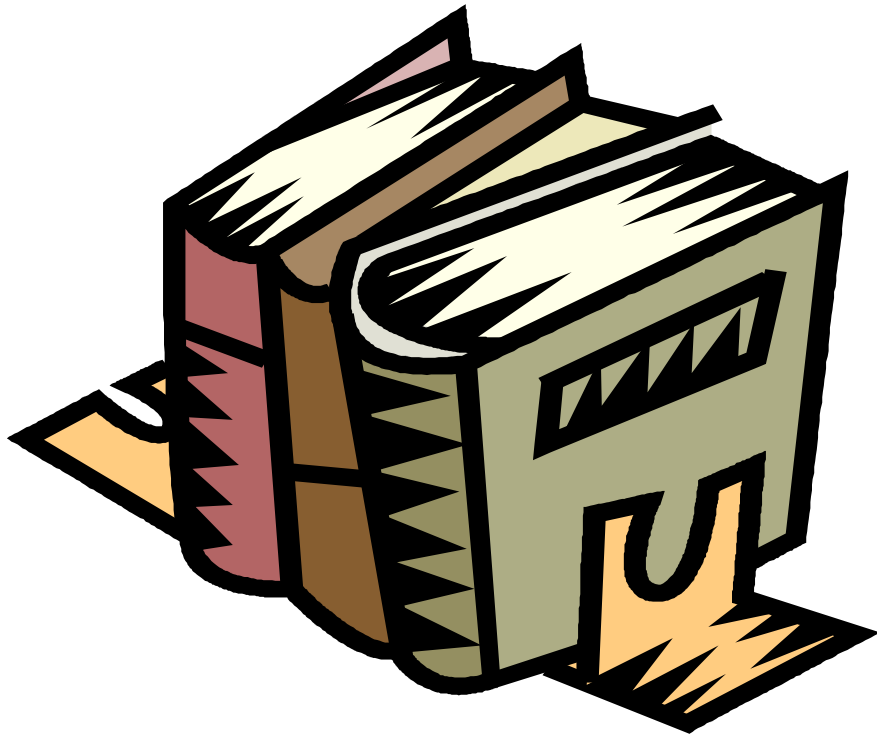


Sachse Public Library



Collection Development Policy

March 2007
Amended July 2007

Introduction

▪ Purpose

This Collection Development Policy defines the specific selection of print and non-print materials of the Sachse Public Library. A separate policy has been developed for the use of the Internet. This policy does not relate to materials provided by Internet services.

Developed by the Library Director and approved by the Library Advisory Board on March 9, 2007, this policy will be reviewed every three (3) years to ensure that the information remains current and pertinent.

▪ Statement of Intellectual Freedom

The Library endorses the American Library Association's Library Bill of Rights, Freedom to Read Statement, and the Intellectual Freedom Statement of the Texas Library Association. (See Appendices). These three documents are considered guiding principles for this Collection Development Policy.

▪ Independence

The Library does not endorse or support any particular political, religious, or ideological group or viewpoint. Citation to or incorporation of materials from any group, including but not limited to the American Library Association and the Texas Library Association, in this Policy does not constitute or imply endorsement or adoption of any views or policies of such group beyond what is specifically cited or incorporated.

This Policy is to be applied with the goal and purpose of obtaining and maintaining the best possible library collection appropriate for the Sachse community intended for the education, use, and enjoyment of the citizens of Sachse, Texas.

Amendment to the Collection Development Policy approved and adopted by City Council at their September 4, 2007 Meeting

Access to library materials will not be restricted beyond what is required to protect materials from theft or damage. Responsibility for the reading of children rests with their parents and legal guardians. Parents who wish to limit or restrict the reading of their own child should personally oversee that child's choice of reading material. Selection of library materials will not be inhibited by the possibility that books may come into the possession of children.

Mission Statement

The mission of the Sachse Public Library is to provide an easily available collection of information and artistic expression for everyone.

Role of the Library

- Preschoolers Door to Learning - The Library encourages young children to develop an interest in reading and learning through services for children and for parents and children together.
- Popular Materials Library - The Library features current, high demand, high interest materials in a variety of formats for persons of all ages.

- .Formal Education Support Center - The Library assists students of all ages in meeting educational objectives established during their formal courses of study.
- .Independent Learning Center - The Library supports individuals of all ages pursuing a sustained program of learning independent of any educational provider.
- Reference Library - The Library actively provides timely, accurate, and useful information for community residents.

Selection Philosophy

Since no public library can afford to acquire or house the complete annual output of the publishing industry, a process of selection must take place. The Sachse Public Library strives to provide a collection that is current, balanced, and representative of all fields of knowledge to the extent of its financial limitations. The purpose of the policy is to provide the staff with guidelines for the selection of materials, and:

- To designate the Library Director as the person responsible for developing and maintaining the collection. Readers' suggestions will be given serious consideration within the general criteria. Final purchase decisions rest with the Library Director and other professional staff.
- Materials will be excluded which do not conform to or lend themselves to library use or format: left spiral binding, game books, most popup books and comics.
- Prejudice will be avoided by not labeling materials other than by providing classification, directional aids, and major categories of interest patterns. The distinction between the children and youth versus the adult section will be made only on the assumed differential interest patterns, respectively. Appropriateness of the materials for minors is the sole responsibility of the parents of their own child/children.
- The materials selection and accessibility policies of the Sachse Public Library are based on the principles listed below:
 - The Freedom to Read Statement along with the Freedom to View is protected by the First Amendment to the Constitution. This freedom is held to be essential to our democracy and will be upheld, supported, and defended in the selection and provision of all library materials.
 - Freedom of choice in selecting materials is a necessary safeguard to the freedom to read, to hear, and to view.
 - The Library and its associated authorities do not serve in locos parentis. Responsibility for overseeing children's choices of reading materials rests with their parents and/or legal guardians, who may restrict their children, and only their children, from access to library materials. Selection will not be inhibited by the possibility that materials may inadvertently come into the possession of children. (Refer to Appendices and Free Access to Libraries for Minors.)
- Without exclusion, the library will attempt to provide materials for all members of the community that it serves.
 - A person's right to access and to use library materials will not be denied or abridged because of origin, age, ethnic background, nationality, or views.
- The library is not a judicial body. Laws governing obscenity, subversive materials, and other questionable matters are subject to interpretation by the courts. Consequently, no challenged materials will be removed from the library because of complaints of obscenity, pornography, and other categories covered by law until after an independent court of competent jurisdiction, following an adversary hearing and in accordance with well established principles of law, shall have rules against the material. No materials will knowingly be selected which have previously

been adjudicated to be in noncompliance with the law. The library will uphold the principles of the American Library Association's Library Bill of Rights, Freedom to Read Statement, Freedom to View Statement, Free Access to Libraries for Minors, Statement on Labeling, and the Texas Library Association's Intellectual Freedom Manual.

Selection Responsibility

- The library will strive to provide a balance of viewpoints on all subjects in its collection.
- The library will purchase current materials to meet the levels of demand and use.
- The library staff will evaluate the collection to ensure materials remain current and in good physical condition. Evaluation will be done using statistical data from the automation system whenever possible. The library staff encourages and welcomes patron suggestions, comments, and ideas about the collection and its development.
- The library will attempt to select materials that represent a range of viewpoints and will do its best to exercise impartiality in selection decisions. The collections will represent as many sides of controversial issues as budget, space, and availability of materials allow. Selection will be based on criteria given throughout the policy. The race, religion, nationality or political views of any author, the frankness of language, the controversial content of an item or the endorsement or approval of an individual or group in the community will not automatically cause an item to be included or excluded. Materials are evaluated as a whole and not on the basis of a particular passage or illustration.

Selection Criteria

- **Collection Classifications**

A. Adult Nonfiction and Reference Materials

1. Authority and/or reputation of the author, creator, publisher or sponsoring group.
2. Accuracy and currency of the information presented.
3. Relation of the work to the existing collection.
4. Comprehensiveness and depth of information.
5. Objectivity of approach.
6. Representation of varying points of view.
7. Appropriate presentation for the intended audience.
8. Organization of the contents including indexes, bibliographies and appendices.
9. Technical aspects such as illustrations, sound, and clarity.
10. Physical characteristics including typeface, paper, binding, and durability.
11. Cost, including not only actual price, but also ongoing costs to process and update.
12. Public demand.
13. Prizes, awards, or honors received.
14. Appropriate substance for the intended audience.
15. Present and potential demand.
16. Availability and accessibility of materials in the collection on the same subject.

B. Adult Fiction Materials

1. Demand.
2. Characterization, theme, plot, and setting.
3. Literary merit.
4. Popular or limited appeal.
5. Any appropriate nonfiction criteria listed above.

C. Special Format

1. Periodicals will be evaluated according to the following criteria:
 - a. Frequency of use.
 - b. Interest as indicated by patron requests.
 - c. Reputation and quality of publication.
 - d. New titles of subject of current interest.
 - e. Regional significance.
2. Newspapers are purchased to give local, state, national, and international news coverage as budget and space permit.
3. Audio Visual Materials
Audio books, video, and DVD recordings will be acquired to supplement the educational, cultural, and recreational needs of the users.
4. Music CDs
 - a. Popular
 - b. Children's songs
 - c. Classical
 - d. Opera
 - e. Country and Western

D. Children's

1. Fiction
2. Easy Readers
3. Nonfiction
4. Paperbacks
5. Spanish Language
6. Textbook Collection

E. Other Formats

1. Audio books
2. Video/DVD Collection
3. Interlibrary Loan
4. Music

F. Young Adult

Due to space issues in the library, young people are served from the general collection.

G. Children

1. The collection is carefully selected for children of all ages and abilities. Emphasis is placed on materials that stimulate imagination, mental growth, and the development of taste for good literature.

2. Although the library will not purchase sufficient copies of titles for classroom use, it does have a strong commitment to provide a variety of supplemental materials in support of classroom assignments as well as home-schoolers.
3. The goal for selecting materials for children is to provide the best new materials and copies of older, beloved titles, and classics of lasting value. Materials are collected in English as well as some Spanish titles. Other languages will be included only if the community changes dramatically.
4. The presence of materials in the library must not be construed as a personal endorsement of their contents by any member of the staff, the Library Board, or the City Council of the City of Sachse.
5. The library subscribes to the principles of the American Library Association's Library Bill of Rights, Freedom to Read Statement, Statement on Labeling, and Free Access to Libraries for Minors (see Appendices for full texts).

H. Adults

The purpose of the adult book collection is to make available books and other materials that will meet the educational, informational, cultural, and leisure reading interests and needs of the patron. The library strives to maintain a carefully selected collection of highly recommended titles. Each title is judged individually according to reader interest and the need for the book in the collection. Materials are collected mostly in English due to budgetary considerations. A small Spanish collection exists which will be added to as money and space permit. No other languages will be collected unless the community changes dramatically.

Selection Aids

Ideally, all materials added to the library collection would be read and viewed before purchase by a librarian with trained judgment, knowledge of the library's present resources, and acquaintance with the requirements of local users.

Circumstances make previewing extremely time consuming, so the Director of Library Services or designated selector makes use of selection aids, such as basic general lists, current general lists, special bibliographies for reference materials and particular subject materials, and reviewing journals and newspapers. While reviews are a major resource of information about new materials, no one publication is relied on exclusively; the critical opinions of reviews are checked against each other when feasible.

The professional librarians will use the following aids in the selection of materials:

- A. Booklist
- B. Library Journal
- C. School Library Journal
- D. Publishers Weekly
- E. A to Zoo
- F. Publishers catalogs
- G. Ingram Advance
- H. Amazon.com
- I. New York Times Review of Books
- J. Other review media deemed acceptable by the Director of Library Services.

Public Library Catalog

The library recognizes that many materials (books, videos, recordings, etc.) are controversial. Responsibility for the reading and viewing of children rests with their parents and/or legal guardians. Selection will not be inhibited by the possibility that the materials may inadvertently come into possession of children. Selections will be made on the merits of the work in relation to the building of the collection and the interests of the community.

Gifts and Donations

The library encourages and welcomes gifts of money for the purchase of library materials, equipment, and for the improvement of library facilities. Gifts of materials for the collection are subject to the same principles and standards of selection as outlined in the Collection Development Policy and applied to all materials added to the library's collection.

Donations are final and become the property of the Sachse Public Library. The library reserves the right to dispose of unneeded materials and to refuse gifts of materials. Most materials the library is unable to use are given to the Friends of the Library for sale or disposal. The library will not accept materials that are in poor physical condition. Those making monetary donations may wish to recommend how their contributions are to be used. The library will comply with such requests whenever possible; however, the library reserves the right to commit donations to services and projects in keeping with its priorities.

The acquisition of valuable and rare books is not a function of the Sachse Public Library. An exception is made when an item is of bibliographic importance to a particular area of the collection.

Sachse Public Library Materials Gift Receipt

The Sachse Public Library hereby accepts and acknowledges the receipt of materials as an unrestricted gift with the understanding that the material will be added in accordance with the Collection Development Policy. The donations are the exclusive property of the library. The library reserves the right to use, sell, exchange, or dispose of materials as it sees fit. The library cannot be responsible for assessing monetary value of donations.

Donor _____

Address _____

Date _____

Signature of Donor _____

Accepted for the Library by _____

Collection Maintenance

- **De-selection (weeding)**

In order to maintain a collection of useful materials serving the evolving educational and intellectual needs of library users, careful weeding must occur. Weeding will be done under the direction of the Director of Library Services. Library staff will use the ALA's Crew Method as a guideline for weeding. As money permits, the library staff may replace weeded materials with more current titles on the same topic. The three basic criteria for weeding are as follows:

Content – Items that are outdated, obsolete, or inaccurate will be weeded.

Condition – Items that are worn out, books with torn pages, soiled or missing, or with broken spines, torn covers or frayed bindings.

Use Patterns – Books that have not circulated for three years and unused duplicate copies.

- **Duplications**

The library gives serious consideration to the number of requests for an item as a guide for duplication. Duplication must not be at the expense of important but less-demanded materials needed for the permanent collection. Popular demand, importance of the material, and budget limitations will be the determining factors. For popular works and bestsellers, the library takes into account the number of reserves as a guideline. If an item has three reserves, the library will try to order another copy of the title.

- **Disposal**

If the material to be discarded is substantial or has potential use for any institution (example: older set of encyclopedias), staff may try to locate a library, school, or local group interested. If the material has been deemed valuable but outside the collection development plan of the library, staff may seek a buyer for the material. Generally, discarded materials are given to the Friends of the Library. The Friends have permission to sell discarded materials with income to benefit the library.

- **Storage**

The library does not have room for storage at this time. If space allowed room for storage, the library would store additional copies of local publications and additional copies of titles that continue to be in demand for use as replacements.

Reconsideration of Materials

- A. Because in a diverse society tastes and opinions differ, some materials the library acquires may be offensive to some patrons. In a democracy which incorporates the rights to free press and speech into its basic system of law, the minority does not have the prerogative to curtail the free access to published materials. If, however, a patron objects to material held by the library, he/she may submit a Citizen's Request for Reconsideration of Materials. In no instance will material be removed on demand. All considerations of requests to remove materials will be reviewed using this selection policy as a guideline.

- B. In order to have his/her request considered, the patron must:
 - 1. Be a registered borrower of the library.
 - 2. File a completed Request for Reconsideration of Materials form with the Director of Library Services.

- C. Supply his/her full name and address. Anonymous complaints will not be considered.

- D. After the completed form is received, the Director of Library Services will review the reasons for the complaint and the material in question. The Director will attempt to answer the complaint to the patron's satisfaction. If the patron is not satisfied with the Director's action, he/she may request that the materials be reviewed by a Materials Review Committee. The committee will be composed of the Director of Library Services and the Library Board.

- E. Decisions of the Materials Review Committee shall be final.

- F. Any challenged title may be reconsidered once in a calendar year.

Sachse Public Library

Recommendation for Reconsideration of Materials

Name _____ Date _____
Address _____ Card # _____
City _____ State _____ Zip _____ Telephone _____

Resource on which you are commenting:

_____ Book _____ Audiovisual Material _____ Magazine or newspaper
_____ Content of library program _____ Display _____ Other _____

Title _____
Author/Producer _____
Publisher (if known) _____

1. Are you representing an organization? _____ Yes _____ No
2. If yes, what is the name of the organization? _____

3. What brought this material to your attention? _____

4. What is your objection to the material? Please be specific; cite pages. If additional space is required, use back: _____

5. What do you feel might be the result of reading or using this material? Why? _____

6. Did you read the entire book or examine the material thoroughly? _____ Yes _____ No
If not, what parts did you read or examine? _____

7. In your judgment, is the material of any value? Why do you feel this way? _____

8. Are you aware of the judgment of this material by literary critics? _____ Yes _____ No

9. What do you believe is the theme or purpose of this material? _____

10. In its place, what material of equal literary quality would you recommend that would present as valuable a picture of or perspective on the subject? _____

11. What are you suggesting the library do with this item? _____

Patron's signature _____

Received by _____

Date _____

Appendix A

City Demographics

Census 2000 Demographic Profile Highlights:

General Characteristics	Number	Percent	U.S.
Total population	9,751		
Male	4,856	49.8	49.1%
Female	4,895	50.2	50.9%
Median age (years)	31.5	(X)	35.3
Under 5 years	899	9.2	6.8%
18 years and over	6,565	67.3	74.3%
65 years and over	388	4.0	12.4%
One race	9,571	98.2	97.6%
White	8,517	87.3	75.1%
Black or African American	451	4.6	12.3%
American Indian and Alaska Native	63	0.6	0.9%
Asian	210	2.2	3.6%
Native Hawaiian and Other Pacific Islander	1	0.0	0.1%
Some other race	329	3.4	5.5%
Two or more races	180	1.8	2.4%
Hispanic or Latino (of any race)	801	8.2	12.5%
Household population	9,751	100.0	97.2%
Group quarters population	0	0.0	2.8%
Average household size	3.02	(X)	2.59
Average family size	3.28	(X)	3.14
Total housing units	3,350		
Occupied housing units	3,224	96.2	91.0%
Owner-occupied housing units	2,864	88.8	66.2%
Renter-occupied housing units	360	11.2	33.8%
Social Characteristics	Number	Percent	U.S.
Population 25 years and over	5,995		
High school graduate or higher	5,517	92.0	80.4%
Bachelor's degree or higher	1,836	30.6	24.4%
Civilian veterans (civilian population 18 years +)	825	12.5	12.7%
Disability status (population 5 years +)	982	11.0	19.3%
Foreign born	532	5.5	11.1%
Male, Now married, except separated (population 15 years +)	2,413	68.9	56.7%
Female, Now married, except separated (population 15 years +)	2,514	70.7	52.1%
Speak a language other than English at home (population 5 years +)	858	9.6	17.9%
Economic Characteristics	Number	Percent	U.S.
In labor force (population 16 years and over)	5,358	77.3	63.9%
Mean travel time to work in minutes (workers 16 years +)	30.0	(X)	25.5

Median household income in 1999 (dollars)	70,333	(X)41,994
Median family income in 1999 (dollars)	71,918	(X)50,046
Per capita income in 1999 (dollars)	25,530	(X)21,587
Families below poverty level	96	3.4 9.2%
Individuals below poverty level	447	4.6 12.4%

Data from the census web site www.census.gov

2006 Population Estimates
by City

	Final Census	Final Census	Final Census	Final Census	Revised Estimated Population	Estimated Population 1/1/2006	Growth Rate 2005- 2006
	4/1/70	4/1/80	4/1/90	4/1/2000	1/1/2005		
Sachse	777	1,640	5,346	9,751	16,150	17,300	7.12%

Data from the North Central Texas Council of Governments web site
www.nctcog.org/ris/demographics/population/pop2006.xls

Appendix B

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 which 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 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Appendix C

Freedom to Read

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 of 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.

Appendix D

The Freedom to View

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 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 which represent a diversity of views and expressions. 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, or 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

Appendix E

Free Access to Libraries for Minors

An Interpretation of the Library Bill of Rights

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.

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.” The “right to use a library” includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills, or legal emancipation.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Children and young adults unquestionably possess [First Amendment](#) rights, including the right to receive information in the library. Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.¹ Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether material is not constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents. As “[Libraries: An American Value](#)” states, “We affirm the responsibility and the right of all parents and guardians to guide their own children’s use of the library and its resources and services.” Librarians and governing bodies should maintain that parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents who do not want their children to have access to certain library services, materials, or facilities should so advise their children. Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.

Lack of access to information can be harmful to minors. Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, format,

or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

¹See [Erznoznik v. City of Jacksonville](#), 422 U.S. 205 (1975)-“Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable [422 U.S. 205, 214] for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors. See [Tinker v. Des Moines School Dist.](#), *supra*. Cf. [West Virginia Bd. of Ed. v. Barnette](#), 319 U.S. 624 (1943).”

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Appendix F

THE TEXAS LIBRARY ASSOCIATION INTELLECTUAL FREEDOM STATEMENT

A. Preamble

The Texas Library Association holds that the freedom to read is a corollary of the constitutional guarantee of freedom of the press. Freedom of choice in selecting materials is a necessary safeguard to the freedom to read, and shall be protected against extra-legal, irresponsible attempts by self-appointed censors to abridge it. The Association believes that citizens shall have the right of free inquiry and the equally important right of forming their own opinions, and that it is of the utmost importance to the continued existence of democracy that freedom of the press in all forms of public communication be defended and preserved. The Texas Library Association subscribes in full to the principles set forth in the LIBRARY BILL OF RIGHTS of the American Library Association, Freedom to Read Statement, and interpretative statements adopted thereto.

B. Areas of Concern

1. **LEGISLATION.** The Texas Library Association is concerned with legislation at the federal, state, local and school district level which tends to strengthen the position of libraries and other media of communication as instruments of knowledge and culture in a free society. The Association is also concerned with monitoring proposed legislation at the federal, state, local and school district level which might restrict, prejudice or otherwise interfere with the selection, acquisition, or other professional activities of libraries, as expressed in the American Library Association's LIBRARY BILL OF RIGHTS and the Freedom to Read Statement.

The Intellectual Freedom Committee works with the Legislative Committee to watch proposed legislation, at the various levels, which would restrict or interfere with the selection, acquisition, or other professional activities of libraries.

2. **INTERFERENCE.** The Association is concerned with the proposed or actual restrictions imposed by individuals, voluntary committees, or administrative authority on library materials or on the selection judgment, or on the procedures or practices of librarians.

The Intellectual Freedom Committee attempts to eliminate restrictions which are imposed on the use or selection of library materials or selection judgment or on the procedures or practices of librarians; receives requests for advice and assistance where freedom has been threatened or curtailed; and recommends action to the Executive Board where it appears necessary.

3. **MATERIALS SELECTION POLICY.** The Texas Library Association believes that every library, in order to strengthen its own selection process, and to provide an objective basis for evaluation of that process, should develop a written official statement of policy for the selection of library materials.

The Intellectual Freedom Committee encourages all libraries to develop a written statement of policy for the selection of library materials which includes an endorsement of the LIBRARY BILL OF RIGHTS.

4. **EDUCATION.** The Texas Library Association is concerned with the continuing education of librarians and the general public in understanding and implementing the philosophy inherent in the LIBRARY BILL OF RIGHTS and the ALA Freedom to Read Statement

The Intellectual Freedom Committee supports an active education program for librarians, trustees, and the general public.

5. **LIAISON WITH OTHER ORGANIZATIONS.** The Texas Library Association, in order to encourage a united front in defending the rights to read, shall cooperate with other organizations concerned with intellectual freedom.

The Intellectual Freedom Committee advises on TLA positions and cooperates with other organizations.

Adopted September 15, 1972
by the TLA Council

Reaffirmed April 7, 1995
by the TLA Council