

STUSLA

SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA

Excellence • Integrity • Accountability • Service • Diversity

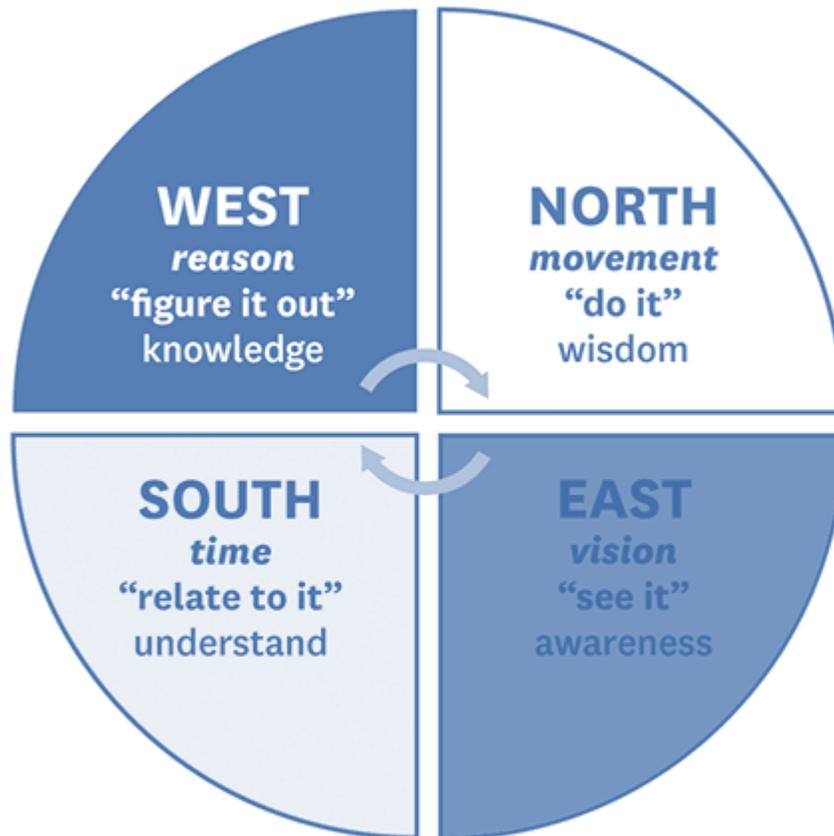


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MISSION STATEMENT

Southern University at Shreveport, a unit of the Southern University and A & M College System, a historically black comprehensive community college serving Northwest Louisiana and beyond, is committed to teaching and preparing traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning and self-improvement. This preparation is available through multiple delivery methods and instructional sites for students seeking certificates, technical diplomas and associate degrees.

VISION

Transforming lives and the community through a commitment to excellence and a spirit of service.

GENERAL INFORMATION

The mission of the University Library is to provide the educational resources needed to meet the academic and research demands of the institution. The Library is the center for learning materials and it serves as an important teaching agency by providing bibliographic instruction. The Library is also committed to the institution's mission of "teaching and preparing traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning and self-improvement."

The Library Staff has devised this handbook as an instrument to aid you in using your library. The Library is the heart of the University campus. It attempts to provide books, periodicals, journals, and non-book materials, in both printed and non-printed formats that support the academic programs.

The Library's collections are housed in two locations, 3050 Martin Luther King Jr. Drive and at the Metro Center, 610 Texas Street. The main library is housed in an attractive two-level plant at the rear of the MLK campus. Open stacks are used throughout the Library. Color coordinated shelving is used for each of the five (5) divisions and one (1) discipline at Southern University at Shreveport, Louisiana: **GREEN**-Business Studies and the Louisiana Collection; **YELLOW**-Behavioral Sciences/Education; **BLACK**-Humanities and the Black Lit Collection; **RED**-Science & Technology and Allied Health Studies; and **BLUE**-Developmental Services.

The Learning Resource Center (LRC), located on the first floor of the Metro Center, supports students in the fields of Allied Health and Nursing. It offers 3 computer stations, can comfortably seat 15 readers, and has a total of 835 volumes.

A directory is located in the main foyer to assist you in identifying these areas. The Library comfortably seats over 500 readers and has a total volume capacity of 200,000. Presently, there are 55,995 books in the collection. Current subscriptions include several periodicals and local, state, and national newspapers. There are also bound periodicals, books on microform, and non-book materials, such as slides, filmstrips, 16mm film, pamphlets, recordings, microfilms, microfiche, cassettes, video cassettes, transparency kits, maps, pictures, and CDs.

LIBRARY HOURS

Fall and Spring Semesters

Monday—Thursday: 8 AM—8 PM
Friday: 8 AM—12 PM
Saturday: 9 AM—1 PM

Summer Hours

Monday—Thursday: 8 AM—6 PM
Friday: 8 AM—12 PM
Saturday: Closed

LRC (Metro)

Monday—Wednesday: 8 AM—6 PM
Thursday—Friday: 8 AM—12 PM

These hours run continuously. The Library ***does not*** close during the lunch hour. However, it does close for special convocations and lyceum attractions.

LIBRARY DIRECTORY

Jane O’Riley
Director
Library
670-9401
joriley@susla.edu

Angela Clark
Adm. Coordinator III
Library Circulation
670-9392/0395
aclark@susla.edu

Catherine Dean
Cataloger Librarian
Library/Metro Library
670-9397/9579
cdean@susla.edu

Tawonna Henderson
Library Specialist II
Library Cataloging /Tech Ser,
670-9391
thenderson@susla.edu

Joyce Glenn
Library Clerk
Library/Metro Library
670-9579
jglenn@susla.edu

Frances E. Lewis
Circulation Library Clerk
Library
670-9392
flefridge@susla.edu

Annie Nelson
Library Clerk
Library
670-9392
awnelson@susla.edu

This contact information is also listed at the bottom of the library webpage.

STUDENT CONDUCT

Any registered student of SUSLA may make full use of the Library and all its resources. Students are requested to refrain from ***smoking, eating, drinking,*** and ***loud talking*** in all areas of the library. Cell phone usage is prohibited in the Library.

Library patrons should use the silent signal function as the alert for incoming calls. It is beneficial to you and your fellow students to create an atmosphere conducive for quiet and intensive study. These rules will be ***strictly enforced***, therefore the Library staff encourages your cooperation in this matter.

CIRCULATION DEPARTMENT

The Circulation Department is perhaps the most widely used area of the Library and the Circulation Librarian is probably the most well-known person on the Library staff. All books from the regular collection are checked out from this department.

Residents of the community are welcome to use books and facilities in the Library. However, of necessity, library materials can be circulated only to SUSLA students, faculty and staff.

REGULATIONS

1. Present current SUSLA ID card each time you check out library materials.
2. Books from the regular collection are checked out for a period of two (2) weeks and may be renewed. Books from the Minority Men book collection are checked out for one week.
3. If the book you wish to check out is not in, you may ask to be notified when it is available.
4. A fine of \$.10 per day (***excluding Sundays and holidays***) is charged for each overdue book. Students are required to pay the cost of lost books.
5. You are held responsible for any book checked out on **your ID**.

RESERVE COLLECTION

All materials placed on “reserve” are kept in a special section behind the Circulation Desk and should be requested at the point indicated by the sign **RESERVE BOOKS**. To check out **RESERVE BOOKS** the following rules apply:

1. Reserve Card must be filled out with the Library patron’s name and date. A current student ID must be left at the Circulation Desk.
2. Overnight reserve books may be checked out at 3pm each day and are due to be returned at 8am the next morning. Exceptions are given only with the permission of the instructor.
3. A fee of \$.15 per hour of each fraction of an hour is charged for all overnight reserve books returned after 8am. A fee of \$.10 per day will be charged for overdue 3-day reserve books.
4. Only **ONE** reserve book from any given instructor’s list may be checked out at a time.

REFERENCE COLLECTION

The first level of the Library houses the Reference Collection. As you enter, on the left, you will find the General Reference Area. Newspapers, popular magazines, and scholarly periodicals are located around the wall. Encyclopedias, yearbooks, atlases, maps, indexes, bibliographies, telephone directories, bound periodicals, and other general reference books are also located in this area.

The Restricted Reference Room is now located on the left side of the Circulation Desk, housed in Room #20. Here, you will find special reference books on various subject. They are to be used in ***this room only.***

The Vertical Files are located in the Black Ethnic Archives. Here, you will find ready reference materials and pamphlets on current and historical data filed alphabetically.

PERIODICALS

Current issues of periodicals are kept in the General Reference Area and may be used at will. At no time are they to be taken out of the building. If back issues of printed periodicals are needed, the librarian will locate the magazine/journal for you. The copy machine is located near the Circulation Desk. The fee is \$.10 per page. ***NOTE THE COPYRIGHT LAW APPENDIX.***

SPECIAL SERVICES

The Southern University at Shreveport Library also offers a binding service to our faculty, students, and community. The fee is \$1.00. The Library has soft covers only.

BLACK ETHNIC ARCHIVES

The Black Ethnic Archives is located on the first floor of the University Library. Its purpose is to collect, preserve, and make available to researchers the materials that document the history of Southern University at Shreveport as well as the contributions of African Americans in Northwest Louisiana. *The Shreveport Sun* newspaper collection, dating from 1927 to the present, comprises the core of the Archives.

The Archives' materials are available to the academic and local communities. The collections are non-circulating and are to be used within the Archives. Registration is required before use of any materials. No food, drink, pens, backpacks, or scissors are allowed in the Archives Room.

The hours of operation are Monday through Thursday, 8 AM—6 PM, Friday 8 AM—12 PM (noon).

COMPUTERS

Computers are available in three areas in the University Library: (1) computer lab, (2) in the general reference area, (3) facing the circulation desk.

The Southern University Library computer lab offers twenty-eight (28) computers running Vista. The lab is located on the 2nd floor of SUSLA's Library (Room 32) and is available to all students, faculty and staff.

The 12 computers in the reference area print to the copier on the first floor of the library. The 4 computers facing the circulation desk do not currently print.

ELECTRONIC RESOURCES

We offer 24/7 access to online databases and resources that include full-text articles from journals and magazines covering a wide range of subjects. On campus access is available from any computer on campus or on personal devices via campus WI-FI. Remote access requires login and is available only for current students.

OFF-CAMPUS ACCESS
<https://www.susla.edu/page/university-library>

1. From the Library home page, select "Database List" or type directly into one of the search boxes.
2. You will encounter the login page below when you select a database or an item that requires authentication.

LOGIN to Licensed Databases for Southern University at Shreveport

Enter your User ID

AND User PIN (mmddyy)

then click on

Enter your birth date in mmddyy format.

Enter your U-Number

If you're still having trouble, contact cdean@susla.edu.



GIVE TO SUSLA



ABOUT SUSLA ACADEMICS ADMISSIONS & FINANCIAL AID FUTURE STUDENTS CURRENT STUDENTS OFFICES & SERVICES



SCROLL DOWN



AUDIENCES

- Future Students
- Current Students
- Student Life
- Graduate Services

APPLY TO SOUTHERN

- Undergraduate
- International Students
- E-Learning(Study Online)
- Testing & Assessment

ACADEMICS

- Academic Programs
- Academic Calendar
- Continuing Education
- University Library

CONTACTS

Southern University
at Shreveport
3050 Martin Luther
Jr. Drive
Shreveport, LA 711
Phone: (318) 670-6

Chancellor's Office | Southern University System | Careers | Campus Safety | Office of Communications

Library home page: <https://www.susla.edu/page/university-library>.

Library & Resources

LIBRARY HOME

ABOUT THE LIBRARY

FACULTY PORTAL

DATABASE LIST

RELATED COLLECTIONS

HANDBOOKS

OFF-CAMPUS ACCESS

TUTORIALS

LIBRARY DIRECTORY

Library



The mission of the Library is to provide the educational resources needed to meet the academic and research demands of the institution.

The Library is the center for learning materials and it serves as an important teaching agency by providing bibliographic instruction.

The Library is also committed to the institution's mission of "teaching and preparing traditional and non-traditional students for degree-attainment, transfer, workforce, continuous learning and self-improvement." The programs and services of the Library are geared toward implementing the mission of the University with the specific objectives of meeting the educational needs of the University and providing community service.

EBSCO Discovery Service

Keyword

Full Text (online) Scholarly (Peer Reviewed)

[Search other LOUIS Libraries and Catalogs](#)

Search Library Catalog:

Search for books, articles, and more All Fields

Search for journals by Title, Subject or ISSN

[Advanced Search](#)

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A-Z Databases

Find the best library databases for your research.

All Subjects
▼

All Database Types
▼

All Vendors / Providers
▼

Go

All [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

#

148 Databases found

A

Abstracts in Social Gerontology ↔

Abstracts in Social Gerontology includes bibliographic records covering essential areas related to social gerontology, including the psychology of aging, elder abuse, society and the elderly, and other key areas of relevance to the discipline. The index contains more than 110,000 records, which are carefully selected from the most important sources.

Academic Search Complete ↔

Popular Databases

The most frequently-used databases

Credo Reference Popular ↔

Credo Reference is collection of full-text reference eBooks on a range of topics. Resources can be searched at the title level or entry level, and books can be read from cover to cover. Topic pages and mind maps help researchers familiarize themselves with new topics and make connections between figures, concepts, and events.

[more...](#)

More / Trial Databases

Database List: <https://www.susla.libguides.com/az.php>.

ENTERPRISE (OPAC) PROCEDURES

Enterprise is the OPAC (Online Public Access Catalog), where the library holdings are consolidated and displayed in an easy-to-read format describing title, subjects, authors, and call numbers. This catalog is for the use of administrators, faculty, staff and students. The community is also welcome to use the OPAC. There are designated screens to guide the user not only through our local database, but also through a select number of other libraries' databases.

Students can search for resources by entering search terms in the second search box on the library webpage, which is labeled "Search Library Catalog." When you have located the desired resource in the online catalog, click the link for electronic access or copy the entire call number, author and title on a call slip and look for the book on the shelves. The books are arranged alphabetically by sections according to the Library of Congress Classification Scheme. A summary of the classification scheme is located at the back of this handbook.

WHAT IS EBSCO DISCOVERY SERVICE (EDS)?

EBSCO Discovery Service (EDS) is an online search tool that “pulls together” almost all of our Library resources so that they can be explored using a single search box. In other words, rather than searching the Library Catalog for books and a database, such as *Academic Search Complete* for journal articles, you can do an **EDS** search and get results which include books, e-books, journal articles and government documents in one list. In fact, you could think of **EDS** as the Library’s version of Google. A screenshot of the advanced search option in EDS follows.

Searching: **Discovery Service for Southern University at Shreveport**

Southern University at Shreveport

Search Clear ?

AND Select a Field (optional)

AND Select a Field (optional)

AND Select a Field (optional) + -

Basic Search Advanced Search Search History

Search Options

Reset

Choose a discipline to search

Disciplines ?

Nursing & Allied Health Political Science Social Sciences & Humanities Technology

Nutrition & Dietetics Politics & Government Sociology Women's Studies & Feminism

Pharmacy & Pharmacology Psychology

Search Modes and Expanders

Search modes ?

Boolean/Phrase Apply related words

Find all my search terms Also search within the full text of the articles

Find any of my search terms

SmartText Searching [Hint](#)

Limit your results

Full Text

Catalog Only

Scholarly (Peer Reviewed) Journals

Location

All
Southern University at Shreveport
ECAT
SOUTHERN UNIVERSITY AT SHREVEPORT
Baton Rouge Community College
BRCC Magnolia Library
Acadian Campus Library
Electronic Resources
Bossier Parish Community College

Available in Library Collection

Journal Name

Published Date

Month Year - Month Year

Author

Title

Language

All
Afrikaans
Albanian
Arabic

Search

STEPS IN WRITING A TERM PAPER

1. SELECT A SUBJECT

When making choice of topic, three points should be kept in mind:

- a) Is it of sufficient interest to you?
- b) Is there sufficient material available?
- c) Can you study it seriously in the length of time allotted?

2. CHOOSE PHRASE OF SUBJECT

You must restrict the scope of your paper in order to cover the subject adequately in the length of time you have available. Check a general encyclopedia and see how it subdivides your subject.

3. DECIDE ON A PURPOSE

Is your purpose to inform, show progress, to analyze, to persuade or to recommend?

4. TENTATIVE STATEMENT

Make tentative statements of the main idea of your paper.

5. PRELIMINARY READING

Skim through your material first. Obtain an overview of the subject by reading a general article in an encyclopedia or an article in a periodical. Make brief notes to help you decide which aspects of the material will require serious reading.

6. TENTATIVE BIBLIOGRAPHY

The preliminary readings should give you a list of sources that you are going to read in-depth. If this list is kept on cards, it will provide information needed for your final bibliography.

7. TENTATIVE OUTLINE

In order to determine the organization of your reading, you will need to make a brief outline of the subject matter you intend to cover.

GENERAL DIRECTIONS FOR FOOTNOTES

1. Footnotes are intended to serve two chief purposes:
 - a. A good research paper should be documented, (i.e.) it should show the resources for the most important points included. Footnotes help the reader evaluate discoveries and conclusions, and they also show where this information may be found.
 - b. When you wish to include bits of information which are incidental to the main intent of a paper, it is best to put these incidentals in footnotes rather than interrupt the flow of the text.
2. Footnotes are key: that is, a symbol of some kind refers the reader from the text to the identifying symbol where the note is located. This symbol is frequently a number.
3. Footnotes generally appear at the bottom of the page on which the references are located separated from the text by a line drawn above the notes.
4. Include the following items in a footnote:
 - a. Title of book, underlined
 - b. Place and date of publication, enclosed in parenthesis
 - c. Volume numbers, if more than one volume, number of page(s) on which reference appears

SAMPLE FOOTNOTE

Kennan, George F.

(Chicago: University of Chicago Press, 1951)

Pp. 80.82

Ibid.

Ibid., p. 93

Library of Congress Classification

If you are more familiar with the Dewey Decimal System, the following comparison of the two classification systems should be beneficial in helping you locate materials on a special subject.

	<u>Dewey</u>	<u>Library of Congress</u>
General Works	000	A
Religion	200	BL-BX
Social Science	300	H
Language	400	P-PH
Pure Science	500	Q
Technology	600	T
Fine Arts	700	N
Literature	800	PG-PT
History	900	C
Geography	910	G
American History	970	E-F
Medical Science	610	R
Agriculture	630	S
Political Science	320	J
Law	340	K
Education	370	L

APPENDIX



Intellectual Property: An ARL Statement of Principles

The primary objective of copyright is not to reward the labor of authors, but “[t]o promote the Progress of Science and useful Arts.” To this end, copyright assures authors the right to their original expression, but encourages others to build freely upon the ideas and information conveyed by a work. This result is neither unfair nor unfortunate. It is the means by which copyright advances the progress of science and art.

—Justice Sandra Day O’Connor

Affirming the Rights and Responsibilities of the Research Library Community in the Area of Copyright

The genius of United States copyright law is that it balances the intellectual property rights of authors, publishers and copyright owners with society’s need for the free exchange of ideas. Taken together, fair use and other public rights to utilize copyrighted works, as established in the Copyright Act of 1976, constitute indispensable legal doctrines for promoting the dissemination of knowledge, while ensuring authors, publishers and copyright owners protection of their creative works and economic investments. The preservation and continuation of these balanced rights in an electronic environment are essential to the free flow of information and to the development of an information infrastructure that serves the public interest.

The U.S. and Canada have adopted very different approaches to intellectual property and copyright issues. For example, the Canadian Copyright Act does not contain the special considerations for library and educational use found in the U.S. Copyright Act of 1976, nor does it place federal or provincial government works in the public domain. Because of these differences, this statement addresses these issues from the U.S. perspective.

Each year, millions of researchers, students, and members of the public benefit from access to library collections—access that is supported by fair use, the right of libraries to reproduce materials under certain circumstances, and other related provisions of the copyright law. These provisions are limitations on the rights of copyright owners. The loss of these provisions in the emerging information infrastructure would greatly harm scholarship, teaching, and the operations of a free society. Fair use, the library and other relevant provisions must be preserved so that copyright ownership does not become an absolute monopoly over the distribution of and access to copyrighted information. In an electronic environment, this could mean that information resources are accessible only to those who are able to pay. The public information systems that libraries have developed would be replaced by commercial information vendors. In the age of information, a diminished scope of public rights would lead to an increasingly polarized society of information haves and have-nots.

21 Dupont Circle NW
Suite 800
Washington, DC 20036 202 296 2296 tele-
phone 202 872 0884 fax <http://www.arl.org/>

Librarians and educators have every reason to encourage full and good-faith copyright compliance. Technological advancement has made copyright infringement easier to accomplish, but no less illegal. Authors, publishers, copyright owners, and librarians are integral parts of the system of scholarly communication and publishers, authors, and copyright owners are the natural partners of education and research. The continuation of fair use, the library and other relevant provisions of the Copyright Act of 1976 applied in an electronic environment offer the prospect of better library services, better teaching, and better research, without impairing the market for copyrighted materials.

Although the emerging information infrastructure is raising awareness of technological changes that pose challenges to copyright systems, the potential impact of technology was anticipated by the passage of the Copyright Act of 1976. Congress expressly intended that the revised copyright law would apply to all types of media. With few exceptions, the protections and provisions of the copyright statute are as relevant and applicable to an electronic environment as they are to a print and broadcast environment.

The research library community believes that the development of an information infrastructure does not require a major revision of copyright law at this time. In general, the stakeholders affected by intellectual property law continue to be well served by the existing copyright statute. Just as was intended, the law's flexibility with regard to dissemination media fosters change and experimentation in educational and research communication. Some specific legislative changes may be needed to ensure that libraries are able to utilize the latest technology to provide continued and effective access to information and to preserve knowledge.

The Association of Research Libraries affirms the following intellectual property principles as they apply to librarians, teachers, researchers, and other information mediators and consumers. We join our national leaders in the determination to develop a policy framework for the emerging information infrastructure that strengthens the Constitutional purpose of copyright law to advance science and the useful arts.

Statement of Principles

Principle 1

Copyright exists for the public good.

The United States copyright law is founded on a Constitutional provision intended to “promote the progress of Science and Useful Arts.” The fundamental purpose of copyright is to serve the public interest by encouraging the advancement of knowledge through a system of exclusive but limited rights for authors and copyright owners. Fair use and other public rights to utilize copyrighted works, specifically and intentionally included in the 1976 revision of the law, provide the essential balance between the rights of authors, publishers and copyright owners, and society's interest in the free exchange of ideas.

Principle 2

Fair use, the library, and other relevant provisions of the Copyright Act of 1976 must be preserved in the development of the emerging information infrastructure.

Fair use and other relevant provisions are the essential means by which teachers teach, students learn, and researchers advance knowledge. The Copyright Act of 1976 defines intellectual property principles in a way that is independent of the form of publication or distribution. These provisions apply to all formats and are essential to modern library and information services.

Principle 3

As trustees of the rapidly growing record of human knowledge, libraries and archives must have full use of technology in order to preserve our heritage of scholarship and research.

Digital works of enduring value need to be preserved just as printed works have long been preserved by research libraries. Archival responsibilities have traditionally been undertaken by libraries because publishers and database producers have generally preserved particular knowledge only as long as it has economic value in the marketplace. As with other formats, the preservation of electronic information will be the responsibility of libraries and they will continue to perform this important societal role.

The policy framework of the emerging information infrastructure must provide for the archiving of electronic materials by research libraries to maintain permanent collections and environments for public access. Accomplishing this goal will require strengthening the library provisions of the copyright law to allow preservation activities which use electronic or other appropriate technologies as they emerge.

Principle 4

Licensing agreements should not be allowed to abrogate the fair use and library provisions authorized in the copyright statute.

Licenses may define the rights and privileges of the contracting parties differently than those defined by the Copyright Act of 1976. But licenses and contracts should not negate fair use and the public right to utilize copyrighted works. The research library community recognizes that there will be a variety of payment methods for the purchase of copyrighted materials in electronic formats, just as there are differing contractual agreements for acquiring printed information. The research library community is committed to working with publishers and database producers to develop model agreements that deploy licenses that do not contract around fair use or other copyright provisions.

Principle 5

Librarians and educators have an obligation to educate information users about their rights and responsibilities under intellectual property law.

Institutions of learning must continue to employ policies and procedures that encourage copyright compliance. For example, the Copyright Act of 1976 required the posting of copyright notices on photocopy equipment. This practice should be updated to other technologies which permit the duplication of copyrighted works.

Principle 6

Copyright should not be applied to U.S. government information.

The Copyright Act of 1976 prohibits copyright of U.S. government works. Only under selected circumstances has Congress granted limited exceptions to this policy. The Copyright Act of 1976 is one of several laws that support a fundamental principle of democratic government—that the open exchange of public information is essential to the functioning of a free and open society. U.S. government information should remain in the public domain free of copyright or copyright-like restrictions.

Principle 7

The information infrastructure must permit authors to be compensated for the success of their creative works, and copyright owners must have an opportunity for a fair return on their investment.

The research library community affirms that the distribution of copyrighted information which exceeds fair use and the enumerated limitations of the law require the permission of and/or compensation to authors, publishers and copyright owners. The continuation of library provisions and fair use in an electronic environment has far greater potential to promote the sale of copyrighted materials than to substitute for purchase. There is every reason to believe that the increasing demand for and use of copyrighted works fostered by new information technologies will result in the equivalent or even greater compensation for authors, publishers and copyright owners. The information infrastructure however, must be based on an underlying ethos of abundance rather than scarcity. With such an approach, authors, copyright owners, and publishers will have a full range of new opportunities in an electronic information environment and libraries will be able to perform their roles as partners in promoting science and the useful arts.

—Adopted by the ARL Membership, May 1994

Appendix B:

FAIR USE IN THE ELECTRONIC AGE

The following statement is an outgrowth of discussions among a number of library associations regarding intellectual property, and in particular, the concern that the interest and rights of copyright owners and users remain balanced in the digital environment.

The purpose of the document is to outline the lawful uses of copyrighted works by individuals, libraries, and educational institutions in the electronic environment. It is intended to inform ongoing copyright discussions and serve as a reference document for users and librarians. It is our goal that this working document be circulated widely and spark discussions on these issues. Thus the statement will continue to be a work in progress. We continue to welcome feedback on the statement.

This statement was developed by representatives of the following associations: American Association of Law Libraries, American Library Association, Association of Academic Health Sciences Library Directors, Association of Research Libraries, Medical Library Association, and Special Libraries Association.

This document has also been endorsed by the Art Libraries Society of North America.

Fair Use in the Electronic Age: Serving The Public Interest

The primary objective of copyright is not to reward the labor of authors, but to promote the progress of Science and Useful Arts.” To this end, copyright assures authors the right to their original expression, but encourages others to build freely upon the ideas and information conveyed by a work. This result is neither unfair nor unfortunate. It is the means by which copyright advances the progress of science and art.

~Justice Sandra Day O’Connor (Fiest Publications, Inc. v. Rural Telephone Service Co., 499 US 340,349 (1991))

The genius of United States copyright law is that, in conformance with its constitutional foundation, it balances the intellectual property interests of authors, publishers, and copyright owners with society's need for the free exchange of ideas. Taken together, fair use and other public rights to utilize copyrighted works, as confirmed in the Copyright Act of 1976, constitute indispensable legal doctrines for promoting the dissemination of knowledge, while ensuring authors, publishers and copyright owners appropriate protection for their creative works and economic investments.

The fair use provision of the Copyright Act allows reproduction and other uses of copyrighted works under certain conditions for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research. Additional provisions of the law allow uses specifically permitted by Congress to further educational and library activities. The preservation and continuation of these balanced rights in an electronic environment as well as in traditional formats are essential to the free flow of information and to the development of an information infrastructure that serves the public interest.

It follows that the benefits of the new technologies should flow to the public as well as to copyright proprietors. As more information becomes available only in electronic formats, the public's legitimate right to use copyrighted material must be protected. In order for copyright to truly serve its purpose of "*promoting progress*," the public's right of fair use must continue in the electronic era, and these lawful uses of copyrighted works must be allowed without individual transaction fees.

Without infringing copyright, the public has a right to expect"

1. to read, listen to, or view publicly marketed copyrighted material privately, on site or remotely;
2. to browse through publicly marketed copyrighted material;
3. to experiment with variations of copyrighted material for fair use purposes, while preserving the integrity of the original;
4. to make or have made for them a first generation copy for personal use of an article or other small part of a publicly marketed copyrighted work or a work in a library's collection for such purpose as study, scholarship, or research, and;
5. to make transitory copies if ephemeral or incidental to a lawful use and if retained

only temporarily.

Without infringing copyright, nonprofit libraries and other Section 108 libraries, on behalf of their clientele, should be able to”

6. to use electronic technologies to preserve copyrighted materials in their collections;
7. to provide copyrighted materials as part of electronic reserve room service;
8. to use provided copyrighted materials as part of electronic interlibrary loan service, and;
9. to avoid liability, after posting appropriate copyright notices, for the unsupervised actions of their users.

Users, libraries, and educational institutions have a right to expect:

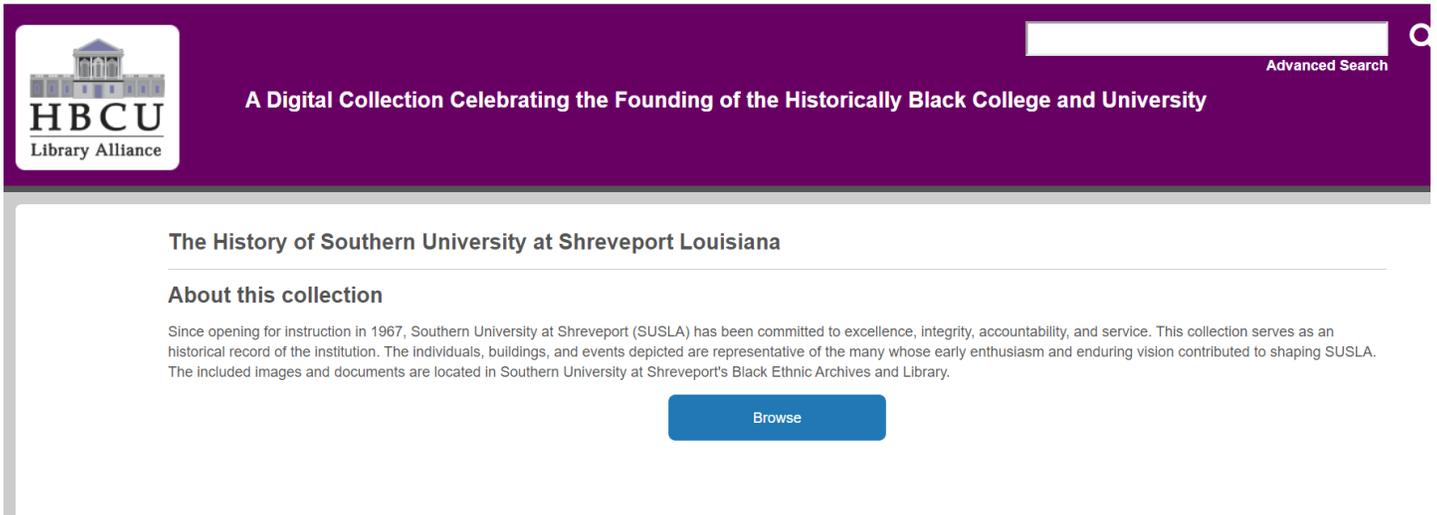
10. that the terms of licenses will not restrict fair use or other lawful library or educational uses;
11. that U.S. government works and other public domain materials will be readily available without restrictions and at a government price not to exceed the marginal cost of dissemination, and;
12. that rights of use for nonprofit education apply in face-to-face teaching and in transmittal or broadcast to remote locations where educational institutions of the future must increasingly reach their students.

Carefully constructed copyright guidelines and practices have emerged for the print environment to ensure that there is a balance between the rights of users and those of authors, publishers, and copyright owners. New understandings, developed by all stakeholders, will help to ensure that this balance is retained in a rapidly changing electronic environment. This working statement addresses lawful uses of copyrighted works in both the print and electronic environments.

Appendix C:

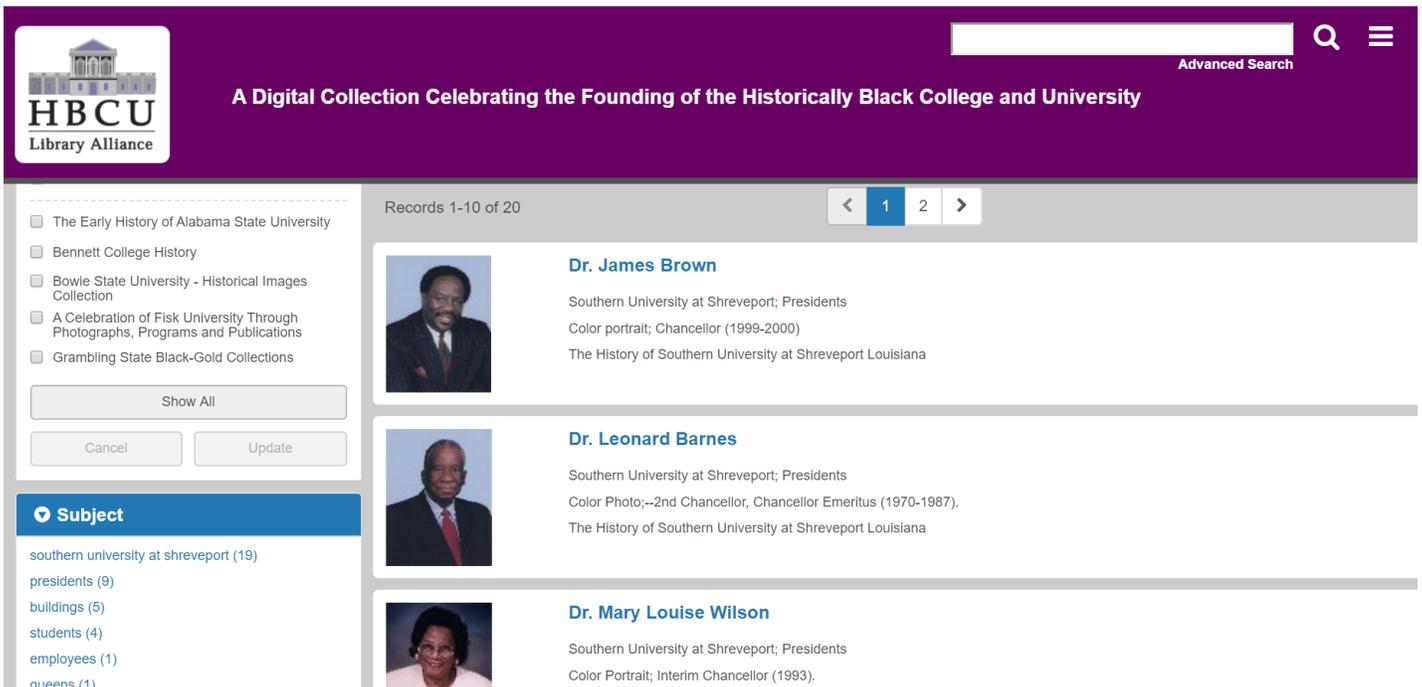
HBCU DIGITAL INITIATIVE

SUSLA page:



The screenshot shows the top portion of a web page. On the left is the HBCU Library Alliance logo. The main header area is purple with white text: "A Digital Collection Celebrating the Founding of the Historically Black College and University". On the right, there is a search bar and a link for "Advanced Search". Below the header, the page title is "The History of Southern University at Shreveport Louisiana". A section titled "About this collection" contains a paragraph of text and a blue "Browse" button.

Browse view:



The screenshot displays a list of records on the HBCU Library Alliance website. The header is identical to the previous screenshot. Below the header, there is a search bar and a menu icon. The main content area shows a list of records, with the first three visible: "Dr. James Brown", "Dr. Leonard Barnes", and "Dr. Mary Louise Wilson". Each record includes a small portrait photo, the name, and a brief description of the record. On the left side, there is a sidebar with a "Subject" section and a list of subjects with their respective counts. At the top of the record list, there is a pagination bar showing "Records 1-10 of 20" and page numbers "1" and "2".

Records 1-10 of 20

The Early History of Alabama State University

Bennett College History

Bowle State University - Historical Images Collection

A Celebration of Fisk University Through Photographs, Programs and Publications

Grambling State Black-Gold Collections

Show All

Cancel Update

Subject

southern university at shreveport (19)

presidents (9)

buildings (5)

students (4)

employees (1)

queens (1)

Dr. James Brown

Southern University at Shreveport; Presidents

Color portrait; Chancellor (1999-2000)

The History of Southern University at Shreveport Louisiana

Dr. Leonard Barnes

Southern University at Shreveport; Presidents

Color Photo;--2nd Chancellor, Chancellor Emeritus (1970-1987).

The History of Southern University at Shreveport Louisiana

Dr. Mary Louise Wilson

Southern University at Shreveport; Presidents

Color Portrait; Interim Chancellor (1993).

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