

RIO RANCHO PUBLIC LIBRARIES

COLLECTION DEVELOPMENT

AND

MATERIALS SELECTION

POLICY

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SECTION I

THE LIBRARIES: COLLECTION DEVELOPMENT, PURPOSE, AND GOALS

Library Descriptions

The Rio Rancho Public Libraries consist of two locations: the Loma Colorado Main Library and the Esther Bone Memorial Library.

The Esther Bone Memorial Library, located at 950 Pinetree Rd SE, Rio Rancho, NM 87124, is located in an older more established neighborhood.

The Loma Colorado Main Library, located at 755 Loma Colorado Blvd NE, Rio Rancho, NM 87124, is in a newer part of Rio Rancho. It is near several schools and, therefore, draws a significant afterschool crowd.

The Rio Rancho Public Libraries serve Rio Rancho, Sandoval County, and other surrounding communities.

The City of Rio Rancho: Community Description

According to the United States Census Bureau, as of 2014 the estimated current population of Rio Rancho is 91,956.

Age Group	2010 Census	% of Total
Under 5	6,328	7%
5-9	7,023	8%
10-14	7,236	8.3%
15-19	6,211	7%
20-24	4,604	5.3%
25-34	11,292	13%
35-44	12,551	14.5%
45-54	13,074	15%
55-64	9,759	11.1%
65-74	5,273	6%
75-84	2,880	3.3%
85 and older	1,290	1.5%
Total	87,521	100%

Educational attainment of Rio Rancho residents as per the 2012 American Community Survey is as follows:

Population 25 years and over	55,840	%
Less than 9th grade	1,117	2%
9 th to 12th grade, no diploma	2,680	4.8%
High school graduates, includes equivalency	14,351	25.7%
Some college, no degree	16,082	28.8%
Associate's degree	6,422	11.5%
Bachelor's degree	9,828	17.6%
Graduate or professional degree	5,360	9.6%
Percent high school graduate or higher		93.3%
Percent bachelor's degree or higher		27.2%

According to the 2012 American Community Survey, the ethnic makeup of Rio Rancho's population is as follows:

White	Hispanic or Latino (of any race)	Black/ African American	American Indian & Alaska Native	Asian	Some Other Race	Two or More Races
81.1%	37.7%	4.3%	2.7%	1.7%	6.7%	3.4%

According to the 2012 American Community Survey, the language makeup of Rio Rancho's population 5 years and older is as follows:

English	Spanish or Spanish Creole	Other Indo European Languages	Asian and Pacific Island Languages	Other Languages
79.5%	16.6%	1.8%	1.1%	0.9%

According to that survey, 7.8 percent of Rio Rancho households homeschool their children, a fact that has influenced our collection development and programming.

Purpose of the Collection Development Policy

- To provide a guide for evaluation, selection, and maintenance of the library's print and non-print materials.
- To define for staff and the public the principles and protocols upon which library acquisition decisions are based, in other words, what we purchase and why.
- To provide a consistent but organic plan that can be altered as community needs and technology resources change.
- To see that allocation of the materials budget is well considered and to provide accountability in spending and managing the collection.
- To provide realistic expectations about the depth and scope of the collection.
- To protect intellectual freedom and prevent censorship, while allowing individuals a method of expressing their opinions and objections (see Addendum 6, Request for Reconsideration of Library Materials).

Collection Development Goals

The Rio Rancho Public Libraries will strive to:

- provide materials that meet and support the roles of the library in the community -- to offer reference and information services, serve as a preschoolers' door to learning, and offer formal education support, lifelong learning, and recreational reading services.
- provide library materials in a variety of formats that inform users of timely issues and timeless ideas; empower them to explore diverse opinions and conduct research on topics of interest; inspire them to learn, create and discover; and entertain all ages seeking recreation and leisure.
- select materials with concern for individuals and groups of all ages, backgrounds, genders, interests, abilities, levels of education, and points of view offering a broadly-based, diverse collection, with a balance of viewpoints on all subjects in the collection including those that are unorthodox or unpopular with the majority.
- provide library materials in as many subject fields as possible within budgetary limitations.
- practice ongoing collection evaluation utilizing statistical tools such as circulation reports and turnover rates to regularly update print and online resources and enhance its collection and service to the public.
- encourage and consider patron input regarding the collection and its development, providing a method for suggested purchases.
- support the Library Bill of Rights and the Freedom to Read Statement (see Addenda 1 and 4).

SECTION II
MATERIALS SELECTION POLICY

Selection Criteria

The following criteria will be taken into consideration when selecting materials for the collection, no matter what the format. Certain criteria may apply more to one format or genre than another:

- quality of writing or production
- authority of author or producer
- accuracy
- authenticity
- comprehensiveness
- timeliness
- demand
- depth of treatment
- clarity
- presentation
- style
- suitability to the recreational, informational, and educational needs of the community
- need for the viewpoint or subject in the collection
- selector recommendations in conjunction with professional reviews

The following material will generally not be purchased for the collection:

- textbooks
- material that is professionally specific or esoteric
- obscene or pornographic material in which the obscenity or pornography is the sole purpose
- materials that are abridged

Selectors use their professional expertise to evaluate reviews from a wide variety of sources. Some of the more common are:

- Library Journal
- Booklist
- Publishers Weekly
- Kirkus
- School Library Journal
- The Horn Book Magazine
- New York Times Book Review
- magazines and newspapers
- publishers' and producers' catalogs

Gifts

Gifts (materials donated to the library) are subject to the selection criteria listed above and will only be added to the collection to meet the circulation demand and to support retention goals. Gift copies may replace existing worn out copies as long as they fit within the retention goals.

Deselection of Materials (Weeding)

Regular year-round weeding is necessary to keep the collection up to date and to ensure relevance to community needs.

Materials may be withdrawn based on these and other criteria:

- Damage
- Excess copies
- Other titles in the subject area
- Importance of the work to its area
- Availability of newer or updated material on the subject
- Circulation history

Librarians are assisted by the use of *CREW: A Weeding Manual for Modern Libraries*. CREW refers to the method of Continuous Review, Evaluation, and Weeding. It was developed by the Texas State Library and Archives Commission in 1976, and is updated periodically.

Withdrawn materials may be given to the Friends of the Library or another non-profit organization. No materials will be held for or given to individuals.

SECTION III
COLLECTIONS IN THE LIBRARY

Dewey Descriptions

All collections in the library, with the exception of Fiction and Biography, use Dewey Decimal Classification. The following descriptions were taken from DDC 23, which was published in 2011. Fiction collections are filed by author or main entry, and Biographies are filed by the last name of the subject.

Class 000 – Generalities

- 000 Generalities [computer science, knowledge, and general works]
- 010 Bibliographies
- 020 Library & information sciences
- 030 Encyclopedias & books of facts
- 040 Unassigned (*formerly Biographies*)
- 050 Magazines, journals & serials
- 060 Associations, organizations & museums
- 070 Journalism, and newspapers
- 080 General collections
- 090 Manuscripts & rare books

Class 100 – Philosophy and psychology

- 100 Philosophy
- 110 Metaphysics
- 120 Epistemology
- 130 Parapsychology and occultism
- 140 Philosophical schools of thought
- 150 Psychology
- 160 Logic
- 170 Ethics (Moral philosophy)
- 180 Ancient, medieval, and Eastern philosophy
- 190 Modern Western philosophy (19th-century, 20th-century)

Class 200 – Religion

- 200 Religion
- 210 Natural theology
- 220 Bible
- 230 Christian theology
- 240 Christian moral & devotional theology
- 250 Christian orders & local church
- 260 Christian social theology
- 270 Christian church history
- 280 Christian denominations & sects
- 290 Other & comparative religions

Class 300 – Social sciences

- 300 Social sciences, sociology & anthropology
- 310 General statistics

- 320 Political science
- 330 Economics
- 340 Law
- 350 Public administration
- 360 Social services; association
- 370 Education
- 380 Commerce, communications, transport
- 390 Customs, etiquette, folklore

Class 400 – Language

- 400 Language
- 410 Linguistics
- 420 English & Old English
- 430 Germanic languages; German
- 440 Romance languages; French
- 450 Italian, Romanian, Rhaeto-Romanic
- 460 Spanish & Portuguese languages
- 470 Italic languages; Latin
- 480 Hellenic languages; Classical Greek
- 490 Other languages

Class 500 – Science

- 500 Sciences
- 510 Mathematics
- 520 Astronomy & allied sciences
- 530 Physics
- 540 Chemistry & allied sciences
- 550 Earth sciences
- 560 Paleontology; Paleozoology
- 570 Life sciences
- 580 Plants
- 590 Zoological sciences/Animals

Class 600 – Technology

- 600 Technology (Applied sciences)
- 610 Medical sciences; Medicine
- 620 Engineering & Applied operations
- 630 Agriculture
- 640 Home economics & family living
- 650 Management & auxiliary services
- 660 Chemical engineering
- 670 Manufacturing
- 680 Manufacture for specific uses
- 690 Buildings

Class 700 – Arts & recreation

- 700 Arts
- 710 Civic & landscape art
- 720 Architecture
- 730 Plastic arts; Sculpture
- 740 Drawing & decorative arts
- 750 Painting & paintings
- 760 Graphic arts; Printmaking & prints
- 770 Photography & photographs
- 780 Music
- 790 Recreational & performing arts

Class 800 – Literature

- 800 Literature, rhetoric & criticism
- 810 American literature in English
- 820 English & Old English literatures
- 830 German & related literatures
- 840 Literatures of Romance languages
- 850 Italian, Romanian, Rhaeto-Romanic
- 860 Spanish & Portuguese literatures
- 870 Italic literatures; Latin literature
- 880 Hellenic literatures; Classical Greek
- 890 Literatures of other languages

Class 900 – History & geography

- 900 History
- 910 Geography & travel
- 920 Biography, genealogy, insignia
- 930 History of ancient world (to c. 499)
- 940 General history of Europe
- 950 General history of Asia; Far East
- 960 General history of Africa
- 970 General history of North America
- 980 General history of South America
- 990 General history of other areas

Adult Collections

Fiction

- a large popular collection and the reason many people come to the library
- consists mostly of best sellers, popular authors, and some classics
- series drives many of the selections
- many local authors are included
- patron suggestions help mold the collection

Nonfiction

- serves informal education and self-motivated learners
- provides resources for do-it-yourselfers
- serves curious minds about a wide variety of topics

Reference

- provides sources which are generally referred to for isolated facts rather than being read in their entirety
- many are updated on a regular basis so that the latest information will always be available
- meets state library guidelines for print reference
- includes New Mexico State Statutes

Biography

- consists of both biographies and autobiographies
- includes a wide range of people, both historical and contemporary
- popular figures represented more widely than scholarly figures

Large Print

- caters to people with vision challenges
- the majority is fiction rather than nonfiction
- many titles duplicate popular titles in the general library collection

Spanish

- primarily intended to meet the needs of our Spanish-speaking community
- includes fiction, nonfiction, biographies, DVDs, and CDs

Graphic Novels/Comic Books/Manga

- popular and heavily used
- series are highly represented

Magazines and Newspapers

- focus on popular titles
- local and select national newspapers

DVDs

- contains popular movies, TV series, and non-fiction
- one of our most popular collections

Music

- contains all types of music
- popular music is represented more than classical music, due to demand
- includes spoken performances

Audiobooks

- duplicates many of the print popular titles
- many nonfiction titles of general interest
- includes language learning audiobooks
- unabridged are preferred with abridged titles being avoided

Children's Collections

Children's materials will complement but not substitute for those collections found at the schools.

Fiction

- intended to meet the recreational reading needs of children in second through sixth grade
- composed of quality authors, popular fiction, current series, and multicultural literature

Easy

- intended to meet the recreational, educational, and bibliotherapeutic reading needs primarily of babies, toddlers, preschoolers, and children in kindergarten through third grade
- composed of quality authors and illustrators and current series with concept books and board/baby books
- beginning reader books (identified by a special spine label) provide for developmental reading skills from basic pre-primer to early chapter books

Nonfiction

- intended to meet the informational, educational, and recreational reading needs of children in kindergarten through sixth grade
- composed of quality authors, popular subjects, current series, and historical perspectives
- will strive to reflect changing school curricula and recurring assignments

Biography

- intended to meet the informational, educational, and recreational reading of children in kindergarten through sixth grade
- consists of both biographies and autobiographies
- includes both historical and contemporary figures

Homeschool

- intended to meet the informational and educational needs of homeschool families with children in kindergarten through twelfth grade.
- source of materials in collection are donation based
- contains materials that do not fit into the regular circulating collection
- contains textbooks, homeschooling guides, homeschooling curriculum, and literature which is specifically developed as part of a textbook or curriculum
- items have an extended checkout period

Spanish

- intended to meet the informational, educational, and recreational reading needs of Spanish-speaking children in kindergarten through sixth grade, and Spanish language learners
- contains fiction, nonfiction, easy picturebooks, and graphic novels
- contains Spanish language and bilingual books

- composed of quality authors and illustrators and current series with concept books and board/baby books
- composed of popular fiction, current series, and quality authors both English and Spanish
- collection is largely intended for parents who wish to continue to read with or to their children in their native language or for Spanish-speaking patrons learning English

Graphic Novels/Comic Books/Manga

- intended to meet the recreational reading needs of children in kindergarten through sixth grade
- composed of well-known authors and artists, current series, and popular book-to-movie characters
- Manga series publish editions several times a year; every effort is made for currency of the series
- graphic novels that have current movie counterparts are collected heavily as their popularity is sustainable
- includes comics that have been collected into a single volume

Periodicals

- intended to meet the informational, educational, and recreational reading needs of children in kindergarten through sixth grade
- composed of a broad range of interests

DVDs

- intended to meet the informational, educational, and recreational viewing needs of children in kindergarten through sixth grade
- composed of a broad range of interests

Music

- intended to meet the informational, educational, and recreational listening needs of children in kindergarten through sixth grade
- includes spoken performances

Audiobooks

- intended to meet the informational, educational, and recreational listening needs of children in kindergarten through sixth grade
- comprised of popular fiction, classics, and current series
- every effort is made to have a print book for its audiobook counterpart

Teen Collections

Teen materials will complement but not substitute for those collections found at the schools.

Fiction

- intended to meet the recreational reading needs of teens in seventh through twelfth grade
- composed of quality authors, popular fiction, current series, and multicultural literature

Nonfiction

- intended to meet the informational, educational, and recreational reading needs of teens in seventh through twelfth grade
- composed of quality authors, popular subjects, current series, and historical perspectives
- collection is interfiled with adult nonfiction for better access to similar resources

Biography

- intended to meet the informational, educational, and recreational reading of teens in seventh through twelfth grade
- consists of both biographies and autobiographies
- includes both historical and contemporary figures

Graphic Novels/Comic Books/Manga

- intended to meet the recreational reading needs of teens in seventh through twelfth grade
- composed of well-known authors and artists, current series, and popular book-to-movie characters
- Manga series publish editions several times a year; every effort is made for currency of the series
- graphic novels that have current movie counterparts are collected heavily as their popularity is sustainable
- includes comics that have been collected into a single volume

Periodicals

- intended to meet the recreational and informational reading needs of teens in seventh through twelfth grade
- composed of a broad range of interests such as music, fashion, and sports

Audiobooks

- intended to meet the recreational listening needs of teens in seventh through twelfth grade
- comprised of popular fiction, classics, and current series

Digital Collections

Because the public is consuming more and more digital content, the Libraries will strive to remain current and relevant by offering content in online, digital, downloadable, and streaming formats for all ages. Digital content is available through the Rio Rancho Public Libraries' website and often through apps on mobile devices. Digital content includes:

- eBooks
- eAudiobooks
- eMagazines
- music
- videos

- digitized newspapers
- databases for educational, professional, and recreational purposes

Selection of these resources is based primarily on popularity, educational value, and patron requests.

Interlibrary Loans

For items that don't fit into the scope of our collection, the Libraries offer an interlibrary loan service, whereby almost any title can be obtained for a small fee paid by the patron. For more information, contact the Loma Colorado Main Library or Esther Bone Memorial Library.

ADDENDA

Addendum 1

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. 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.

II. 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.

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

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

A history of the Library Bill of Rights is found in the latest edition of the [Intellectual Freedom Manual](#).

Addendum 2

INTERPRETATIONS OF THE LIBRARY BILL OF RIGHTS

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices.

Following are those documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights and background statements detailing the philosophy and history of each. For convenience and easy reference, the documents are presented in alphabetical order. These documents are policies of the American Library Association, having been adopted by the ALA Council.

Access for Children and Young Adults to Nonprint Materials: Library collections of nonprint materials raise a number of intellectual freedom issues, especially regarding minors. Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views."

Access to Digital Information, Services, and Networks: 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 by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation: The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, or sexual orientation.

Access to Resources and Services in the School Library Media Program: The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

Challenged Materials: The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form that reflects the Library Bill of Rights, and that is approved by the appropriate governing authority.

Diversity in Collection Development: Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

Economic Barriers to Information Access: A democracy presupposes an informed citizenry. The First Amendment mandates the right of all persons to free expression, and the corollary right to receive the constitutionally protected expression of others. The publicly supported library provides free, equal, and equitable access to information for all people of the community the library serves. While the roles, goals and objectives of publicly supported libraries may differ, they share this common mission.

Evaluating Library Collections: The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of all libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials presumed to be controversial or disapproved of by segments of the community.

Exhibit Spaces and Bulletin Boards: Libraries often provide exhibit spaces and bulletin boards. The uses made of these spaces should conform to the Library Bill of Rights: Article I states, "Materials should not be excluded because of the origin, background, or views of those contributing to their creation." Article II states, "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Article VI maintains that exhibit space should be made available "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

Expurgation of Library Materials: Expurgation of Library Materials: 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 agent, or its parent institution (if any).

Free Access to Libraries for Minors: Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Importance of Education to Intellectual Freedom (New as of the 2009 ALA Annual Conference): Through education 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.

Intellectual Freedom Principles for Academic Libraries: 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. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work.

Labeling and Rating Systems: 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, the ability for library

users to access electronic information using library computers does not indicate endorsement or approval of that information by the library.

Minors and Internet Interactivity (New as of the 2009 ALA Annual Conference): The digital environment offers opportunities both for accessing information created by others and for creating and sharing new 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.

Library-Initiated Programs as a Resource: Library-initiated programs support the mission of the library by providing users with additional opportunities for information, education, and recreation.

Meeting Rooms: Many libraries provide meeting rooms for individuals and groups as part of a program of service. Article VI of the Library Bill of Rights states that such facilities should be made available to the public served by the given library "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

Prisoners Right to Read: The American Library Association asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps and segregated units within any facility.

Privacy: Privacy is essential to the exercise of free speech, free thought, and free association. See also Questions and Answers on Privacy and Confidentiality.

Restricted Access to Library Materials: Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights.

Services to People with Disabilities (New as of the 2009 Midwinter Meeting in Denver, CO): ALA recognizes that persons with disabilities are a large and often neglected part of society. In addition to many personal challenges, some persons with disabilities face economic inequity, illiteracy, cultural isolation, and discrimination in education, employment, and the broad range of societal activities. The library plays a catalytic role in their lives by facilitating their full participation in society.

The Universal Right to Free Expression: Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly, and association, and the corollary right to receive information.

Source: **ALA Office for Intellectual Freedom.**

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>. Viewed 7/30/14.

Addendum 3

ACCESS TO ELECTRONIC 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 by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

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

Libraries empower users by providing access to the broadest range of information. Electronic resources, including information available via the Internet, allow libraries to fulfill this responsibility better than ever before.

Issues arising from digital generation, distribution, and retrieval of information need to be approached and regularly reviewed from a context of constitutional principles and ALA policies, so that fundamental and traditional tenets of librarianship are not swept away.

Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people lack access or capability to use electronic information effectively.

In making decisions about how to offer access to electronic information, each library should consider 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 electronic 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 or receiving 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 or utilized electronically is constitutionally protected unless determined otherwise by a court of law with appropriate 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*).

Libraries should use technology to enhance, not deny, access to information. 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*.

Equity of Access

The Internet provides expanding opportunities for everyone to participate in the information society, but too many individuals face serious barriers to access. Libraries play a critical role in bridging information access gaps for these individuals. Libraries also ensure that the public can find content of interest and learn the necessary skills to use information successfully.

Electronic 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 their major support from public funds. All libraries should develop policies concerning access to electronic information that are consistent with ALA's policy statements, 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 Resolution on Access to the Use of Libraries and Information by Individuals with Physical or Mental Impairment*.

Information Resources and Access

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. **Parents and legal guardians who are concerned about their children's use of electronic resources should provide guidance to their own children.**

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 electronically. Libraries have an obligation to provide access to government information available in electronic format.

Libraries and librarians should not deny or limit access to electronic information because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Furthermore, libraries and librarians should not deny access to electronic information solely on the grounds that it is perceived to lack value.

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.

Electronic 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 electronic resources no less than they do to the more traditional sources of information in libraries (*Diversity in Collection Development*).

Adopted January 24, 1996, by the ALA Council; amended January 19, 2005.

Addendum 4

THE FREEDOM TO READ STATEMENT AMERICAN LIBRARY ASSOCIATION

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet

prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Addendum 5

FREEDOM TO VIEW STATEMENT AMERICAN LIBRARY ASSOCIATION

The freedom to view, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest possible access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials that represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, and other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

Addendum 6

Request for Reconsideration



755 Loma Colorado Blvd. NE
Rio Rancho, NM 87124

Please complete this form and return it to a staff member. Date _____

Name _____ Phone # _____

Address _____

City _____ State _____ Zip _____

Email _____

Do you represent: yourself an organization? (check one)

What type of material or service are you commenting on?

- Book Magazine Library Program Movie
- Music CD Display/Exhibit Newspaper Audiorecording
- Slide Internet Resource/Site Other (brief description)

What item/program/display/exhibit are you commenting on?

If commenting on an item, what is the title and author/performer/producer?

If commenting on a program/display/exhibit what is the title and the date?

How did this title/event/display/program/exhibit come to your attention?

(Recommended by staff member, review, friend's recommendation, found on shelf, visited library, library calendar announcement, publicity announcement, etc.)

Did you read or listen to the entire work, stay for the entire program, view the entire display? If not, which selection or part did you read or view?

What is it that you find objectionable? Please be specific; cite pages, excerpts, or scenes whenever possible.

Thank you for your comments. A member of our Administrative Staff will contact you regarding your concerns.

Please use the back of this page for further comments if necessary.