

Libraries & the Internet Toolkit

**Tips and guidance for managing and communicating
about the Internet**

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CONTRIBUTORS

ALA Intellectual Freedom Committee

ALA Office for Intellectual Freedom

ALA Public Information Office

ALA Washington Office

ALA Emerging Leaders, 2010

Eileen K. Bosch, California State University, Long Beach

Toni M. Carter, Auburn University

Amanda Robillard, Northwestern University

Mara Degnan-Rojeski, Dickinson College

Ngoc-Yen Tran, California Lutheran University

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INTRODUCTION

FOREWORD

Libraries play a unique and vital role in our democratic society. They provide access to the information people need and want, without regard for economic or social position. The American Library Association (ALA), the world's oldest and largest library association, supports libraries in their efforts to meet this important responsibility by promoting the highest-quality library and information services and public access to information.

ALA's policies support access to constitutionally protected speech in libraries. The American Library Association:

- Protects the First Amendment rights of all library users;
- Protects the First Amendment rights of children to use libraries and supports the rights of parents to decide with their children how to use libraries;
- Acknowledges that the role of parents in our society is to care for, instruct, protect and monitor the behavior of their own children;
- Supports parents in taking an active role in carrying out their parental responsibilities in libraries, but not at the expense of other people's rights, or the rights of other people's children;
- Works to protect equitable access to the Internet for all, and supports educational efforts to make that access enriching and safe; and
- Urges libraries to become partners with their respective communities to do the best job they can to provide resources to serve the needs of library users.

PURPOSE/SCOPE

The Internet is a rich and educational resource for information, ideas and entertainment. No other medium provides us with so much information so easily. At the same time, the Internet has raised concerns about privacy and children's access to information. As the primary point of entry to the Internet outside of work, school or home, libraries--especially public libraries--address these concerns every day.

The ALA, in collaboration with the Intellectual Freedom Committee and the Office for Intellectual Freedom, has produced this toolkit to assist librarians in managing the Internet and educating their patrons about how to use it effectively. ALA encourages all libraries to implement policies that protect both children and public

access to information and to take an active role in educating their communities about this important resource.

WEB 2.0

Facebook has over 400 million users and half of them log on at least once a day. Web 2.0 technologies (such as Facebook and other social networking sites, blogs, wikis, 3D worlds and content sharing sites) are heavily used by children, teens and young adults. While allowing use of these technologies, what can libraries do to protect themselves and those who use their computers?

SUGGESTIONS FOR LIBRARIES

Instead of filtering Web 2.0 Web sites, libraries should educate parents and guardians to be aware of what technologies their children are using and how they are using them. Libraries should also consider drafting policies that will protect them and their users (see the “Internet Use Policies” section for more information):

- Create a “time, place, and manner” policy on Web 2.0 technology use in the library, as well as restrictions on use;
- Develop “rules of behavior” when making decisions regarding which services to offer, dealing with complaints, and information literacy; and
- If the library allows patrons to interact with the library (e.g., submitting book reviews, etc.), consider answering questions about how to post or make submissions, what kinds of submissions are appropriate, and if and/or how these items will be moderated. Include topics of slander and libel.

EDUCATE! EDUCATE! EDUCATE!

Though many younger users are technology-savvy, they often are unaware of issues surrounding online privacy. Parents and guardians need to be aware of what technologies their children are using and how they are using them. The library is a great place to learn this. As educators, librarians need to encourage and teach parents to be more attentive to what their children are doing online in order to teach them how to be safe in online environments.

To facilitate this, libraries should offer:

- Workshops or information sessions on Web 2.0 technologies, their capabilities, and how they are being used by children, teens, and young adults;
- Pamphlets on the kinds of information that should not be posted online; and
- Presentations that inform parents and give them concrete examples of how these technologies are used.

The key to educating parents is to emphasize communication between the parent and child regarding the child's activities online (see the "Safety and Responsibility" section for more information). Have parents ask:

- What Web sites do their children visit regularly?
- What are they doing on these Web sites?
- Who are they meeting on these Web sites; who are their "friends"?
- What kinds of information are they posting? Is anything too personal, such as address, telephone number, etc.?

RESOURCES

Young Adult Library Services Association (YALSA)

<http://www.ala.org/ala/mgrps/divs/yalsa/yalsa.cfm>

Resources for Librarians about Online Social Networking (from: YALSA)

<http://www.ala.org/ala/mgrps/divs/yalsa/profdev/socialnetworking.cfm>

Association for Library Services to Children (ALSC)

<http://www.ala.org/ala/mgrps/divs/alsc/index.cfm>

Children and the Internet: Policies that Work (from: ALSC)

[http://www.ala.org/ala/mgrps/divs/alsc/issuesadv/internettech/childrentheinterne
tpolicieshatwork/index.cfm](http://www.ala.org/ala/mgrps/divs/alsc/issuesadv/internettech/childrentheinterne
tpolicieshatwork/index.cfm)

Intellectual Freedom Committee (IFC)

<http://www.ala.org/ala/aboutala/offices/oif/ifgroups/ifcommittee/intellectual.cfm>

Privacy and Confidentiality Document (from: IFC)

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

Privacy Toolkit (from: IFC)

<http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/toolkitsprivacy/privacy.cfm>

Technology Considerations

In addition to user access policy decisions, providing access to the Internet involves making technological decisions about delivery, hardware and software. The fastest Internet connection used on an outdated computer, or a browser without software updates, can prevent a user from fulfilling an information need. Lack of policy on software updates and patches can lead to security issues and vulnerability to viruses for which security software and other programs are not prepared. In addition, missing plug-ins and updates can render browsers unable to open or display Web pages or digital media on certain sites, inadvertently blocking user access to necessary or desired content.

Librarians working on technology plans and supplemental documents should do the following:

- Identify goals and strategies for technology use. These goals and strategies should also be considered during strategic planning.
- Budget for upgrades in technology. Plan for upgrades and possible replacement in advance. Also budget for support time for staff, factoring in the additional support cost of maintaining older hardware vs. newer hardware.
- Develop policy indicating the amount of time user information can be kept on any given system within the library or maintained by outsourced contractors, deleting information as soon as the period has lapsed.
- Develop a technology plan that encompasses technology needs and issues for the near future, taking into consideration needs for the next one to three years.
- If receiving federal E-rate funding, ensure the technology plan meets these requirements.

Libraries should:

- Promote secure, private access for users as defined in the “Privacy Procedures” section of ALA’s *Privacy Toolkit*;
- Configure publicly accessible Web browsers so that the browser is reset every time it is closed and does not allow third-party cookies;
- Activate a default logout after a period of inactivity on public computers to protect user privacy;
- Track number of users but develop a policy for destroying user sign-up sheets at regular intervals;
- Configure back-up logs so that when they are no longer needed for library operations, personally identifiable information is securely overwritten, particularly for circulation records;
- Work with IT staff to ensure browsers are regularly updated to the most recent version possible, including necessary plug-ins; and

- Ensure security patches are kept up-to-date to avoid viruses.

RESOURCES

WebJunction's Tools for Technology Planning

<http://www.webjunction.org/techplan>

Source for a vast amount of information regarding technology planning specifically for libraries. Includes resources for writing a technology plan, computer support, security, purchasing hardware and software, adhering to E-rate requirements and more. Membership is free, though certain services and resources are fee-based.

TechAtlas

<http://techatlas.org/tools/>

A technology asset management system used to track information on hardware and software, including purchase date, licenses, inventory and more. Also offers documentation, worksheets and resources to help with inventories, staff skills surveys, technology planning, budgeting and more. Free access is granted to all Web Junction members.

Tech Soup's Technology Planning

<http://www.techsoup.org/learningcenter/techplan/>

Extensive list of resources for technology planning, including much background information.

Tech Soup's Technology Replacement and Upgrade Planning

<http://www.techsoup.org/learningcenter/techplan/page12302.cfm>

A guide to determining when to replace and refresh hardware and software aimed at non-profits and based in context-specific decision making.

Technology Plan Requirements for E-rate Funding

<http://www.universalservice.org/sl/applicants/step02/technology-planning/>

Provides detailed information on technology plan requirements necessary to secure federal E-rate funding.

Texas Center for Educational Technology's Resources for Technology Planning

<http://www.tcet.unt.edu/START/progdev/planning.htm>

Bibliography of Web sites providing information on technology planning geared toward educational technology plans.

ALA's Privacy Toolkit

<http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/toolkitsprivacy/>

Documentation and sources for additional information regarding privacy policies and procedures.

Legal issues: CIPA & Filtering

CHILDREN'S INTERNET PROTECTION ACT

Congress added the Children's Internet Protection Act (CIPA) and the Neighborhood Children's Internet Protection Act (NCIPA) to a major spending bill (H.R. 4577) on December 15, 2000. President Clinton signed the bill into law on December 21, 2000 (Public Law 106-554). The acts place restrictions on the use of funding for Internet access that is available through the Library Services and Technology Act, Title III of the Elementary and Secondary Education Act, and on the Universal Service discount program known as the E-rate. These restrictions take the form of requirements for Internet safety policies and technology that blocks or filters certain content from being accessed through the Internet (Jaeger et al. 2005, 105-6).

The requirements of the Children's Internet Protection Act do not apply to libraries that do not receive funding for Internet access through LSTA, ESEA, or the E-rate discount program. No library is required to seek or accept such funding.

Compliance

To comply with CIPA to receive designated federal funding or E-rate discounts for Internet access, a library or school must institute three measures:

1. Install a technology protection measure
2. Adopt an Internet safety policy
3. Provide public notice and hold a public hearing

More specifically, CIPA requires schools and libraries applying for certain funds for Internet access (e-rate discounts or LSTA grants) to certify that the library has adopted an Internet safety policy that includes use of a "technology protection measure," i.e., filtering or blocking software, that prevents access to images that are obscene or child pornography. The filtering software must block minors' access to images that are obscene, child pornography or harmful to minors, as defined by law; and block adults' access to images that are obscene or child pornography. Before adopting the Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposed policy.

The law requires that the filtering software must be placed on all computers, including those computers used by staff and any Internet-capable devices owned by the school or library. An administrator, supervisor, or other person authorized by the school or library may disable the filtering software during use by an adult, to enable access for bona fide research or for another lawful purpose. A school or

library may unblock appropriate sites that are wrongfully blocked by the filtering software for users of all ages.

Beginning in July 2012, schools subject to CIPA's requirements must certify that their Internet safety policy provides for the education of minors about appropriate online behavior; such programs should include cyberbullying awareness and response, and interacting with other individuals on social networking websites and in chat rooms.

LEGAL CHALLENGE

In 2001, the American Library Association and other groups joined with library users to file a lawsuit challenging the constitutionality of the Children's Internet Protection Act. The lawsuit asserted that the law's filtering requirements violated the First Amendment rights of public librarians and public library users (the suit did not address schools, as none of the plaintiffs had standing to challenge CIPA on behalf of local school boards.) Initially, a three-judge panel of the Eastern District of Pennsylvania unanimously held that CIPA required librarians to violate library users' First Amendment rights. The government appealed that decision, and on June 23, 2003, a sharply divided Supreme Court issued a plurality decision upholding the law. (A plurality decision is issued when no majority of justices back a particular legal opinion but when a majority of justices do agree on the ultimate outcome of the case.)

The Supreme Court ruled that the First Amendment does not prohibit Congress from forcing public libraries—as a condition of receiving federal funding—to use software filters to control what patrons and staff access online via library computers, as long as adults could request that the filters be disabled without needing to explain their request.

Only four justices signed onto Chief Justice Rehnquist's opinion that public libraries have broad discretion to choose what they bring into their libraries, and that any First Amendment issues with overblocking were cured by CIPA's disabling provisions. The justices' reliance on the disabling provisions as a cure for any violation of the First Amendment was based on the U.S. Solicitor General's position that librarians could unblock filters for adults without any explanation or need to ascertain that the request was bona fide.

Justice Kennedy concurred with the finding that the law was not facially invalid, specifically basing his vote for reversal on the Solicitor General's position that libraries would disable filters for adults seeking Internet access. Justice Kennedy noted, however, if the rights of adults to view material on the Internet was unduly burdened by CIPA's filtering requirements, it could give rise to a claim in the future that CIPA was unconstitutional as applied to those users. Justice Breyer also

concurring, noting that his vote to uphold the law rested on the ease of disabling/unblocking filters for adults.

Liability and Filtering

Library users are suing both public and school libraries for failing to disable filters or for improperly blocking Constitutionally-protected speech. The plaintiff in *Hunter v. City of Salem*, a lawsuit currently scheduled for trial in June, 2013, alleges that the local public library and its board of trustees have unconstitutionally blocked access to websites discussing minority religions by using filtering software that improperly classifies the sites as "occult" or "criminal."

A school board was sued by a student and a number of organizations for improperly blocking students' access to protected speech addressing gay and lesbian issues. The plaintiffs in *PFLAG, Inc. v. Camdenon R-III School District* argued that the filtering software used by the school district unconstitutionally blocked access to web content that was geared toward the lesbian, gay, bisexual and transgender (LGBT) communities that promoted gay rights and affirmed gay identity that was not sexually explicit in any way, while allowing access to anti-LGBT sites that advocated against gay rights and promoted "ex-gay" ministries. The school district argued that it had an obligation to protect students from inappropriate material and had broad discretion to choose which materials students may access in the school library.

The court ordered the school district to cease using the filtering software, ruling that the school district's use of the discriminatory "sexuality" filter resulted in unconstitutional viewpoint discrimination that violated the students' First Amendment rights. The school district agreed to a consent decree that required it to stop blocking LGBT websites, submit to monitoring for 18 months and pay \$125,000 in attorneys' fees.

In *Bradburn, et al. v. North Central Regional Library District*, several library users sued their local library district for failing to disable filters at their request. Among the sites the users were prevented from using were sites about youth tobacco usage; art galleries and health issues; a MySpace blog; information on firearms use by hunters, and The Second Amendment Foundation's magazine, "Women & Guns."

While the lawsuit was pending, the library changed its filtering software and amended its filtering policy. Six years after the initial filing of the lawsuit, the federal district court ruled in an unpublished decision that the library's filtering policy did not violate the constitution, in part because the branch libraries are "relatively small in size and only one has a partition separating the children's portion of the library from the remainder of the library." As an unpublished

decision reviewing one particular set of facts in one library system, the decision has limited precedential value.

In summation, libraries considering the use of filtering software should consult their legal counsel prior to any such deployment. Libraries that employ filters that block constitutionally protected material deemed harmful to minors and do not allow adults to disable filters, or fail to provide an effective unblocking system, may open the door to years of litigation and significant legal expenses.

Liability and Young Peoples' access to the internet

The sole court decision to address this issue has ruled that libraries are not responsible for the content that users access through the library's computers connected to the Internet.

In *Kathleen R. v. City of Livermore*, the plaintiff sued the City of Livermore for failing to block Internet content after her son downloaded images at a Livermore Public Library that she found inappropriate. The California Court of Appeals held that the library was not legally liable for the actions of patrons using computers they provided, based in part on a provision in the federal Communications Decency Act, 47 U.S.C. § 230, that immunizes Internet service providers against state law liability for third parties' postings. The Court also rejected the plaintiff's allegation that the library exhibited obscene and materials harmful to minors by allowing computer use, based on the library's written Internet Use Policy that prohibited the use of computer resources for illegal purposes.

DEFINING OBSCENITY, CHILD PORNOGRAPHY, AND "HARMFUL TO MINORS"

The Supreme Court's decision in *Miller v. California* defines obscenity as materials that "depict or describe patently offensive hardcore sexual conduct," which "lacks serious literary, artistic, political, or scientific value." To determine if a particular work is obscene, a judge or jury must apply a three-part test, popularly called the *Miller* test, to the work in question. The questions the judge or jury must ask include:

- Whether the average person, applying "contemporary community standards," would find the work, as a whole, appeals to the prurient interest;
- Whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable state law; and
- Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

The stringent standard established by the *Miller* test extends First Amendment protection to most sexually explicit expression. Materials many consider "pornographic" or "indecent" do not meet the standard for obscene material and

are thus fully protected by the First Amendment. For example, in *Jenkins v. Georgia*, the Supreme Court emphasized that "nudity alone is not enough to make material legally obscene under the *Miller* standards."

Child pornography is the second category of sexually explicit material that may be banned or regulated by the state. In *New York v. Ferber*, the Supreme Court held that "works that visually depict sexual conduct by children below a specified age" are not protected by the First Amendment and need not meet the *Miller* test for obscenity in order to be banned, as the harm targeted by child pornography is the sexual abuse of the children used to create the images.

In contrast to obscenity and child pornography, so-called "indecent speech" or "pornography" is fully protected by the First Amendment. In *Sable Communications of California, Inc. v. FCC*, the Supreme Court stated that "sexual expression which is indecent but not obscene is protected by the First Amendment." Over the years the Supreme Court has struck down laws barring or regulating indecent speech made available through cable television, "dial-a-porn" phone services, and the Internet.

In *Ginsberg v. New York*, the Supreme Court ruled that federal and state legislators may regulate or restrict minors' access to Constitutionally-protected sexually explicit speech. As a result, Congress and state legislatures have passed laws restricting or regulating the dissemination of sexually explicit materials to minors (those under the age of 17.) Under the standards set by *Ginsberg*, such laws, called "harmful to minors" or "obscene-as-to-minors," must include the same safeguards for protected speech provided by the *Miller* test, only tailored to minors. Thus, such laws must protect minors' access to sexually themed speech that has serious literary, artistic, scientific, or political value for minors and may not restrict adults' rights to access non-obscene speech.

Sexually explicit speech is often colloquially called "pornography." The word "pornography" has no meaning in the law, and there is no agreed-upon definition for the term. When library policies and procedures address illegal speech or sexually explicit content, they should employ the more precise terminology established by the Supreme Court, such as "obscenity," or "child pornography," to describe and discuss the categories of content that may be restricted by the library.

CIPA: MYTHS AND FACTS

"Ensuring student safety on the Internet is a critical concern, but many filters designed to protect students also block access to legitimate learning content and such tools as blogs, wikis, and social networks that have the potential to support student learning and engagement. More flexible, intelligent filtering systems can give teachers (to whom CIPA restrictions do not apply) access to educationally valuable content."

There is much confusion over CIPA's requirements in schools and libraries alike. A number of myths have arisen over the years about web filtering and what CIPA requires of schools and libraries. Both the Federal Communications Commission (FCC) and the Department of Education have issued guidance to address this confusion. Some points to remember:

- No court has held that mandatory filtering for all users is consistent with the First Amendment.
- CIPA's filtering requirements do not apply to schools and libraries that do not accept federal funds or E-rate discounts for Internet access.
- Schools and libraries do not risk their funding by unblocking content that has been inappropriately blocked by the filtering software.
- CIPA does not require schools or libraries to block access to YouTube, Facebook, or other online social media.
- CIPA does not require schools or libraries to track their users' web-surfing habits; in schools, "monitoring" only requires supervision, not the use of software or other technological measures to record students' Internet use.
- While filtering software must be installed on staff and teacher computers, it is not a violation of CIPA to give staff, teachers, and other adults the ability to override the filter for research and other legitimate uses.

STATE LAWS

Since the enactment and upholding of CIPA, many states have also enacted laws that address issues of Internet access, filtering and intellectual freedom in libraries. Please consult your state's legal code for any relevant laws pertaining to library Internet access and policies, including those mandating use of Internet filters. Many of these laws apply differently to public libraries than to school libraries.

The National Council of State Legislatures' Web site (<http://www.ncsl.org>) will help you check on your state laws.

COPYRIGHT, DIGITAL RIGHTS MANAGEMENT, LICENSING

While libraries do not bear liability for their users' actions in regard to technology use, users should be aware of their personal liability for copyright, digital rights and licenses. Information on how copyright and licensing impacts libraries is available in the Copyright and Licensing sections of this toolkit.

RESOURCES

Bargesian, Tina. "Straight from the DOE: Dispelling Myths about Blocked Sites," *Mind/Shift*, posted April 26, 2011.

<http://mindshift.kqed.org/2011/04/straight-from-the-doe-facts-about-blocking-sites-in-schools/>

Chmara, Theresa. "Library Internet Filtering Update," Freedom to Read Foundation, posted July, 2012.

http://www.ftrf.org/resource/resmgr/docs/libraryfilteringupdate_july_.pdf

Chmara, Theresa. "Why Recent Court Decisions Don't Change the Rules on Filtering," *American Libraries* (July/August 2012), 17.

Heins, Marjorie, Christina Cho, and Ariel Feldman. *Internet Filters: A Public Policy Report*. 2nd Ed. New York: Brennan Center for Justice at New York University School of Law, 2006.

Jaeger, Paul T., Charles R. McClure, and John Carlo Bertot. "CIPA: Decisions, Implementation, and Impacts." *Public Libraries* 44, no. 2 (March/April 2005): 105-9.

Jaeger, Paul T., and Yan Zheng. "One Law with Two Outcomes: Comparing the Implementation of CIPA in Public Libraries and Schools." *Information Technology and Libraries* 28, no. 1 (March 2009): 6-14.

Pinnell-Stevens, June. "Defining Obscenity, Child Pornography, and 'Indecent' Speech" and "Liability for Minors' Internet Use" in *Protecting Intellectual Freedom in Your Public Library* (Chicago, ALA Editions, 2012): 46-48.

National Council of State Legislatures

<http://www.ncsl.org>

FCC Report and Order 11-125, August 21, 2011

(Report and Regulations Implementing CIPA)

http://transition.fcc.gov/Daily_Releases/Daily_Business/2011/db0819/FCC-11-125A1.pdf

Office of Educational Technology, Department of Education. "Balancing Connectivity and Student Safety on the Internet," *The National Education Technology Plan 2010* (November 2010):56.

<http://www.ed.gov/sites/default/files/netp2010.pdf>

E-rate Central

<http://www.e-ratecentral.com/default.asp>

Universal Service Administrative Company CIPA Compliance

<http://www.universalservice.org/sl/applicants/step10/cipa.aspx>

Children's Internet Protection Act (CIPA) Legal FAQ

<http://www.ala.org/advocacy/advleg/federallegislation/cipa/cipalegalfaq>

Safety & Responsibility

Users of all ages must be vigilant against criminals and scams when using the Internet. For young people, understanding the differences between friends and strangers online is important, as well as knowing when to report cyberbullying. Young people and adults alike should safeguard their personal information to avoid identity theft, and stay alert for e-mail scams that request personal or financial information. The discussion below provides advice for all ages in maintaining safety and practicing responsibility when using the Internet.

CHILDREN 10 YEARS OF AGE AND UNDER

For children ten years of age and under, use of the Internet should be supervised, and they should be guided in using age-appropriate portals, search engines and applications. Children should be taught to give personal information only after receiving permission from a parent or teacher, and they should respond to personal contacts with the same restrictions. Social networking can be done in limited ways with the use of privacy settings. CIPA (see *Children's Internet Protection Act (CIPA) Legal FAQ* at <http://www.ala.org/ala/issuesadvocacy/advocacy/federallegislation/cipa/index.cfm>) requires the installation and use of filters on computers with Internet access in public libraries receiving receive E-rate discounts or LSTA grants; parents may judge for their own children whether filters or other control measures are suitable. Nonetheless, such technological controls are meant to assist, and not replace, parental and teacher judgment.

Parents, teachers and school librarians may wish to consult lessons plans and tips on Internet safety and responsibility for ideas on approaching these topics with children under ten.

The following sites have such plans available:

Hotchalk Lesson Plans Page

<http://www.lessonplanspage.com/CIK1.htm>

Safe Internet Surfing

http://www.safesurfingkids.com/lesson_plans_grades_3_12.htm

Love to Know

http://safety.lovetoknow.com/Internet_Safety_Lesson_Plans

CyberSmart!

<http://cybersmartcurriculum.org/safetysecurity/lessons/>

Net Cetera, Chatting with Kids about Being Online
<http://www.onguardonline.gov/topics/net-cetera.aspx>

TEENS 11-17 YEARS OF AGE

Most teens live in a wired environment. They are connected to the Internet through computers and cell phones and it is part of their daily lives. Teens are knowledgeable about using the Internet safely but they do not always have the judgment needed to determine what constitutes safe behavior. Internet predators get a great deal of attention in the media, but actual threats are very rare. Teens are more likely to become victims of cyberbullying and identity theft, and often are guilty of revealing too much personal information online.

Cyberbullying is bullying using social networking, e-mail or cell phones. Victims of cyberbullying should follow several steps to stop this behavior. These include blocking the sender from contacting, not responding to attacks and reporting the behavior to adults.

Typically, teens are not worried about identity theft because they haven't established credit histories yet. Their actions now, however, can have a devastating effect as they get older. The problems that can occur because their personal information has been stolen can lead to financial disaster.

Teens have two identities--their online identity and their "real" identity. Because of this anonymity, teens often do not realize the potential for harm that giving out their personal information can cause. Teaching teens that information that is posted online can be easily found by scholarship juries, potential employers, etc. is an important step in helping them keep personal information private.

Parents may need tips on Internet safety and responsibility and ways to effectively approach these topics with teenagers. More information can be found at the following Web sites. Net Smartz produces a free workshop that can be used with parents, educators, PTA's, etc.

FOR PARENTS:

Safety Myths and Web 2.0

<http://www.safeteens.com/safety-myths-and-web-20/>

Guidelines for Parents of Teens

<http://www.safeteens.com/guidelines-for-parents-of-teens/>

Internet Safety Education for Teens: Getting it Right

http://www.unh.edu/ccrc/internet-crimes/Internet%20Factsheet_portrait%20version_2-6-08_khf.pdf

NetSmartz Workshop Parents and Guardians
<http://www.netsmartz.org/netparents.htm>

FOR TEENS:

Internet Safety--Teens

<http://www.atg.wa.gov/InternetSafety/Teens.aspx>

NetSmartz Teens

<http://www.netsmartz.org/netteens.htm>

ADULTS 18 YEARS OF AGE AND OLDER

Adults utilize social networking and dating Web sites, and like young people, they must practice care in providing personal information online. The Web sites listed below give advice on this topic, such as waiting to share real names or phone numbers with others until comfortable in doing so, and using free e-mail accounts when communicating with new friends met on the Internet.

Online Dating Safety Tips

<http://www.onlinedatingmagazine.com/features/onlinedatingsafetytips.html>

The Dos and Don'ts of Dating On and Off-Line

<http://www.match.com/help/safetytips.aspx>

Protecting personal information is important not only for physical safety, but for financial safety as well. According to a 2006 study conducted by the Federal Trade Commission (<http://www.ftc.gov/bcp/edu/microsites/idtheft/>), approximately 8.3 million people were victims of identity theft in 2005.

Identify theft can result from people simply asking for personal information on places such as social networking sites, or through more elaborate methods like phishing. The OnGuard Online Web site (<http://www.onguardonline.gov/topics/phishing.aspx>) defines phishing as “. . . a scam where Internet fraudsters send spam or pop-up messages to lure personal and financial information from unsuspecting victims.” This Web site offers advice on how to avoid being a victim of phishing. For example, “Don't reply to e-mail or pop-up messages that ask for personal or financial information, and don't click on links in the message.”

Adults should also be aware of popular e-mail scams that ask for personal and financial information. These often sound legitimate, so users must stay alert and aware when responding to e-mail. Please note that phishing can occur through e-mail.

The following site offers advice on avoiding e-mail scams, along with information about some of the more prevalent ones, including the infamous Nigerian money scam:

OnGuard Online Email Scams

<http://www.onguardonline.gov/topics/email-scams.aspx#4>

RESOURCES

Especially for Young People and Their Parents

<http://www.ala.org/ala/aboutala/offices/oif/foryoungpeople/youngpeopleparents/especiallyyoungpeople.cfm>

Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8639>

Great Websites for Kids

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm>

Online Social Networks

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

Internet Use Policies

ALA strongly encourages every library to adopt, implement and publicize a written Internet use policy in the same way it adopts other library use and access policies. This policy should be in keeping with your library's mission statement, other access policies and community needs.

In light of the Children's Internet Protection Act (CIPA) decision, ALA urges any library using mandatory filtering software to consult with legal counsel to re-evaluate its Internet use policy and assess the risk of future litigation. Traditionally, the children's and young adult sections of the library contain materials selected for these groups, although children are not restricted to those areas. The same holds true for the Internet.

The following sections have been organized to help your library create and develop an effective Internet use policy. Some of the tips and recommendations are intended for a specific type of library, and others are for general use.

SPECIFIC INTERNET USE POLICY PROVISIONS

The position of the ALA is set forth in several documents adopted by the Council, its governing body. The [Interpretation of the *Library Bill of Rights* titled “Access to Electronic Information, Services, and Networks”](#) calls for free and unfettered access to the Internet for any library user, regardless of age. The [“Resolution on the Use of Filtering Software in Libraries”](#) and the [“Statement on Library Use of Filtering Software”](#) reiterate the U.S. Supreme Court’s declaration in *Reno v. American Civil Liberties Union* that the Internet is a forum of free expression deserving full constitutional protection. The resolution and statement condemn as a violation of the [Library Bill of Rights](#) any use by libraries of filtering software that blocks access to constitutionally protected speech.

WHAT SHOULD AN INTERNET USE POLICY INCLUDE?

All libraries should include a disclaimer and introduction that are specific to their own Internet use policies:

- **Disclaimer**--It is very important for users to know that the library is not responsible for Internet content.
- **Introduction**--Provide reasons for the policy and explain what the policy covers.

INTERNET ACCEPTABLE USES

All Internet resources accessible through libraries should be provided equally to all library users. When creating an Internet use policy, be sure to keep in mind that the policy must be compatible with the mission of the library by including some examples of acceptable uses.

Here are a few suggestions to consider when creating or updating your policy:

- Ensure that the policy speaks to access for all.
- Affirm the importance of respect for the privacy and sensibilities of other users.
- Keep it simple and avoid jargon. Making the policy too technical will confuse people.
- Separate policies from procedures. Policies do not change frequently; procedures change.
- Involve your library staff, board and friends group in the policy-writing process.
- Make policies readily available and visible to the public.
- Pay attention to the legal protection provided by copyright and by licenses for programs and data.
- Include a statement addressing patron privacy.
- Communicate clearly that users are responsible for what they access online; parents are responsible for their children's Internet use.
- Update your policy regularly. Be sure it reflects the Supreme Court CIPA decision.
- Include consideration for the integrity of computing systems.

- Indicate that individuals are responsible for using the library's computers and the Internet in a courteous and ethical manner.
- Advise users to log in/authenticate into the Library's network or to any other computer system following proper Internet use guidelines.
- Advise users to be conscious of copyright, software license agreements and Internet use laws.
- Advise users to follow federal, state or local laws on the use of Internet.
- Advise users to use the library's software and hardware appropriately.

GUIDELINES FOR INTERNET ACCEPTABLE USE POLICIES: PUBLIC LIBRARIES

Public libraries should consider adopting a comprehensive and well-written Internet use policy that:

- Sets forth reasonable time, place, and manner restrictions;
- Expressly prohibits any use of library equipment to access material that is obscene or child pornography; and in the case of minors, "harmful to minors" materials, consistent with any applicable state or local law (for additional information, see "Legal Section" of the toolkit);
- Provides for the privacy of users with respect to public terminals;
- Protects the confidentiality of records, electronic or otherwise, that identify individual users and link them to search strategies, sites accessed, or other specific data about the information they retrieved or sought to retrieve; and
- Informs users if filters are being used.

If any Internet filtering technology is used, the policy should clearly state that, in keeping with the Supreme Court's 2003 decision, adults have the right to request filters be disabled, without justification, and in a timely manner. The policy should include clear instructions for making such requests. Libraries should also consider taking the following actions:

- Communicate the relevant policies for use of Internet-access computers to all library users, and include the parents of children who may use the library without direct parental supervision.
- Post notices at all Internet-access computers informing users that "utilizing library equipment to access illegal materials as specified in the Internet use policy is prohibited."
- Offer a variety of programs (at convenient times) to educate library users, including parents and children, on the use of the Internet, and publicize these programs widely.
- Create a list of recommended Internet sites for library users in general. In the case of youth and children, according to age group, offer direct links to sites with educational and other types of material best suited to their typical needs and interests. For additional information, see "Children 10 Years of Age and Under" and "Teens 11-17 Years of Age" sections under "Safety & Responsibility" in this toolkit.

SAMPLE PUBLIC LIBRARY INTERNET USE POLICIES

Ames Public Library

http://www.amespubliclibrary.org/Docs_PDFs/Policy/InternetUsePolicyandGuidelines.pdf

Brooks Memorial Library

<http://www.brooks.lib.vt.us/pdf/public%20access%20computing%20acceptable%20use%20policy.pdf>

Cleveland Heights-University Heights Public Library

<http://www.heightslibrary.org/pdf/policies/access.pdf>

Multnomah County Library

<http://www.multcolib.org/about/pol-internet.html>

Monterey Public Library

<http://www.monterey.org/library/services/internet/internet.html>

San Antonio Public Library

<http://www.sanantonio.gov/library/policies/internet.asp?res=1024&ver=true>

Santa Monica Public Library

http://www.smpl.org/depts/admin/policies/inet_use.htm

Scottsdale Public Library

http://library.scottsdaleaz.gov/policies/Acceptable_Use_Policy_09.pdf

GUIDELINES FOR INTERNET ACCEPTABLE USE POLICIES: ACADEMIC LIBRARIES

Unlike public and school libraries, academic libraries are guided not only by the intellectual freedom principles of ALA but also by the academic freedom standards adopted by the American Association of University Professors (AAUP).

According to the Association of College and Research Libraries' (ACRL) "Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights" (2003):

"A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community."

Academic libraries are unique in providing students, faculty and staff with information that supports the research and teaching missions of their institutions. As a result, the Internet access in academic libraries should be free and unfiltered.

This practice allows students, faculty and staff to engage in intellectual and scholarly activities by freely researching any topics, including controversial topics, whether on or off campus.

The following principles should be reflected in Internet use policy documents for academic libraries:

- The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
- Licensing agreements should be consistent with the *Library Bill of Rights*, and should maximize access.
- Open and unfiltered access to the Internet should be conveniently available to the academic community. Content-filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
- Policies and procedures should be in place that mandate harassment-free and safe learning environments for all users.
- Illegal Internet activity such as viewing child pornography should not be allowed.

Academic libraries usually do not have the same censorship problems as public and school libraries. Most users of academic libraries are students (over 18 years old) and faculty. As a result, users in academic libraries can freely access Internet resources. It is important that parents are aware that their children can be exposed to information that may not be age-appropriate when their children use academic libraries. Parents need to be mindful that, as in any other public space, children need to have parental supervision.

SAMPLE ACADEMIC LIBRARY INTERNET USE POLICIES

Berkeley Library, University of California, Berkeley

http://www.lib.berkeley.edu/services/comp_use.html

Eli M. Oboler Library, Idaho State University

<http://www.isu.edu/library/services/appuse.htm>

Henry Madden Library, California State University, Fresno

<http://csufresno.edu/library/about/policies/internetpolicy.php>

University Library, Kent State University

<http://www.library.kent.edu/page/10110>

University Library, Sonoma State University
<http://libweb.sonoma.edu/about/computerpolicy.html>

Yale University Library
<http://www.library.yale.edu/about/accessuse.html>

RESOURCES

1940 Statement of Principles on Academic Freedom and Tenure (AAUP)
www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm

Academic Status for College and University Librarians (ACRL, January 2007)
www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesacademic.cfm

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

Faculty Status for College and University Librarians, Joint Statement and Standards (ACRL, 2001)
www.ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm

GUIDELINES FOR INTERNET ACCEPTABLE USE POLICIES: SCHOOL LIBRARIES

According to the [National Conference of State Legislatures](#), "Twenty-one states have Internet filtering laws that apply to public schools or libraries. The majority of these states simply require school boards or public libraries to adopt Internet use policies to prevent minors from gaining access to sexually explicit, obscene or harmful materials."

However, anything that restricts access to information based on viewpoint or content discrimination violates the First Amendment. Therefore, blocking software not only limits access to "objectionable" content, but it also prevents access to works protected by the First Amendment and important for enhancing a curriculum that includes art, music, health information, and the learning of multiple perspectives.

Schools are required to establish guidelines for appropriate technology use. Generally these guidelines are called acceptable use policies (AUP). By definition, an AUP is a written agreement signed by students, their parents/caregivers, and their teachers. It outlines the terms and conditions for using technology-based devices maintained by schools and personal technology-based devices used during school hours on school property.

An AUP should be designed to:

- Educate parents about their children's use of the Internet;
- Educate students about:
 - Risks peculiar to computer communication;
 - Rules for efficient, ethical, legal computer/network use;
 - Safe and appropriate computer social behavior;
 - Use of available and unavailable services;
- Preserve digital materials created by students and teachers;
- Protect vulnerable children from inappropriate approaches;
- Discourage children from making inappropriate personal disclosures;
- Encourage ethical behavior, and discourage criminal behavior;
- Encourage accepted Netiquette from the very start;
- Encourage polite and civil communication;
- Encourage individual integrity and honesty;
- Encourage respect for others and their private property;
- Allow enforcement of necessary rules of behavior;
- Protect the school networking equipment and software from danger;
- Help improve network efficiency by influencing resource usage;
- Share responsibility for the risks of using the Internet;
- Reduce the risk of lawsuits against teachers, schools, and providers;
- Simplify life for computer systems administrators;
- Discourage copyright infringement, software piracy, and plagiarism;
- Discourage network game playing and/or anonymous messages;
- Discourage use of computers and networks for profit or politics; and
- Inform Internet users that their online activities are monitored or inform Internet users that their e-mail privacy is (or is not) being respected.

SAMPLE GUIDELINES AND RESOURCES FOR INTERNET SAFETY IN SCHOOLS

ESC Region 2 (Texas)

<http://www.esc2.net/links/aup.htm>

Oklahoma State Department of Education

<http://sde.state.ok.us/Curriculum/CurriculumDiv/Technology/internet.html>

Virginia Department of Education

http://www.doe.virginia.gov/support/safety_crisis_management/internet_safety/guidelines_resources.pdf

Washington Office of Superintendent of Public Instruction

<http://www.k12.wa.us/edtech/InternetSafety/ElectronicResources.aspx>

RESOURCES

Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill Of Rights

<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/accessresources.cfm>

ALA CIPA and Libraries--Advice and Resources

<http://staging.ala.org/ala/aboutala/offices/wo/woissues/civilliberties/cipaweb/adviceresources/adviceresources.cfm>

Minors and Internet Interactivity: An Interpretation of the Library Bill of Rights

<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/minorsinternetinteractivity.cfm>

National Conference of State Legislatures

<http://www.ncsl.org/issuesresearch/telecommunicationsinformationtechnology/stateinternetfilteringlaws/tabid/13491/default.aspx>

GENERAL RESOURCES FOR ALL LIBRARIES

ALA's Internet Use Policies

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

Privacy: An Interpretation of the Library Bill of Rights

<http://www.ala.org/oif/policies/interpretations/privacy>

Privacy Policies and Statements

<http://www.ala.org/oif/ifissues/privacypolicies>

Privacy Toolkit: Guidelines for Developing a Library Privacy Policy

<http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/toolkitsprivacy/guidelinesfordevelopingalibraryprivacypolicy/guidelinesprivacypolicy.cfm>

Questions and Answers on Privacy and Confidentiality

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/questionsanswers.cfm>

INFORMATION LITERACY/DIGITAL CITIZENSHIP

The *ALA Presidential Committee on Information Literacy: Final Report* states:

“Information literate people know how to find, evaluate, and use information effectively to solve a particular problem or make a decision. . .” Information literacy skills allow individuals to use the power of the Internet to help answer their informational needs; the lack of such skills leaves library users without the ability to navigate the vast resources of the Internet in efficient and effective ways. Although

we live in the “information age” and children seem “connected” from birth, research has shown that people need education in developing skills that will help them use the Internet effectively. Libraries can serve as primary training providers to help meet this need.

IN PUBLIC LIBRARIES

Even in areas in which children are well served by fully developed information literacy curricula in their schools, adults may have little or no training in seeking and evaluating information on the Internet, and parents may seek training in guiding their children in Internet use. Public libraries may find that a clearly organized program of workshops, interest groups, and training on specific programs and searching techniques would be well received and fulfill a need for library users otherwise not reached by formal education programs. In areas where schools provide little Internet training, public librarians may choose to offer information literacy programs to children and young adults, as well.

IN ACADEMIC LIBRARIES

The Association for College and Research Libraries (ACRL) published *Information Literacy Competency Standards for Higher Education*, which defines information literacy broadly, encompassing competencies that support successful use of the resources available on the Internet. While the five standards focus largely on the needs of students conducting academic research, they also outline the need for students to understand appropriate use of information and tools on the Internet. Ideally, these skills would build on information literacy training students had already received through their K-12 education and/or public libraries.

IN SCHOOL LIBRARIES

The *Standards for the 21-Century Learner*, issued by the American Association for School Librarians (AASL), ground information literacy skills in the digital world of 21st-century learning. The four AASL standards and K-12 indicators include the information skills that students need, whether they are using print- or Web-based resources, to inquire, gain knowledge, draw conclusions, create new knowledge, participate in the ethical and productive exchange of ideas, and pursue personal learning. They emphasize critical and creative thinking, as well as the use of multiple sources, diverse formats and information technology tools. Most importantly, these standards call for students to critically evaluate sources, seek alternative viewpoints, and apply their knowledge to new situations.

SITES FOR INFORMATION LITERACY LESSON PLANS:

School Libraries:

Resource Guides for School Library Media Program Development

<http://www.ala.org/ala/mgrps/divs/aasl/aaslarchive/resourceguides/informationliteracy.cfm>

S.O.S. for Information Literacy

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

Academic Libraries:

ACRL Information Literacy Standards Toolkit

<http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/standards/standardstoolkit.cfm>

General:

California Clearinghouse on Library Instruction

<http://ic.arc.losrios.edu/~ccli/>

LOEX Clearinghouse for Library Instruction

<http://www.emich.edu/public/loex/index.html>

Peer-Reviewed Instructional Materials Online Database (PRIMO)

<http://www.ala.org/apps/primo/public/search.cfm>

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American Association of School Libraries. *Standards for the 21st-Century Learner*. Chicago: American Association of School Libraries, 2007.

Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*. Chicago: Association of College and Research Libraries, 2000.

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

COPYRIGHT & FAIR USE

Understanding copyright is an everyday concern for all librarians. The high demand of a digital environment makes it more difficult for librarians to keep abreast on copyright laws, how they evolve, and its implications. Copyright laws strongly impact the nature and extent on how libraries provide information services to their users. Since libraries play an important role in a well informed Society, librarians try to balance copyrights laws, technology, and access to information.

The [Copyright Act of 1976](#) is a United States copyright law and remains the primary basis of copyright law in the United States, as amended by several later enacted copyright provisions: [The Digital Millennium Copyright Act](#) and [Copyright term Extension Act](#). The Copyright Act of 1976 spells out the basic rights of copyright holders, codified the doctrine of "fair use," and for most new copyrights adopted a

unitary term based on the date of the author's death rather than the prior scheme of fixed initial and renewal terms.

According to the U.S. Copyright Office of the Library of Congress, “copyright is a form of protection provided by the laws of the United States ([title 17, U. S. Code](#)) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works.” For a work to be “original,” it must meet two qualifications: (1) it cannot be copied from another work; and (2) it must exhibit at least a small amount of creativity.

Under section 102 of the Copyright Act, copyright protects a wide range of works. The principal categories for works of authorship are as follows:

- literary works
- musical works, including any accompanying words
- dramatic works, including any accompanying music
- pantomimes and choreographic works
- pictorial, graphic, and sculptural works
- motion pictures and other audiovisual works
- sound recordings
- architectural works

The Copyright Act grants five rights to a copyright owner, which are listed below:

- the right to reproduce the copyrighted work;
- the right to prepare derivative works based upon the work;
- the right to distribute copies of the work to the public;
- the right to perform the copyrighted work publicly; and
- the right to display the copyrighted work publicly.

The rights are not without limit, however, as they are specifically limited by “fair use” and several other specific limitations set forth in the Copyright Act.

Codified under Section 107 of the Copyright Act, “fair use” is the most challenging aspect of intellectual property that librarians struggle when dealing with copyrighted materials and the need for the public to have access to that information. Fair use is a copyright principle based on the idea that the public is entitled to freely use portions of copyrighted works for educational and informational purposes. Under fair use, someone other than the copyright holder may freely copy, display, perform, and distribute copyrighted material, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. To help determine whether the use made

of a work in any particular case is a fair use, librarians need to assess four factors outlined in the copyright law.

The four factors of fair use are:

1. The purpose and character of the use, including whether such use is of a commercial nature, or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

RESOURCES

ALA Copyright

<http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm>

ALA What's Fair Use?

<http://www.ala.org/Template.cfm?Section=copyrightarticle&Template=/ContentManagement/ContentDisplay.cfm&ContentID=26700>

Library Copyright Alliance

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

United States Copyright Office

<http://www.copyright.gov/>

PROFESSIONAL ORGANIZATIONS

Copyright, American Association of School Librarians (AASL)

<http://aasl.ala.org/essentiallinks/index.php?title=Copyright>

Copyright: Web Sites, Special Libraries Association (SLA)

<http://www.sla.org/content/resources/inforesour/reftool/copyrtweb.cfm>

Copyright, Public Policy, and the Scholarly Community, Association of Research Libraries (ARL)

<http://www.arl.org/resources/pubs/cppsc/index.shtml>

Copyright Resources on the Web, Association of College and Research Libraries (ACRL)

<http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2007/mar/copyrightresources.cfm>

Copyright Management Guidelines, Medical Library Association (MLA)

http://www.mlanet.org/government/positions/copyright_mgmt.html

Copyright for Music Librarians, Music Library Association

<http://copyright.musiclibraryassoc.org/>

COPYRIGHT & FAIR USE RESOURCES ON THE WEB

ALA Copyright Tools

<http://www.ala.org/ala/issuesadvocacy/copyright/crtools/index.cfm>

This site includes the work that Michael Brewer and the Copyright Advisory Subcommittee of the ALA Office for Information Technology Policy have developed in creating tools to educate librarians, educators and others about copyright. It includes the [Public Domain slider](#), the [Section 108 Spinner](#), the [Fair Use Evaluator](#), and the [Exceptions for Instructors eTool](#). These tools are all available online for anyone to use or link to.

ALA Digital Delivery in the Classroom

<http://www.ala.org/ala/issuesadvocacy/copyright/fairuse/digitalclassroomdelivery/index.cfm>

ALA Fair Use and Electronic Reserves

<http://www.ala.org/ala/issuesadvocacy/copyright/fairuse/fairuseandelectronicreserves/index.cfm>

Challenges in Employing Fair Use in Academic and Research Libraries, The Center for Social Media, the Program on Information Justice and Intellectual Property, and the Association of Research Libraries (ARL)

<http://www.centerforsocialmedia.org/fair-use/best-practices/other/challenges-employing-fair-use-academic-and-research-libraries>

This report summarizes how librarians struggle to meet the missions of U.S. academic and research libraries, interpret fair use, and other copyright issues. This is a three stage study project funded by The Andrew W. Mellon Foundation.

CONTU Guidelines on Photocopying under Interlibrary Loan Arrangements.

<http://www.cni.org/docs/infopols/CONTU.html>.

This site offers information on the CONTU (National Commission on New Technological Uses of Copyright Works) guidelines to assist librarians and copyright proprietors in understanding the amount of photocopying for use in interlibrary loan arrangements permitted under the copyright law.

Copyright Advisory Network

<http://librarycopyright.net/wordpress/>

This site encourages librarians to discuss copyright concerns and seek feedback and advice from fellow librarians and copyright specialists. The Network is sponsored by the American Library Association [Office for Information Technology Policy](#)

Copyright & Fair Use, Stanford University

<http://fairuse.stanford.edu/>

Great site covering all the basics of the copyright, FAQs, links to others sites, and resources for librarians.

Copyright Information Center, Cornell University

<http://www.copyright.cornell.edu/>

This site offers information on copyright policy, copyright clearance services, and copyright training and tutorials. Also includes topics related to copyrighted materials, whether in e-reserves, on course management sites, on other sites, or in face-to-face classroom settings.

Harvard's Berkman Center for Internet & Society & Electronic Information for Libraries (eIFL): Copyright for Librarians, Harvard University

http://cyber.law.harvard.edu/copyrightforlibrarians/Main_Page

This site was developed by Harvard University in conjunction with eIFL.net (Electronic Information for Libraries). It aims to inform librarians about copyright law in general, as well as the aspects of copyright law that most affect libraries, especially those in developing and transition countries.

Reproduction of Copyrighted Works by Educators and Librarians, United States Copyright Office

<http://www.copyright.gov/circs/circ21.pdf>

This brochure contains basic information on some of the most important legislative provisions and other documents dealing with reproduction of copyrighted materials by librarians and educators.

BIBLIOGRAPHY:

Wherry, Timothy Lee. *Intellectual Property: Everything the Digital-Age Librarian Needs to Know*. Chicago, IL: American Library Association, 2008

Lipinski, Tomas A. *The Complete Copyright Liability Handbook for Librarians and Educators*. New York, NY: Neal-Schuman Publishers, 2006

Simpson, Carol. *Copyright for Schools: A Practical Guide*. 4th Ed. Worthington, OH: Linworth Publishing, 2005

Heller, James S. *The Librarian's Copyright Companion*. Buffalo, NY: William S. Hein & Co., 2004

LICENSING

Copyright owners may choose to grant certain permissions for the use of their protected works to others within the work's protected period. This can be done through licensing or by transferring permissions permanently. When a copyright owner licenses their materials, they grant others the use of the work for a limited purpose, market or timeframe.

Licensing agreements may be applied to all types of copyrighted works, including software. Examples of licensed materials surround us: films may be licensed for video distribution, modification or public display; software may be licensed through end user agreements for use on personal computers; and Creative Commons licenses are used to extend the permissions granted for use of protected works.

It is important to remember that licensing is different from fair use. Fair use represents a non-licensed use of a copyrighted work made possible through a limitation to the copyright holder's exclusive rights. A license, however, extends specified portions of the copyright holder's exclusive rights to contracted parties.

Licensing is becoming an increasingly important topic for librarians to consider in the digital age. New delivery and access agreements for electronic journals, e-

books and databases often grant a library license to included materials for the duration of their contract, such that access is terminated when the contract ends. Unlike with physical purchases, this licensed content may “disappear” from the library’s collection once the license is contractually terminated.

RESOURCES

ALA’s Libraries and Licensing

<http://www.ala.org/ala/issuesadvocacy/copyright/librariesandlicensing/LibrariesAndLicensing.cfm>

This ALA site provides practical information on licensing’s relationship to copyright; software licensing agreements; recent attempted changes to US law; and resources for further information regarding copyright and licensing.

ARL’s Licensing

<http://www.arl.org/sc/marketplace/license/index.shtml>

Provides an introduction to issues involved with electronic licenses and libraries.

ARL’s Licensing Electronic Resources: Strategic and Practical Considerations

<http://www.arl.org/sc/marketplace/license/licbooklet.shtml>

1997 report providing practical advice and questions to consider when considering a license agreement.

ARL’s Principles for Licensing Electronic Resources

<http://www.arl.org/sc/marketplace/license/licprinciples.shtml>

1997 report providing background on licensing agreements as well as 15 stated principles to be followed in licensing agreements.

Collectanea

<http://www-apps.umuc.edu/blog/collectanea/>

A blog hosted by the University of Maryland and written by Center for Intellectual Property Scholar, Peggy Hoon. This blog provides information on changing perspectives, and news regarding copyright and licensing issues, with archives dating back to 2007.

Copycense

<http://www.copycense.com/>

Copycense is an online journal published by Seso LLC with archives dating back to 2004. According to their website, “Copycense is an online publication that provides insight, commentary, and scholarship on copyright, licensing, intellectual property, and digital media.”

Creative Commons

<http://creativecommons.org/>

Creative Commons is a non-profit organization that provides users with six types of licenses with which to expand the legal use of their protected works.

LibLicense

<http://www.library.yale.edu/~llicense/index.shtml>

Yale's LibLicense website provides librarians with detailed information regarding licensing digital materials.

Licensing Digital Content: A Practical Guide for Librarians, 2nd Ed.

<http://www.alastore.ala.org/detail.aspx?ID=2630>

This book, available to purchase through the ALA Store, describes copyright and licensing terminology, opportunities for cost savings, and global aspects of licensing. The author also provides guidance on educating others on these issues.

US Government Copyright Internet Resources

<http://www.copyright.gov/resces.html>

This page provides users with a list of US government agencies related to copyright and licensing as well as a list of US bodies through which a license may be obtained (either as a clearing house or as a licensing organization).

OPEN ACCESS

Open access refers to the free and open availability of scholarly content on the Internet. Open-access materials are made available via digital repositories (archives) or scholarly journals. Open access does not equate to "anyone can publish anything"; rather, open access refers to the ability of anyone to view, download and use scholarly information.

Though open access tends to be discussed in the context of scholarship and academic publishing, it is important to note that open access benefits everyone, not just academics. Information made available through open access is freely available to all users everywhere, with as short an embargo period as possible.

ALA's joint letter with ACRL to the Office of Science and Technology Policy on January 12, 2010, states: "All federal agencies funding significant research should adopt public access policies. This is important in a wide variety of disciplines, as new research in many fields can have an immediate impact on the public good,"

and “We urge a short embargo period and recommend a 6-month maximum to bring U.S. policy into alignment with policies already in place in Canada, the United Kingdom, and the European Union.”

It is important to remember the following:

- Open access refers to both digital repositories and scholarly journals.
- Repositories are not limited to institutional repositories. They can be organized by topic, by discipline, and by collaboration as well.
- Although scholarly publication most often refers to text publication in the form of journal articles, open access is not necessarily limited to text media.
- Like traditional journal publications, open-access journals can and should be peer-reviewed.
- Traditionally published materials may still be deposited in an open-access digital repository if the author’s copyright has been sufficiently preserved rather than signed over to the publisher.
- The open-access movement is a quickly advancing area of interest for librarians, and being informed means *staying* informed. Keeping up-to-date is important.
- Academics are not the only people who benefit from open-access scholarly communication. Everyone benefits, including libraries and the public.
- Federal taxes fund federal research, including research done by grant recipients.

Librarians can support the open-access movement in many ways:

- Plan workshops for faculty about why open access is important to them and what they should know when publishing.
- Advocate for the inclusion of open-access journals in the pool of publications used when evaluating for tenure.
- Educate public library users on how open-access issues impact their ability to access pertinent information, particularly medical and other scientific information.
- Encourage the use of open-access repositories and journals by including them in our electronic resources, LibGuides and other local information sources.
- Promote the copyright rights of authors by educating faculty on negotiating with publishers regarding the deposit of published articles in digital repositories for access and preservation.
- Avoid looking at open access as a “technology issue.” Open access is as much an information freedom issue, and librarians outside of digital collections, scholarly communications and IT departments are needed to engage with stakeholders, both representing their interests to the library and educating them about open-access issues.
- Subscribe to discussion lists and use RSS feeds to remain abreast of changes and advancements in the open-access movement.

- Learn about the relationship between open access and copyright.
- Remind patrons that if they pay federal taxes, they have funded federal research, including research conducted by federal grant recipients.

RESOURCES

Open Access Directory

http://oad.simmons.edu/oadwiki/Main_Page

“The Open Access Directory (OAD) is a compendium of simple factual lists about open access (OA) to science and scholarship, maintained by the OA community at large.”

Open Access Bibliography

<http://www.digital-scholarship.org/oab/oab.htm>

The OAB “provides an overview of open access concepts, and it presents over 1,300 selected English-language books, conference papers (including some digital video presentations), debates, editorials, e-prints, journal and magazine articles, news articles, technical reports, and other printed and electronic sources that are useful in understanding the open access movement's efforts to provide free access to and unfettered use of scholarly literature.”

Peter Suber’s Open Access Overview

<http://www.earlham.edu/~peters/fos/overview.htm>

A concise introduction to open access written by a leading open access advocate and SPARC Senior Researcher.

Educational Materials about OA

http://oad.simmons.edu/oadwiki/Educational_materials_about_OA

“This is a list of materials for teaching, explaining or marketing open access. One purpose is to identify materials that individuals can mine for ideas for their own presentations about open access (with attribution to the original authors of course).”

ALA and ACRL Letter in Support of Public Access for NIH Funded Projects

<http://www.acrl.org/ala/mgrps/divs/acrl/issues/scholcomm/ostpcomments.cfm>

Open letter to the White House Office of Science and Technology Policy in support of public access to federally funded research.

ACRL’s Scholarly Communication Toolkit

<http://acrl.ala.org/scholcomm/>

“The Scholarly Communication Toolkit was designed by the Scholarly Communication Committee of The Association of College and Research Libraries (ACRL) to support advocacy efforts designed to transform the scholarly communication landscape.”

Scholarly Publishing & Academic Resources Coalition (SPARC)

<http://www.arl.org/sparc/>

“SPARC®, the Scholarly Publishing and Academic Resources Coalition, is an international alliance of academic and research libraries working to correct imbalances in the scholarly publishing system. . .Its pragmatic focus is to stimulate the emergence of new scholarly communication models that expand the dissemination of scholarly research and reduce financial pressures on libraries.”

Compact for Open Access Publishing Equity (COPE)

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

The Compact is an agreement amongst universities that choose to sign it to support faculty publishing in open-access journals by agreeing to underwrite the cost for fee-based publication, thereby supporting the equitable practice of open-access publishing as compared to traditional publishing business models in which subscription payments cover operating costs and profits.

ALA's Open Access Page

<http://www.ala.org/ala/issuesadvocacy/copyright/openaccesstoresearch/index.cfm>

ALA offers an introduction to open access on this page, with particular attention paid to NIH-funded research findings. Helpful resources for more information are listed near the bottom of the page.

OA Tracking Project

http://oad.simmons.edu/oadwiki/OA_tracking_project

A project meant to track open access developments in real time through social media tagging. Updates can be followed via the Web page, RSS feed, e-mails, Twitter or Tumblr.

Directory of Open Access Journals

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

An international index of peer-reviewed open-access journals that do not include embargo periods.

PRESERVATION & ACCESS

Librarians have a responsibility to preserve information and ensure that it remains accessible. Information that is accessed via the Web and through the Internet can be particularly difficult to preserve and protect because it is not owned by or housed in the library. Instead, online information can move locations, change addresses, or simply disappear.

Following are examples that illustrate the vulnerability of online information:

- In September 2008 *The New York Times* reported that “the Website of the Environmental Protection Agency listed more than 50 ‘broken links’ that once connected readers to documents on depletion of the ozone layer of the atmosphere.” The same article reported that “at least 20 documents have been removed from the Website of the United States Commission on Civil Rights. They include a draft report highly critical of the civil rights policies of the Bush administration.”
[Pear, Robert. “In Digital Age, Federal Files Blip into Oblivion.” *New York Times*, Sept. 13, 2008.]
- In February 2008 programmers responsible for the POPLINE database made the term “abort” and its various forms (e.g., abortion, abort) stopwords, rendering them no longer searchable. Typically, only words such as “a,” “an” and “the” are considered stopwords. After librarians expressed concern and the story received media coverage, the decision was reversed.
[Pear, Robert. “Database Was Set Up to Ignore ‘Abortion’.” *New York Times*, April 5, 2008.]
- An academic library dean observed that when libraries purchase aggregate databases, “what we don’t know may well hurt us. Footnotes get dropped. Some images will not print. Graphics are at times missing, unprintable, hard to read, or display as the famous ‘broken image’ icon... Of course, if any library purchased an academic journal with pages missing or footnotes cut off, we’d file a claim immediately.”
[Herring, Mark. “A Gaggle of Googles: Limitations and Defects of Electronic Access as Panacea.” *Internet Reference Services Quarterly*, 10, no. 3/4 (2005): 37-44.]
- In 2009 National Public Radio reported that the September 2009 issue of *GQ* magazine contained an article titled “None dare call it conspiracy” (about the root of terrorist attacks in Russia). The publisher (Conde Naste) refused to post the article to the magazine’s Web site, and the article is also absent from several commercial databases that claim to include full-text content of *GQ*.
[Folkenflik, David. “Why ‘GQ’ Doesn’t Want Russians to Read its Story.” National Public Radio, Sept. 4, 2009,
<http://www.npr.org/templates/story/story.php?storyId=112530364>]

ALA POLICIES

The following ALA policies and statements address the importance of keeping information accessible and free from censorship:

Library Bill of Rights

“Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library

serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.”

“Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.”

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

Code of Ethics of the ALA

“We uphold the principles of intellectual freedom and resist all efforts to censor library resources.”

Challenged Materials—An Interpretation of the Library Bill of Rights

“. . . any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.”

Diversity in Collection Development—An Interpretation of the Library Bill of Rights

“Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron’s right to read, view, or listen to materials and resources protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials and resources based on personal bias or prejudice.”

Expurgation of Library Materials—An Interpretation of the Library Bill of Rights

“Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agents, or its parent institution (if any) when done for the purposes of censorship. . . Furthermore, librarians oppose expurgation of resources available through licensed collections. Expurgation of any library resource imposes a restriction, without regard to the rights and desires of all library users, by limiting access to ideas and information.”

Intellectual Freedom Principles for Academic Libraries—An Interpretation of the Library Bill of Rights

“The development of library collections in support of an institution’s instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that

collections contain materials representing a variety of perspectives on subjects that may be considered controversial.”

“Licensing agreements should be consistent with the *Library Bill of Rights*, and should maximize access.”

ADVICE

- When government information on agency Web sites disappears, the Freedom of Information Act and the Electronic Freedom of Information Act provide users a right to that previously published information. Public interest groups can use the FOI Letter Generator (<http://www.rcfp.org/foialetter/index.php>) to have the information reposted in an electronic reading room.
- To locate Web pages that are no longer available, try using the Internet Archive Wayback Machine, which has archived Web pages from 1996 up until a few months ago: (<http://www.archive.org/web/web.php>).
- If you discover that an item has been removed from a database or that database content is being censored in some way, contact the vendor and/or publisher and inquire about the problem. If it's not resolved, share the information with librarian colleagues in your professional network and inform relevant groups within ALA. Pressure from librarians has often been effective in changing censorial policies and practices.
- Realize that getting access to journal, magazine, and newspaper content through an aggregator database (e.g., LexisNexis Academic) is not equivalent to subscribing to those periodicals. The terms of aggregators' contracts with various publishers change frequently, and content is often added and deleted from such databases without warning. The fact that a database claims to have full-text content doesn't mean it's safe to cancel your subscriptions to journals, magazines, and newspapers.
- When negotiating the terms of license agreements between the library and the vendor or publisher, consider adding clauses about "Archival/Backup Copy," "Completeness of Content" and "Perpetual License" to protect against loss of access to content. Following is sample language for such clauses from a model agreement developed by NorthEast Research Libraries Consortium (<http://www.library.yale.edu/NERLpublic>):
 - "Archival/Backup Copy. Licensors will provide Licensee with one (1) copy in a mutually-acceptable format (or grant permission to make one copy) of any licensed materials holdings that are sold to another publisher/provider or discontinued for any reason, to fulfill Licensee's rights under the "Perpetual License" section of the agreement. In addition, upon termination of this agreement or upon request, Licensor agrees to provide to Licensee in a mutually-acceptable format a machine-readable copy of the licensed materials for licensee's use. Licensee is authorized to make such further copies in perpetuity as it may deem necessary for purposes of archival

preservation, refreshing, or migration to other formats, so long as the purpose of such copying is solely for continued use and/or archival retention of the data and does not violate or extend the use rights contained in the agreement."

- "Completeness of Content. Where applicable, Licensor will inform Licensee of instances where online content differs from the print versions of the licensed materials. Where applicable, Licensor shall use reasonable efforts to ensure that the online content is at least as complete as print versions of the licensed materials, represents complete, accurate and timely replications of the corresponding content contained within the print versions of such materials, will cooperate with [library] to identify and correct errors or omissions, and shall make available the electronic copy of the licensed materials no later than the date on which the paper version is issued."
- "Perpetual License. Licensor hereby grants to [library] a nonexclusive, royalty-free, perpetual license to use any licensed materials that were accessible during the term of this agreement. Such use shall be in accordance with the provisions of this agreement, which provisions shall survive any termination of this agreement. Except in the case of termination for cause, Licensor shall provide the [library] with access to the licensed materials in a manner and form substantially equivalent to the means by which access is provided under this agreement."
- If you're an academic librarian, encourage faculty authors to negotiate with publishers to retain the copyright to the articles they write. This way, if the publisher takes down the article, the author can make it available through other means. For the same reason, encourage your institution to develop an institutional repository that stores locally authored materials.
- Consider purchasing "dark archives" tools (e.g., PORTICO, CLOCKSS, and LOCKSS) that ensure you will have access to electronic materials you have purchased if certain events happen--for example, if a flood destroys the back file of electronic content or the publisher goes out of business and no longer provides access to the content.

RESOURCES

Affelt, A. "Paving Paradise." *Online*, 34, no.1 (2010): 14-17.

Discusses the removal of content from the LexisNexis, Westlaw, and ScienceDirect databases.

Mart, S.N. "Let the People Know the Facts: Can Government Information Removed from the Internet Be Reclaimed?" *Law Library Journal*, 98, no. 1 (2006): 7-31.

Quint, B. "Where Have All the Archives Gone? Newspaper Archive Aggregators Face the Challenge of All-Digital, No-Paper Publications." *Information Today*, 26, no. 7 (2009): 1-2, 38-39.

Relyea, H.C. "Federal Freedom of Information Policy: Highlights of Recent Developments." *Government Information Quarterly*, 26 (2009): 314-320.

ACCESS FOR PEOPLE WITH DISABILITIES

According to the Census Bureau Survey of Income and Participation (2002), 51.2 million people in the non-institutionalized population had some level of disability. People of all ages, in all racial and ethnic groups and all socioeconomic groups have disabilities:

- 18.1% of the population
- 8.4% of people under age 15
- 19.4% of people ages 45 – 54
- 38.4% of people ages 65 – 69
- 71.7% of people ages 80+

Therefore, it is extremely important that librarians develop accessibility policies that will ensure access to electronic resources and information technology. A thoughtful and comprehensive accessibility policy demonstrates a library's commitment to meet the needs of all patrons. A well-drafted policy identifies how the library intends to accommodate the needs of patrons and employees with disabilities and establishes specific procedures for responding to requests in a timely manner.

When drafting an Internet and computer use policy for people with disabilities, consider including all the sections in the ALA policy 54.3.2 "Library Services for People with Disabilities" (and "Services to People with Disabilities: An Interpretation of the Library Bill of Rights").

Here are a few suggestions to consider when creating or updating your policies:

- Make the policy easy to read, understand, and find on your Web site.
- Provide regular training and support regarding accessibility issues, policies, and guidelines to staff members and users.
- Promote your policy in employee communications as well as user communications.
- Update your policy as needed to stay current with changes in your library practices.
- Regularly evaluate the use of accessible electronic and information technology in the library.
- Develop procedures for responding quickly to requests for adaptive technologies that remove barriers to access for people with disabilities.

Apply accessibility policies, procedures, and standards that will assure that such requests are kept to a minimum.

- Train your staff to be welcoming and sensitive.

SAMPLES OF LIBRARY ACCESSIBILITY POLICIES

Accessibility Policy, San Francisco Public Library

<http://sfpl.org/index.php?pg=2000059001>

Policy for Services to Users with Disabilities, University of Texas at Austin

<http://www.lib.utexas.edu/services/assistive/policy.html>

DO-IT, University of Washington

<http://www.washington.edu/doi/UA/PRESENT/libres.html>

RESOURCES

ALA Creating a Library Accessibility Policy

<http://www.ala.org/ala/aboutala/offices/oitp/emailtutorials/accessibilitya/22.cfm>

Association of Specialized and Cooperative Library Agencies (ASCLA)--Library Services for People with Disabilities Policy

<http://www.ala.org/ala/mgrps/divs/ascla/asclaissues/libraryservices.cfm>

ASCLA Internet and Web-based Content Accessibility Checklist

<http://www.ala.org/ala/mgrps/divs/ascla/asclaprotocols/thinkaccessible/internetwebguidelines.cfm>.

Guidelines on Library Standards for People with Disabilities: Accessibility Basics for Librarians an Educational Service of the ALA's Office for Information Technology Policy (OITP)

<http://www.ala.org/ala/aboutala/offices/oitp/emailtutorials/accessibilitya/accessibility.cfm>

Guidelines on Library Standards for People with Disabilities from Australian Library and Information Association

http://www.alia.org.au/policies/disability_standards.html

IFLA--Access to Libraries for Persons with Disabilities

<http://archive.ifla.org/VII/s9/nd1/iflapr-89e.pdf>

Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights

<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/servicespeoplewithdisabilities.cfm>.

CRISIS COMMUNICATION

A few simple communication techniques can go a long way in reducing emotions and preventing misunderstandings during crisis situations. Make sure your library staff is trained in procedures for handling complaints and that they understand the importance of treating all people with respect. The goal is to resolve complaints informally whenever possible.

The best way to deal with tough questions from library users, board members, government officials or a reporter is to be prepared. Following are a few tips to keep in mind:

- Listen; don't judge.
- Anticipate questions you might be asked and practice answering them.
- Create a 20- to 30-second statement that will consistently convey your message clearly and concisely.
- Acknowledge the other person's opinions: "You obviously have strong feelings. I respect your views. Let me give you another perspective."
- Reframe a question such as "Why do you think students should be allowed to view pornography on the Internet?" to "You're asking me about our Internet policy. . ."
- Remain professional, calm and objective in your interactions.
- Remain available to address concerns. Be accessible, BUT take the time to collect your thoughts and to verify facts before responding. Even reporters with a short deadline will respect your position to "pull out that information and confirm the facts." However, make sure you get back to them within an established time frame.
- Be honest and objective with the media or those who report any odd activity.
- Have an Internet use policy; KNOW and USE it.
- Discuss Internet safety for children and parents.
- Remember, it's not just what you say but how you say it.
- Speak simply, sincerely and with conviction.
- Less is more. Keep your answers short and to the point.
- Stick to your key message. Deliver it at least three times.
- Avoid use of negative or inflammatory words such as "pornography."
- Never say "No comment." A simple "I'm sorry I can't answer that" is preferable.
- Don't fudge. If you don't know the answer, say so.
- Maintain confidentiality of library records.
- Determine your personal commitment to intellectual freedom.
- Seek assistance, as appropriate, AND receive it graciously, even if you think it is not necessary.
- Train your library staff and keep them aware of the situation.