

Protecting

# Intellectual Freedom

in Your

*Academic Library*

Scenarios from the Front Lines




**Barbara M. Jones**

For the Office for Intellectual Freedom

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# Academic Libraries and Intellectual Freedom in the Twenty-first Century

*Libraries must assert their evolving roles in more active ways, both in the context of their institutions and in the increasingly competitive markets for information dissemination and retrieval. Libraries must descend from what many have regarded as an increasingly isolated perch of presumed privilege and enter the contentious race to advance in the market for information services—what one participant in our roundtable termed “taking it to the streets.”*

*The Power of Personal Persuasion, ACRL Toolkit, 2007*

In addition to the *Power of Personal Persuasion* cited in the epigraph above, another must-read for all academic librarians is the recently published *Changing Roles of Academic and Research Libraries* (February 2007), available from ACRL at [www.ala.org/acrl/](http://www.ala.org/acrl/). This report states what is really happening in academic libraries—now and for the foreseeable future. Much of this activity is not understood by the academic administrators to whom we report or from whom we request funds. Many administrators, after all, have not used a library for academic research since the digital revolution.

Intellectual freedom values are implicit and integral to each section of the report. With contributors from a variety of academic enterprises, *Changing Roles* accurately describes the dramatic changes in twenty-first-century libraries. The bottom line is now truly the bottom line—that is, libraries are no longer viewed as indispensable:

In redefining and reasserting their value, libraries will have to embrace much more aggressively the fact that they are one of many contenders for their institution's financial support. Libraries have been comparatively slow to realize and accept the need to function in an environment of direct competition for resources, either from within or outside their institutions.

Academic libraries are moving from the traditional “book box” building focused on physical collections to a service-intensive, access-based model that delivers information to users quickly. This information may come from local shelves or the Web, other libraries, or consortia. It requires librarians to work closely with students on information literacy, to help them navigate through the overload of information—some reliable, some not. The ACRL document goes on to discuss negotiation and collaboration with other campus constituencies. All of this means that librarians should not talk just among themselves. The library profession has its own ethics and culture, which most of us absorb from attending meetings with other librarians and reading library websites and journals. We now must engage with campus players who do not know this culture. For example, many of us have had the experience of talking with campus police, who are surprised that librarians do not want them to tap students on the shoulder if they are viewing what police define loosely as “porn.” Another common example is that IT staff may not understand user privacy the way the library professional does.

The focus of *Changing Roles* is, in short, advocacy. Many of us were not alerted in library school to the academic world of politics and competition. The academic library was once safely ensconced as the intellectual center of campus. This is no longer the case, even in the most privileged and heavily endowed institutions. We need to make our case clearly and regularly, to a diverse audience.

Advocacy of intellectual freedom and awareness of its issues can sound like the usual left-wing ideology to administrators unless librarians express these principles as essential to the academic mission. We need to craft our message carefully and not assume that everyone will be sympathetic. For example, faculty may at first not understand that, when they monitor their students' individual reading habits via a course management system, campus librarians are concerned. But when this surveillance of student reading habits is linked to academic freedom and other student privacy laws, faculty usually make the connection and support the campus library's patron privacy policies.

## **GENERAL THEMES IN ACADEMIC LIBRARIES**

### **The Academic Library as Place**

Some of the most exciting and creative work in academic libraries involves defining the space occupied by what is called the campus library. On many campuses the administration has called a moratorium on dedicating additional prime real estate for the storage of infrequently used books. Such collections are now stored off-site so that the main library space can be used for group study, social interaction, civic discourse programming, information literacy courses, and other user-centered activities and services.

Carleton College librarian Sam Demas describes academic library activity based on his own empirical study. He believes that student library use transcends technology issues. Students come because libraries “offer security, comfort, and quiet; are free and commercial free; provide a place to be with other people in a learning/cultural environment; offer opportunities to learn, search, inquire, and recreate; and afford opportunities for choice and serendipity.”<sup>1</sup>

Library architect Geoffrey Freeman explains it this way:

The library is the only centralized location where new and emerging information technologies can be combined with traditional knowledge resources in a user-focused, service-rich environment that supports today’s social and educational patterns of learning, teaching, and research. Whereas the Internet has tended to isolate people, the library, as a physical place, has done just the opposite. Within the institution, as a reinvigorated, dynamic learning resource, the library can once again become the centerpiece for establishing the intellectual community and scholarly enterprise.<sup>2</sup>

Libraries are no longer “book boxes” but rather what the *New York Times* characterizes as “places to see and be seen.” Freeman goes on to describe other aspects:

The library is an intellectual marketplace. . . . Look at the souks in Middle Eastern marketplaces, where all the wares are out in the open. . . . I want to see the service points, the collections, see other people producing and doing things. I want to see activity, not rows of quiet tables.<sup>3</sup>

Those librarians who have created learning commons and other types of social spaces in their libraries are generally thrilled by the results. Nevertheless, the increased use of libraries for social purposes raises all sorts of privacy issues. Most librarians believe that the privacy problems can be solved and would not trade their new social

spaces for the traditional model. But in designing such spaces one must remember that privacy screens may be optimal for workstations arranged close together. This is but one example of how every aspect of academic library activity—including space design—relates to issues of intellectual freedom. Also, one must consider how restrictions on time, place, and manner (see chapter 4) may affect exhibit and performance spaces in your library. Social space in academic libraries encourages deliberative democracy as well as academic discourse, discovery, and sharing of ideas. Study is no longer solely an individual endeavor. It involves faculty, student, and librarian collaborations—often with interactive resources. This is a good thing, but it brings up all sorts of issues related to freedom of speech, because such spaces beg for speech—and get it in spades.

## **Information Literacy**

What used to be called “bibliographic instruction” and was experienced by many students as meaningless treasure hunts and other “library games” during freshman week has been totally transformed in recent years, thanks to the development of *information literacy* as a serious pedagogical program in the library profession. The ACRL website has comprehensive documentation of its excellent information literacy program. The information literacy pedagogical model has encouraged librarians to collaborate more closely with campus teaching faculty and to incorporate learning styles and outcomes into their work. Many academic librarians, of course, hold faculty rank themselves.

Librarians must ensure that their information literacy sessions offer students diverse perspectives. Like teaching faculty, librarians could well be vulnerable to criticism from activist groups if they offer what some view as only one view or the “politically



correct” version of a controversial topic. For example, on the topic of global warming there are certainly a diverse number of views in the published literature, but many academic libraries buy or recommend only those materials that have been peer reviewed or recommended in review sources. Many academic libraries, including mine, include books that challenge the concept of global warming—even though Wesleyan has a Nobel laureate faculty member who has done distinguished work in that field. Students learn through their coursework and information literacy sessions how to judge for themselves.

### **Scholarly Communication**

*Scholarly communication* is a new term for the ancient practice of researching, creating, publishing, and disseminating scholarship. All academic libraries are currently working on a set of activities usually related to this field. These include creating institutional digital repositories for scholarship created by faculty and students on a particular campus and dealing with a host of intellectual property challenges brought forth by the particular problems in a digital environment. The phenomenal rise in cost of scholarly journals has led to the open-access movement, encouraging faculty to retain their copyrights and publish in free, peer-reviewed, publicly accessible web journals.

As the field of scholarly communication continues to develop, it is clear that there are numerous intellectual freedom issues contained within its initiatives. Institutional repositories are subject to the same privacy issues as other library resources. Today’s intellectual property laws, which increasingly restrict open access, are prompting many First Amendment experts to consider the chilling effect of copyright. And

the prohibitive costs of library materials have a direct impact on academic library access and services.

I intend to monitor the area of scholarly communication and publish a separate work on its relationship to intellectual freedom in the near future.

## **The Role of Technology and Digitization in Academic Libraries**

Ohio academic libraries founded OCLC in 1967. Since its beginnings, OCLC has promoted the latest digital technologies in the cause of sharing and preserving library resources. The development of Web 2.0 has dramatically changed campus teaching and learning activities. Library websites encourage communication through wikis, blogs, and electronic live reference services. All these developments have made it possible for libraries to move toward the goal of seamless access to information in a variety of formats.

Accompanying this exciting environment are challenges related to privacy, diversity in collection development, and intellectual property. Although librarians typically promote “fair use” as much as possible, there is considerable—and growing—push-back from the information providers. And when so much content is being exchanged on the Internet, the government has greater potential to wiretap and intrude on personal privacy.

In chapter 5 we closely examine the challenges and opportunities of an information world with the potential of promoting the equitable flow of information but at the same time compromising the privacy of its users. Librarians need to be at the table whenever campus decision makers tackle these complex and ever-changing policy issues.

## **INTELLECTUAL FREEDOM IN ACADEMIC LIBRARIES**

### **The Current Status of Intellectual Freedom in Academic Libraries**

Many academic librarians still view intellectual freedom as an issue primarily for public and school libraries. And some campus administrators do not understand intellectual freedom beyond the traditional issues of censorship. Meanwhile, the international and national library communities have moved decisively to include economic issues, privacy, and a host of other issues under the umbrella of intellectual freedom or freedom of expression. ACRL was the last ALA division to create its Intellectual Freedom Committee, in the 1990s. Since then, the divisional intellectual freedom committees have created invaluable policies and made a much-needed impact on ACRL and ALA, but there is much left to be done.

The ACRL Intellectual Freedom Committee began working on “Intellectual Freedom Principles for Academic Libraries” in 1998. This document was approved in 1999 and adopted by the ALA Council as an interpretation of the Library Bill of Rights on July 12, 2000. The AAUP endorsed it on November 11, 2000. Some of the key principles are noted below:

The general ALA Library Bill of Rights can be applied to academic libraries.

Privacy of users and confidentiality of a variety of library transactions are priorities.

Collection development should include access to a variety of points of view. This is a particular challenge when shrinking academic library budgets may force many academic libraries to buy only what is important to the curriculum and borrow the rest. Although this borrowing is increasingly essential, librarians should try to achieve a modicum of balance in content.

Preservation of print and other resources is a key component in preserving diversity of points of view through the ages. In academic libraries materials are often placed in special collections or in restricted areas to prevent wear and tear. If library budgets ignore the preservation of materials, they will disappear and valuable segments of our cultural heritage will be lost forever.

Licensing agreements are part of the everyday life of serials librarians. These agreements can be negotiated with intellectual freedom principles in mind, so that user access can be maximized.

The Internet in academic libraries should be unfiltered. This is an ideal to which all libraries can aspire, but it is particularly important to academic

## Yale University Library's Confidentiality of Library Records Policy

*Here is an example of a policy based on professional ethics, not on state confidentiality laws. This shows how libraries in private institutions can still promote patron privacy.*

### Confidentiality of Library Records

Librarians' professional ethics require that personally identifiable information about library users be kept confidential. This principle is reflected in Article III of the Code of Ethics, which the American Library Association adopted in 1981 and 1995 to guide librarians in making ethical decisions. Article III states: "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted."

In order to protect the rights of individuals using Yale University Library material, electronic products and services, all

circulation, collection registration, and/or use files are private and confidential records.

Under no circumstances may staff release the name of a reader to whom a book is charged, who is using a computer on library premises, or who has used any other library services. All staff, circulation and reference procedures, and automated systems will handle the recall of books from a reader, the identity of borrowers, and the profile of an individual's search for information, in such a way that confidentiality of records is maintained.

All requests for confidential information that cannot be handled through service procedures or any questions concerning this policy should be referred to an Associate University Librarian or University Librarian. As appropriate, Library Administration will consult with the University's General Counsel.

04/01/82 LMC revision 5/22/02

## The Right to Receive Information

The First Amendment protects more than the right of free speech. It also protects other activities that are essential to the exercise of free speech that are not explicitly stated in the First Amendment. Among these is the right to receive information.

The Supreme Court first discussed the right to receive information in *Martin v. Struthers*, a 1943 decision that addressed the right to receive pamphlets from a person going door to door in a company town. In upholding the right of the town residents to receive the pamphleteer's brochures, the court held that "the right of freedom of speech and press has broad scope. . . . This freedom embraces the right to distribute literature, and necessarily protects the right to receive it." The Court's subsequent opinion in *Griswold v. Connecticut* further developed the contours of the right to receive information, identifying "the right to receive, the right to read and freedom of inquiry" among the rights protected by the First Amendment.

In 1965, Justice William Brennan elaborated on the basis for extending constitu-

tional protection to the right to receive information:

The protection of the Bill of Rights goes beyond the specific guarantees to protect from Congressional abridgment those equally fundamental personal rights necessary to make the express guarantees fully meaningful. I think the right to receive publications is such a fundamental right. The dissemination of ideas can accomplish nothing if otherwise willing addressees are not free to receive and consider them. It would be a barren marketplace of ideas that had only sellers and no buyers. (*Lamont v. Postmaster General*)

A lawsuit challenging a local school board's decision to remove several books from its high school library resulted in *Board of Education v. Pico*, a seminal 1982 Supreme Court opinion that explicitly recognized the right to receive information in a library. Observing that the First Amendment plays a role in protecting the public's access to discussion, debate, and the dissemination of information and ideas, the Court held

that "the right to receive ideas is a necessary predicate to the recipient's meaningful exercise of his own right of speech, press and political freedom." It further identified the school library as the principle locus of the student's freedom "to inquire, to study and to evaluate."

The analysis used in the *Pico* decision provided the foundation for another court opinion that firmly identified the public library with the right to receive information. That opinion, *Kreimer v. Bureau of Police*, did not directly concern the receipt of information; instead, it addressed the decision by a public library to ban a homeless man from the library. But in order to determine whether the library's actions were consistent with the Constitution, the Third Circuit Court of Appeals was required to decide whether or not the homeless man's expulsion implicated the First Amendment.

The Third Circuit Court of Appeals ruled that government actions that deny access to the public library do raise First Amendment concerns. In its opinion, it stated that

“the First Amendment does not merely prohibit the government from enacting laws that censor information, but additionally encompasses the positive right of public access to information and ideas”; this right necessarily includes “the right to some level of access to a public library, the quintessential locus of the receipt of information.”

The constitutional framework established by the *Pico* and *Kreimer* court opinions continues to provide crucial protection for the right to receive information and the right to access information in the publicly funded library. Courts across the country have drawn upon this framework to return banned books to library shelves and to uphold principles of fair access in the library, providing direction to those responsible for developing intellectual freedom policies for libraries everywhere.

## Additional Resources

*Griswold v. Connecticut*, 381 U.S. 479 (1965)

*Kreimer v. Bureau of Police*, 958 F.2d 1242 (3d Cir. 1992)

*Lamont v. Postmaster General*, 381 U.S. 301 (1965)

*Martin v. Struthers*, 319 U.S. 141 (1943)

libraries, where research must be unfettered and controversial topics must be explored.

Library exhibits and policy documents must reflect intellectual freedom principles (see chapter 4).

Policies for library meeting rooms and other facilities must also incorporate intellectual freedom principles.

There must be due process for any actions regarding removal of library resources, exhibits, or services. This includes any blocking of access for students who are suspected but not yet convicted of violating copyright laws by downloading music or videos.

Finally, it is important to obtain endorsement of the “Intellectual Freedom Principles for Academic Libraries” from the parent institution, through a faculty senate vote or similar means.

Academic libraries are not usually affected as much by traditional censorship as public libraries are. Most courts and pressure groups are willing to give more leeway to higher education, because some otherwise objectionable books can be excused as necessary for research purposes. The users of academic libraries are more likely to be young adults than young minors. Thus it is far more likely that privacy issues based on the wide use of technology for a variety of academic purposes will be the major intellectual freedom issue in higher education rather than the removal of books from the shelves.

Finally, academic libraries are global in their reach. Not all resources can cross national borders easily, however; a variety of national laws prohibit even certain

categories of Internet content. Issues of international freedom of expression are thus far more likely to be of compelling interest to academe than other types of libraries. For instance, it is difficult for subject specialists to maintain contacts in parts of the war-torn Middle East. This inhibits the flow of information in parts of the world from which, arguably, we need information most.

Although the argument is rarely made, I hope that the crisis in scholarly communication and the shrinking of access caused by draconian intellectual property laws and the threats of special interests become increasingly identified as an issue of intellectual freedom. To date, the courts have been reluctant to make this argument.

### **Academic Libraries Need Policies**

One of the first things a campus attorney asks in case of a controversial library action or complaint is, “What is your policy?” This book should convince you that, for all core activities in today’s academic library, there is a need for a written policy. Collection policies demonstrate thoughtful consideration of how the library is spending ever-shrinking resources for a growing list of information requests. And in this era of national security concerns, libraries need to explain and justify their defense of freedom of expression. Library policies, goals, annual evaluations—all should be tied to the larger institutional mission. This includes all those “mom and apple pie” ideals about freedom of expression. One of the most important lessons I have learned in my thirty years in the profession is that there is no longer any consensus—even in what is considered to be the liberal world of academe—that the First Amendment as *applied*

on campus is understood or supported. Senior administrators are likely to heed their attorneys and be overly cautious about pending legislation, or about contesting the meaning of “fair use.”

Libraries need a well-documented purpose for every policy. A meeting room policy restricting the number of people in the room should state the reason for the restriction—the local fire code, for example. There also needs to be an appeal mechanism including due process—just as most campus grievance procedures already have. And the policies need to be an integral part of training and orientation for new staff. Academic librarians must take every opportunity to explain how the Library Bill of Rights applies to every dollar in the library budget and every activity and service the library promotes.

## Websites with Policies and Updated Information

ACRL publications and documents:

- ACRL/AAUP/AAC “Joint Statement on Faculty Status of College and University Librarians” (1972), [www.ala.org/ala/mgrps/divs/acrl/standards/jointstatementfaculty.cfm](http://www.ala.org/ala/mgrps/divs/acrl/standards/jointstatementfaculty.cfm)
- ACRL, “Faculty Status for College and University Librarians, Joint Statement and Standards” (2001), [www.ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm](http://www.ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm)
- ACRL, “Academic Status for College and University Librarians” (January 2007), [www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesacademic.cfm](http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesacademic.cfm)
- ACRL Toolkit: “The Power of Personal Persuasion: Advancing the Academic Library Agenda from the Front Lines,” [www.ala.org/ala/mgrps/divs/acrl/issues/marketing/advocacy\\_toolkit.pdf](http://www.ala.org/ala/mgrps/divs/acrl/issues/marketing/advocacy_toolkit.pdf)
- ACRL, “Changing Roles of Academic and Research Libraries,” from Round Table on Technology and Change in

Academic Libraries, convened by ACRL, Chicago, November 2006, [www.ala.org/ala/mgrps/divs/acrl/issues/future/changingroles.cfm](http://www.ala.org/ala/mgrps/divs/acrl/issues/future/changingroles.cfm)

- AAUP, “1940 Statement of Principles on Academic Freedom and Tenure,” [www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm](http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm)

Other valuable white papers and current legal news:

- Office for Intellectual Freedom of the American Library Association, “Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights,” in ALA, *Intellectual Freedom Manual*, 7th ed. (Chicago: American Library Association, 2006), 166–70.
- Scholarly Publishing and Academic Resources Coalition (SPARC), [www.arl.org/sparc/](http://www.arl.org/sparc/). All information on this website is timely and valuable.





## CASE STUDY 1

# The Case of Ward Churchill

Ward LeRoy Churchill was a professor of ethnic studies at the University of Colorado at Boulder. He has written dozens of books and articles, mostly in the alternative press—his way of snubbing the academic mainstream peer review process. He has focused on several political issues for a general readership but especially on the history of Native Americans.

In 2005 he gained national notoriety for a September 12, 2001, essay—“Some People Push Back”—which he expanded for the compilation *On the Justice of Roosting Chickens: Reflections on the Consequences of U.S. Imperial Arrogance and Criminality*.

In that essay Churchill places some modicum of responsibility on the victims of the September 11 World Trade Center disaster, because they worked there as “technocrats” and “little Eichmanns,” a reference to the banality of Adolf Eichmann’s evil plans for the mass destruction of the Jewish people. In the same way, Churchill argues rather obliquely, the unwitting technocrats in the World Trade Center were victimizing the oppressed peoples of the world.<sup>4</sup>

Much of this came to light only after Hamilton College, New York, invited Churchill to speak in early 2005 as a guest of their Kirkland Project for Study of Gender, Society, and Culture. This presumably liberal-biased institute had already

been under scrutiny by the American Council of Trustees and Alumni (ACTA) and by David Horowitz's Center for the Study of Popular Culture. Eventually, the Hamilton invitation and the Churchill essay hit the mainstream press.

Hamilton at first attempted to keep the date with Churchill, with a strong defense of academic freedom, but it later rescinded the invitation because of threats of campus violence.<sup>5</sup>

The contentious words from one of their tenured faculty members outraged many University of Colorado officials, but they initially defended Churchill's constitutional right to free speech. Ultimately, though, political pressure from the governor of Colorado and the national outcry led to a university investigation of Churchill's academic research by the Standing Committee on Research Misconduct. The committee found that Professor Churchill had plagiarized a significant amount of his writing, and on June 26, 2006, the University of Colorado announced its intent to dismiss Churchill. It did keep him on the payroll until the matter was finalized. Churchill filed an appeal, but in July 2007 the University of Colorado fired him for research misconduct.

In 2006, ACTA published the report "How Many Ward Churchills?" which demonstrates that Professor Churchill is not alone in his predicament. ACTA examined the websites of twenty-five top private colleges and universities plus the Big Ten and Big 12 institutions. It quotes course descriptions, syllabi, and faculty home pages to make the point that faculty are biased and trying to politicize students into one particular point of view.<sup>6</sup>

This controversy is important for librarians to ponder. Should a library collect Ward Churchill's books, which some assert are plagiarized or, at the very least, poor scholarship? Does an academic library remove them from the shelves after the fact?

What does a librarian do if a faculty member demands the removal of a book because it is not legitimate scholarly material? Does our library have a process or written policy on how to deal with this or similar situations? Does a librarian point a student to the Churchill essay on the Web? How do we know it is the authentic version, and should we care?

What academic constituencies (see the introduction to this book) would have an interest in a Ward Churchill controversy? What academic traditions come into play here? What policies should a library have in place to bolster its position? What role should librarians play when such a controversy affects their campus? What if the press interviews them? The Ward Churchill controversy, regardless of which side you come out on, has all the elements required for a healthy debate about intellectual freedom in library collections and services. See <http://wardchurchill.net> for a defense of Churchill's speech on grounds of academic freedom. ■



## CASE STUDY 2

# Mahmoud Ahmadinejad Visits Columbia University

On September 24, 2007, Iranian president Mahmoud Ahmadinejad appeared in a World Leaders Forum event at Columbia University in New York City. President Lee Bollinger introduced him with an introduction many thought was not condu-

cive to free speech. Bollinger, according to the *New York Times*, introduced him as a “cruel and petty dictator” and continued with a series of insults. Many in the audience were stunned at what they perceived as a lack of courtesy to academic guests; others thought Bollinger should not have invited him in the first place. The reaction from the Middle East was negative, especially because many academics in that region felt that basic rules of hospitality to a guest were violated.

When criticized by Columbia faculty, Bollinger replied that he was simply exercising his own rights of free speech.<sup>7</sup> *Time* magazine included Bollinger’s introduction in their 2007 Top Ten Awkward Moments, which includes a video clip of Bollinger’s introduction.<sup>8</sup> When interviewed by the university magazine *Columbia*, Bollinger defended his behavior:

My role, as I saw it, was to introduce and help frame the Ahmadinejad appearance from my *own* perspective—and to give voice to my personal sense of intellectual objection and moral outrage—in order to set the stage for a serious debate about serious matters. The greatest danger is that we will not live up to our academic responsibilities to take ideas seriously. Questions and answers are very important, but sometimes we need more than that. . . . It is what I felt needed to be said, given the views and beliefs and actions that were on the table by virtue of the president of Iran’s visit. Had I not expressed the full sense of opposition and challenge, I felt I would have let down the academic values at stake. I think part of being able to hold forums that address the most difficult and controversial issues is to be able to live with sharp exchanges that incorporate the passions, emotions, feelings, and beliefs that are directly challenged by the controversy of speakers.<sup>9</sup>

View the video clip, or if possible read a transcript of the event. Ahmadinejad’s appearance at Columbia is a fascinating case study of academic freedom. Several issues

come to play: traditional “rules of engagement” during academic forums; cultural differences; the difficult position of a college president when hosting a highly controversial public figure; the public relations considerations during campus controversies; and the role of alumni pressure in campus controversies. Bollinger has been praised in the past for numerous passionate defenses of academic freedom. Did this latest event promote that value? Are some campus speakers simply inappropriate, if they are likely to cause deep campus divides along ethnic, racial, or gender lines? ■

## NOTES

1. Sam Demas, “From the Ashes of Alexandria: What’s Happening in the College Library?” in *The Library as Place: Rethinking Roles, Rethinking Space* (Washington, D.C.: Council on Library and Information Resources, 2005), 28.
2. Geoffrey T. Freeman, “The Library as Place: Changes in Learning Patterns, Collections, Technology, and Use,” in *Library as Place*, 3.
3. Patricia Cohen, “Spaces for Social Study,” *New York Times*, August 1, 2004, Education Life, 19.
4. Ward Churchill, *On the Justice of Roosting Chickens: Reflections on the Consequences of U.S. Imperial Arrogance and Criminality* (Oakland, Calif.: AK Press, 2003). The essay is to be found in many forms on the Internet; the original, published online, can be found at [www.darkknightpress.org](http://www.darkknightpress.org). For the “little Eichmanns” quotation, see, e.g., the AK Press edition, 19.
5. For Hamilton College’s point of view, see [www.hamilton.edu/news/wardchurchill/](http://www.hamilton.edu/news/wardchurchill/), an excellent place to get a full record of media coverage and Hamilton College’s responses. Churchill’s essay is also posted there.
6. This report is available for free downloading at [www.goacta.org/publications/downloads/ChurchillFinal.pdf](http://www.goacta.org/publications/downloads/ChurchillFinal.pdf).
7. Tamar Lewin and Amanda Millner-Fairbanks, “President of Columbia Is Criticized,” *New York Times*, November 14, 2007, Education section.
8. Elizabeth Salemme, “Top Ten Awkward Moments,” *Time*, online edition, December 14, 2007, [www.time.com/time/specials/2007/top10/article/0,30583,168204\\_168303\\_1690463,00.html](http://www.time.com/time/specials/2007/top10/article/0,30583,168204_168303_1690463,00.html).
9. Lee Bollinger, interviewed for “In the Eye of the Storm,” *Columbia*, Fall 2007, 20.

*Note: Page numbers in italics refer to case studies. Page numbers in bold refer to the text of a Library Bill of Rights (LBOR) interpretation.*

## A

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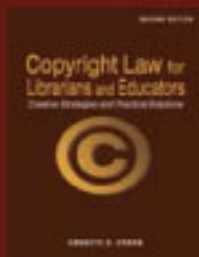
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