everyone it serves. A library collection should reflect the wide-ranging needs and interests found within the community it serves, not those of the librarian(s) responsible for selecting materials. A librarian who is rejecting items on topics or with content that he or she finds personally objectionable is, quite simply, not doing her or his job.

The New York Library Association has a terrific "Self-Censorship Checklist." Reviewing it is one way to start thinking more critically about your own work and your library's practices.

You can link to the self-censorship checklist and read some other perspectives on self-censorship on the CCBC web site at <http://www.education.wisc.edu/ccbc/freedom/information.asp>.

IFRT Meeting

The IFRT Board (see column at right for board members) next meets on **Wednesday, June 6**, at the WLA offices in Madison. IFRT members are welcome to attend board meetings.

Also, please encourage your colleagues to become members of the IFRT, as well! For more information, contact the WLA Office at 608-245-3640 or wla@scls.lib.wi.us.

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WLA Intellectual Freedom Round Table

Newsletter

Vol. XIII, No. I
Spring 2007



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See page 6 for more details.

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