The ALA Intellectual Freedom Committee (IFC) is pleased to present this update of its activities.

**JUDITH F. KRUG, 1940–2009**

Judith devoted her whole professional life to the advocacy of one of our profession’s core values, intellectual freedom. In fact, I believe, as I am sure she believed, that it is THE core value of librarianship. Judith has been its most vigorous, creative, persistent, and effective advocate for the past forty years.

She founded the Office for Intellectual Freedom and later the Freedom to Read Foundation; initiated “Banned Books Week”; and developed the first *Intellectual Freedom Manual*.

Judith tirelessly defended intellectual freedom and American libraries in every imaginable forum. She testified effectively before Congress and the courts, was interviewed countless times (often at the drop of a hat) by local and national media, debated potential censors from the right, left, and middle—always staying on point and in control. She made herself available to all manner of national, state and local library organizations as speaker and resource person. She had a hand in almost every Supreme Court case of the past four decades that touched upon libraries and the freedom for people to read, view, or hear what they would—usually successfully. Along the way she recruited and inspired uncounted new recruits to the cause of intellectual freedom.

For those who wish to sustain Judith’s work and legacy, the Freedom to Read Foundation has established the Judith F. Krug Memorial Fund. Donations to the fund may be made online at www.ftrf.org, or sent to FTRF, 50 E. Huron, Chicago, IL 60611.

**INFORMATION**

**Frontlines Intellectual Freedom Series**

introduction to intellectual freedom and more specific materials such as case studies that address the practical application of intellectual freedom principles in particular library settings. The case studies illustrate and teach particular concepts, describe a set of facts, and include a discussion of the applicable intellectual freedom principles. Supplemental materials accompanying each case study provide useful tips, guidelines, sample policies, definitions of key terms, and analysis of important statutes and legal decisions.

Publication of the third and final installment in the series, *Protecting Intellectual Freedom in Your Public Library*, by June Pinnell-Stephens, will coincide with the 2010 Annual Conference.

**Censorship Issue in West Bend, Wisconsin**

As you may be aware, a challenge to library materials for young people in West Bend, Wisconsin, has drawn national media attention. This controversy, the result of an organized campaign aimed directly in opposition to ALA’s foundational intellectual freedom policies, raises significant issues for the IFC to consider and address.

The controversy arose in February, 2009, when a West Bend married couple filed a request to reconsider books included in the library’s “Out of the Closet” bibliography aimed at youth interested in GLBT issues as well as books deemed “sexually explicit.” Over the following weeks and months, the couple helped to form a citizens’ group, West Bend Citizens for Safe Libraries, and circulated a petition asking the library to move particular young adult books to the adult section, label certain material as objectionable, and restrict access to categories of online content. A second citizens’ group, West Bend Parents For Free Speech, was formed to oppose the requested restrictions and to support the library’s existing policies. A third organization, the Christian Civil Liberties Union, eventually filed a claim with the City of West Bend, asserting that the library had injured them by placing the YA novel *Baby Be-Bop* in the library’s collection. This group requested monetary damages and demanded that *Baby Be-Bop* be publicly burned, “as a deterrent to repeating this offensive conduct.” In June 2009, the West Bend Library Board voted unanimously to retain the books, “without removing, relocating, labeling, or otherwise restricting access.”

On Monday, July 12, 2009, at ALA’s Annual Conference, five panelists from West Bend participated in a program as part of the IFC’s regular Issues Briefing Session. These speakers—librarians, trustees, and community members directly involved with the challenges—discussed their experiences and their plans to continue the ongoing work of maintaining unrestricted access to information for everyone in their community. They identified several emerging areas of concern:

- The role of bloggers, social networking tools, and the media in fanning the flames of the controversy;
- The involvement of out-of-state censorship advocates and organizations, and the use of uniform tactics and strategies by groups bringing similar challenges in other communities; and
The refusal of the persons bringing the challenge to utilize the library’s reconsideration policies.

These concerns point to a need for the development of new guidelines to assist libraries facing complex challenges of this nature. The IFC plans to take up this work in the coming year.

Tribute to the Freedom to Read Foundation

This year marks the 40th year that the Freedom to Read Foundation has served as the First Amendment legal defense arm of the American Library Association. The Intellectual Freedom Committee submitted ALA Tribute #5 to celebrate FTRF’s achievements and its work promoting, protecting, and defending the First Amendment in libraries.

PROJECTS

National Conversation on Privacy

ALA’s National Conversation on Privacy is a civic engagement campaign calling on libraries and librarians to stand up as leaders and educators in communities all across the country. Funded with a seed grant from the Open Society Institute, the initiative seeks to call attention to the value of privacy as the foundation for civil liberties and to empower citizens to make educated decisions about their personal information and legislation around privacy. The campaign will culminate in Choose Privacy Week, an event that will take place May 2–8, 2010.

On Monday, July 12, at the 2009 Annual Conference, IFC and COL sponsored a joint program on privacy on Monday, July 13. “Privacy in an Era of Change” featured three outstanding speakers, sharing their thoughts on privacy, surveillance, consumer protections, and civil liberties in our society today. We were delighted to have Mary Ellen Callahan, Chief Privacy Officer of the Department of Homeland Security; Craig Wacker from the MacArthur Foundation; and David Sobel, Senior Counsel at the Electronic Frontier Foundation. OIF staff collaborated with RUSA and OITP to promote these groups’ other programs on privacy at Annual Conference as well.

New campaign materials for the National Conversation on Privacy were debuted at Annual Conference to enthusiastic response. Order forms for these posters, bookmarks, and buttons will be included in all Banned Books Week orders, and materials will be included in ALA Graphics catalogs, giving librarians the opportunity to purchase these materials for use in their own libraries and communities.

The website for this initiative, www.privacyrevolution.org, has undergone significant change and now includes new content, features, and functionality. Institutions can use the website to sign on as allies and individuals can now sign onto the campaign online as well, through a highly encrypted vault that will ensure the privacy of personal information and enable us to deliver a headcount to Congress of Americans calling for legislative change around privacy.
All of this work is building to the campaign’s national event, Choose Privacy Week. During May 2-8, 2010, libraries will host programs and events to educate and engage their communities on privacy issues. OIF will host training programs at the 2010 Midwinter Meeting in Boston to help librarians prepare for this week of action and advocacy. In addition, a resource guide is being prepared that will give librarians the tools they need to start the conversation in their communities. OIF is soliciting contributions to the resource guide and looking for commitments by July 31st and submissions of content by October 1st. The call for papers is attached as Exhibit 1.

Please join with us—by signing on as an individual and by signing on your institution as a participating library—in order to educate and engage our communities on these vital privacy issues in our digital age.

Banned Books Week

2009 marks the 28th annual celebration of Banned Books Week, which will be held September 26 through October 3.

For the third year in a row, the Office for Intellectual Freedom and the McCormick Freedom Museum will host a Read-Out! to kick off Banned Books Week on Saturday, September 26, 2009. This year’s Read-Out! will feature authors of the top ten most frequently challenged books of 2008. Charise Mericle Harper, author of Flashcards of My Life; Sarah S. Brannen, author of Uncle Bobby’s Wedding; Cecily von Ziegesar, author of the Gossip Girl series; Stephen Chbosky, author of The Perks of Being a Wallflower; Lauren Myracle, author of ttyl, ttyn, and l8r g8r (Internet Girl Series); and Justin Richardson and Peter Parnell, authors of And Tango Makes Three, will talk about their experiences being targets of censorship and will read from their works.

All BBW merchandise, including posters, bookmarks, t-shirts, and tote bags, are sold and marketed through ALA Graphics (www.alastore.ala.org). More information on Banned Books Week can be found at www.ala.org/bbooks.

Lawyers for Libraries

In February OIF held the 13th regional Lawyers for Libraries training institute in Los Angeles. To date, over 300 attorneys, trustees, and librarians have attended these trainings and a large majority of them remain connected with ALA and one other via an email list. This fall, OIF is planning an online Lawyers for Libraries training—information will be sent to Council as soon as details are finalized and also can be found at www.ala.org/lawyers.
LeRoy C. Merritt Humanitarian Fund

Founded in 1970, the LeRoy C. Merritt Humanitarian Fund continues to provide financial assistance to librarians who have been harmed in their jobs due to discrimination for their defense of intellectual freedom.

The trustees of the Merritt Fund are planning a gala event to celebrate the 40th anniversary of the fund on Monday, June 28, 2010 during the ALA Annual Conference in Washington, DC. More details will be available and sent to Council in the coming months.

If you would like to help build the Merritt Fund into a greater resource, please consider donating online at www.merrittfund.org/donations, by phone at (800) 545-2433, ext. 4226, or by sending a check payable to LeRoy C. Merritt Humanitarian Fund to 50 E. Huron, Chicago, IL 60611.

ACTION


The Office for Intellectual Freedom is working with ALA Editions toward publication of the eighth edition of the Intellectual Freedom Manual. Publication of this book is scheduled to coincide with the 2010 Annual Conference. In preparation for each new edition, the Intellectual Freedom Committee reviews all ALA intellectual freedom policies.

At its Spring Meeting, the Committee revised “Labels and Ratings Systems” and “Access to Electronic Information, Services, and Networks.” The Committee also created two new Interpretations: “Minors and Internet Interactivity” and “Importance of Education to Intellectual Freedom.” After thorough discussion of these policies, the Committee approved the documents as amended.

Proposed revisions to the Interpretations and the two new Interpretations were e-mailed on May 6, 2009, to the ALA Executive Board, Council, Divisions, Council committees, Round Tables, and Chapter Relations. The IFC considered comments received both prior to and during the 2009 Annual Conference and now is moving adoption of four policies:

1. “Access to Digital Information, Services, and Networks”; the IFC moves the adoption of its revisions to this policy, CD #19.5;
2. “Importance of Education to Intellectual Freedom”; the IFC moves the adoption of this policy, CD #19.6;
3. “Labeling and Rating Systems”; the IFC moves the adoption of its revisions to this policy, CD #19.7;
4. “Minors and Internet Interactivity”; the IFC moves the adoption of this policy, CD #19.8;
Resolution on the 2009 Reauthorization of the USA PATRIOT Act

The IFC worked with the Committee on Legislation regarding the reauthorization of the USA PATRIOT Act and related federal legislation including National Security Letters. We jointly agreed to focus on the USA PATRIOT Act due its imminent consideration by Congress.

Unfortunately, due to missed communications during our final concurrent committee meetings (in the Hyatt North and in McCormick Place), we were unable to combine the two versions of our joint resolution in time for Council III. Therefore, the IFC is submitting to Council a revised version with an alternate resolved clause that addresses our concern that the American Library Association affirm current ALA policy, reiterate its clear opposition to Section 215 and recommit itself to the principle of user privacy, and moves the adoption of CD #19.9

In closing, the Intellectual Freedom Committee thanks the Division and Chapter Intellectual Freedom Committees, the Intellectual Freedom Round Table, the unit and affiliate liaisons, and the OIF staff for their commitment, assistance, and hard work.

Respectfully Submitted,
ALA Intellectual Freedom Committee
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Access to Digital Information, Services, and Networks
An Interpretation of the Library Bill of Rights

Introduction
Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. Libraries and librarians protect and promote these rights regardless of the format or technology employed to create and disseminate information.

The American Library Association expresses the fundamental principles of librarianship in its Code of Ethics as well as in the Library Bill of Rights and its Interpretations. These principles guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to digital information, services, and networks.

Libraries empower users by offering opportunities both for accessing the broadest range of information created by others and for creating and sharing information. Digital resources enhance the ability of libraries to fulfill this responsibility.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information in the context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are upheld. Although digital information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it, many people lack access or capability to use or create digital information effectively.

In making decisions about how to offer access to digital information, services, and networks, each library should consider intellectual freedom principles in the context of its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users
All library system and network policies, procedures, or regulations relating to digital information and services should be scrutinized for potential violation of user rights.

User policies should be developed according to the policies and guidelines established by the American Library Association, including “Guidelines for the Development and Implementation of Policies, Regulations, and Procedures Affecting Access to Library Materials, Services, and Facilities.”

Users’ access should not be restricted or denied for expressing, receiving, creating, or participating in constitutionally protected speech. If access is restricted or denied for
behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal.

Information retrieved, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent jurisdiction. These rights extend to minors as well as adults (“Free Access to Libraries for Minors”; “Access to Resources and Services in the School Library Media Program”; “Access for Children and Young Adults to Nonprint Materials”; and “Minors and Internet Interactivity”).

Libraries should use technology to enhance, not deny, digital access. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, and use information effectively.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice in accordance with “Privacy: An Interpretation of the Library Bill of Rights,” and “Importance of Education to Intellectual Freedom: An Interpretation of the Library Bill of Rights.”

**Equity of Access**

The digital environment provides expanding opportunities for everyone to participate in the information society, but individuals may face serious barriers to access.

Digital information, services, and networks provided directly or indirectly by the library should be equally, readily, and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive support from public funds (50.3 “Free Access to Information”; 53.1.14 “Economic Barriers to Information Access”; 60.1.1 “Minority Concerns Policy Objectives”; 61.1 “Library Services for the Poor Policy Objectives”). All libraries should develop policies concerning access to digital information that are consistent with ALA’s policies and guidelines, including “Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights,” “Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities,” and “Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights.”

**Information Resources and Access**

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user’s age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection development policies to
ensure preservation, in appropriate formats, of information obtained digitally. Libraries have an obligation to provide access to government information available in digital format.

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Libraries and librarians should not deny or limit access to digital information because of its allegedly controversial content or because of a librarian’s personal beliefs or fear of confrontation. Furthermore, libraries and librarians should not deny access to digital information solely on the grounds that it is perceived to lack value. Parents and legal guardians who are concerned about their children’s use of digital resources should provide guidance to their own children. Some information accessed digitally may not meet a library’s selection or collection development policy. It is, therefore, left to each user to determine what is appropriate.

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the Library Bill of Rights (ALA Policy Manual, 53.1.17, Resolution on the Use of Filtering Software in Libraries). If a library uses a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech. Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely manner. Minors also retain the right to access constitutionally protected information and, at the minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely manner. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.3

Digital resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to digital resources as much as they do to the more traditional sources of information in libraries (“Diversity in Collection Development”).


3“If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user’s election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case.” United States, et al. v. American Library Association, 539 U.S. 194 (2003) (Justice Kennedy, concurring).
See Also: “Questions and Answers on Access to Digital Information, Services and Networks: An Interpretation of the Library Bill of Rights.”

Importance of Education to Intellectual Freedom:  
An Interpretation of the Library Bill of Rights

Education in support of intellectual freedom is fundamental to the mission of libraries of all types. Intellectual freedom is a universal human right that involves both physical and intellectual access to information and ideas. Libraries provide physical access through facilities, resources, and services. Libraries foster intellectual access through educational programs and instruction in essential information skills.

Article I of the Library Bill of Rights “affirms that all libraries are forums for information and ideas.” Physical access to information is listed as the first principle:

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.

Article II of the Library Bill of Rights emphasizes the importance of fostering intellectual access to information by providing materials that allow users to evaluate content and context and find information representing multiple points of view:

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.

The universal freedom to express information and ideas is stated in the Universal Declaration of Human Rights, Article 19:

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

The importance of education to the development of intellectual freedom is expressed in the Universal Declaration of Human Rights, Article 26:

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages . . . .
(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial, or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
Libraries of all types foster education by promoting the free expression and interchange of ideas. Libraries use resources, programming, and services to strengthen intellectual and physical access to information and thus build a foundation of intellectual freedom: collections (both real and virtual) are developed with multiple perspectives and individual needs of users in mind; programming and instructional services are framed around equitable access to information and ideas; and teaching of information skills is integrated appropriately throughout the spectrum of library programming and leads to empowered lifelong learners.

Through educational programming and instruction in information skills, libraries empower individuals to explore ideas, access and evaluate information, draw meaning from information presented in a variety of formats, develop valid conclusions, and express new ideas. Such education facilitates intellectual access to information and offers a path to intellectual freedom.
Labeling and Rating Systems
An Interpretation of the Library Bill of Rights

Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling and rating systems present distinct challenges to these intellectual freedom principles.

Labels on library materials may be viewpoint-neutral directional aids designed to save the time of users, or they may be attempts to prejudice or discourage users or restrict their access to materials. When labeling is an attempt to prejudice attitudes, it is a censor’s tool. The American Library Association opposes labeling as a means of predisposing people’s attitudes toward library materials.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the material, or the background or views of the creator(s) of the material, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the material. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Viewpoint-neutral directional aids facilitate access by making it easier for users to locate materials. The materials are housed on open shelves and are equally accessible to all users, who may choose to consult or ignore the directional aids at their own discretion.

Directional aids can have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling.

Many organizations use rating systems as a means of advising either their members or the general public regarding the organizations’ opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, Web sites, games, or other materials. The adoption, enforcement, or endorsement of any of these rating systems by a library violates the Library Bill of Rights. When requested, librarians should provide information about rating systems equitably, regardless of viewpoint.

Adopting such systems into law or library policy may be unconstitutional. If labeling or rating systems are mandated by law, the library should seek legal advice regarding the law’s applicability to library operations.
Libraries sometimes acquire resources that include ratings as part of their packaging. Librarians should not endorse the inclusion of such rating systems; however, removing or destroying the ratings—if placed there by, or with permission of, the copyright holder—could constitute expurgation (see “Expurgation of Library Materials: An Interpretation of the Library Bill of Rights”). In addition, the inclusion of ratings on bibliographic records in library catalogs is a violation of the Library Bill of Rights.

Prejudicial labeling and ratings presuppose the existence of individuals or groups with wisdom to determine by authority what is appropriate or inappropriate for others. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view.

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

The digital environment offers opportunities for accessing, creating, and sharing information. The rights of minors to retrieve, interact with, and create information posted on the Internet in schools and libraries are extensions of their First Amendment rights. (See also other interpretations of the Library Bill of Rights, including “Access to Digital Information, Services, and Networks,” “Free Access to Libraries for Minors,” and “Access for Children and Young Adults to Nonprint Materials.”)

Academic pursuits of minors can be strengthened with the use of interactive Web tools, allowing young people to create documents and share them online; upload pictures, videos, and graphic material; revise public documents; and add tags to online content to classify and organize information. Instances of inappropriate use of such academic tools should be addressed as individual behavior issues, not as justification for restricting or banning access to interactive technology. Schools and libraries should ensure that institutional environments offer opportunities for students to use interactive Web tools constructively in their academic pursuits, as the benefits of shared learning are well documented.

Personal interactions of minors can be enhanced by social tools available through the Internet. Social networking Web sites allow the creation of online communities that feature an open exchange of information in various forms, such as images, videos, blog posts, and discussions about common interests. Interactive Web tools help children and young adults learn about and organize social, civic, and extra-curricular activities. Many interactive sites invite users to establish online identities, share personal information, create Web content, and join social networks. Parents and guardians play a critical role in preparing their children for participation in online activity by communicating their personal family values and by monitoring their children’s use of the Internet. Parents and guardians are responsible for what their children—and only their children—access on the Internet in libraries.

The use of interactive Web tools poses two competing intellectual freedom issues—the protection of minors’ privacy and the right of free speech. Some have expressed concerns regarding what they perceive is an increased vulnerability of young people in the online environment when they use interactive sites to post personally identifiable information. In an effort to protect minors’ privacy, adults sometimes restrict access to interactive Web environments. Filters, for example, are sometimes used to restrict access by youth to interactive social networking tools, but at the same time deny minors’ rights to free expression on the Internet. Prohibiting children and young adults from using social networking sites does not teach safe behavior and leaves youth without the necessary knowledge and skills to protect their privacy or engage in responsible speech. Instead of restricting or denying access to the Internet, librarians and teachers should educate minors to participate responsibly, ethically, and safely.
The First Amendment applies to speech created by minors on interactive sites. Usage of these social networking sites in a school or library allows minors to access and create resources that fulfill their interests and needs for information, for social connection with peers, and for participation in a community of learners. Restricting expression and access to interactive Web sites because the sites provide tools for sharing information with others violates the tenets of the *Library Bill of Rights*. It is the responsibility of librarians and educators to monitor threats to the intellectual freedom of minors and to advocate for extending access to interactive applications on the Internet.

As defenders of intellectual freedom and the First Amendment, libraries and librarians have a responsibility to offer unrestricted access to Internet interactivity in accordance with local, state, and federal laws and to advocate for greater access where it is abridged. School and library professionals should work closely with young people to help them learn skills and attitudes that will prepare them to be responsible, effective, and productive communicators in a free society.
RESOLUTION ON THE REAUTHORIZATION OF SECTION 215 OF THE USA PATRIOT ACT

WHEREAS, freedom of thought is the most basic of all freedoms and is inextricably linked to the free and open exchange of knowledge and information; and these freedoms can be preserved only in a society in which privacy rights are rigorously protected; and

WHEREAS, the American Library Association (ALA) is committed to preserving the free and open exchange of knowledge and information and the privacy rights of all--library users, library employees, and the general public; and

WHEREAS, ALA opposes any use of governmental power to suppress the free and open exchange of knowledge and information; and

WHEREAS, the USA PATRIOT ACT includes provisions such as Section 215 that threaten the free and open exchange of knowledge and information; and

WHEREAS, three sections of the USA PATRIOT Act, including Section 215, are scheduled to sunset on December 31, 2009; and

WHEREAS, Section 215 of the USA PATRIOT Act allows the government to request and obtain library records secretly for large numbers of individuals without any reason to believe they are involved in illegal activity; and

WHEREAS, orders issued under Section 215 automatically impose a nondisclosure or gag order on the recipients, thereby prohibiting the reporting of abuse of government authority and abrogating the recipients’ First Amendment rights; and

WHEREAS, the Foreign Intelligence Surveillance Act (FISA) Court has issued more than 220 Section 215 orders between 2005 and 2007, some of which may have been issued to libraries; and

WHEREAS, the Department of Justice Office of the Inspector General reported that the "FISA Court twice refused Section 215 orders based on concerns that the investigation was premised on protected First Amendment activity"; now, therefore be it
RESOLVED:

1) that the American Library Association urges Congress to allow section 215 of the USA PATRIOT ACT to sunset.
2) that the American Library Association communicate this resolution to the U.S. Congress, the President of the United States and others as appropriate.
Dear friends,

In our era of social networks, online databases, and cloud computing, personal privacy has emerged as one of the most pressing concerns in libraries and beyond. ALA’s Office for Intellectual Freedom invites you to take up these issues and join with us as we kick off the National Conversation on Privacy, an initiative that will culminate in Choose Privacy Week, May 2–8, 2010.

A critical component of this campaign will be the Privacy resource guide, offering libraries the information and resources they need to implement programs and connect with citizens at the local level. We are now in the final stages of planning for the resource guide and we need your help. We are seeking contributions for the resource guide on a broad range of topics, which are identified in the attached outline. Within these parameters, we are also interested in additional ideas for content, particularly those with “out of the box” solutions to educating and engaging library users on privacy issues.

Our goal is to provide substantial, practical information for librarians and to represent as many segments of ALA membership as possible. Please email amaycock@ala.org by July 31, 2009, with the content area you are interested in contributing to the Privacy resource guide. Final copy will be due no later than October 1, 2009. With your expertise and involvement, we are confident that the toolkit will be an invaluable resource! Thank you in advance for your assistance, and please be in touch with any questions or concerns. Feel free to forward this message to other individuals or lists as appropriate.

Best wishes,

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Privacy Resource Guide Outline:
Request for Contributions

1) Introduction
   a) Privacy in the Digital Age
   b) Advocacy and Engagement
   c) National Conversation on Privacy
   d) The Right to Privacy

2) Outreach to Patrons and the Public
   a) Civic Engagement
   b) Town Hall Meetings
   c) “One Book” Program on Privacy
   d) Open Topic – Suggestions

3) Programming Guide and Activities
   a) Public Libraries
   b) School Libraries
   c) Academic Libraries

4) How Libraries Can Protect and Promote Privacy
   a) Working with Law Enforcement
   b) Policy Development
   c) Sample Policies
   d) Open Topic – Suggestions

5) Contacts and Resources
   a) Checklist and Timeline
   b) Suggested Speakers
   c) Promotional Materials (graphics, fliers, press releases, web badges)

6) Annotated Bibliography